

11 H Grade Curriculum Overview

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	CFU
<p style="text-align: center;">Narrative Writing Sept. 3-12</p>	<ul style="list-style-type: none"> ● Sample published and student monologues 	<ul style="list-style-type: none"> ● Use a variety of strategies to brainstorm, plan, revise and strengthen writing ● Writing monologues ● Vocabulary development ● Air-self select and read texts based on interest 	<ul style="list-style-type: none"> ● Personal monologue 	<ul style="list-style-type: none"> ● Quick writes
	<p>STANDARDS: NYS Next Generation ELA Standards</p> <ul style="list-style-type: none"> ● W. 3 ● L. 1,2,4 			
<p style="text-align: center;">Novel Sept. 20-Oct. 26</p>	<ul style="list-style-type: none"> ● <u>The Catcher in the Rye</u> 	<ul style="list-style-type: none"> ● Close reading ● Reading on a figurative level ● Determining theme ● Citing text-based evidence ● Forming Questions ● Literary analysis ● Revision ● Engage in evidence-based discussions ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Literary analysis essay ● Monologue from Holden's perspective 	<ul style="list-style-type: none"> ● Reading quizzes ● Silent discussion ● Small group/whole class discussion ● Reading responses

	<p>STANDARDS: NYS Next Generation ELA Standards</p> <ul style="list-style-type: none"> ● R.1, 2, 3, 5, 9 ● W. 4,5 ● SL. 1 ● L. 1,2,4 			
<p>Regents Review October 29--Nov.9</p>	<ul style="list-style-type: none"> ● June 2018 regents and exemplars 	<ul style="list-style-type: none"> ● M/C strategies for success ● Determining central idea ● Identifying literary elements used in a text ● Writing a text analysis essay ● Identifying supporting reasons for and against an issue in a text ● Structuring and writing a written argument ● Integrating sources ● Paraphrasing ● MLA citation ● Revision ● Editing ● Engage in evidence based discussions ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Completing all three tasks on the June 2018 regents 	<ul style="list-style-type: none"> ● Pair share ● Gallery walk ● Peer edit ● Teacher monitoring of process

	<p>STANDARDS: NYS Next Generation ELA Standards</p> <ul style="list-style-type: none"> ● R. 1,2,3,8,9 ● W. 1,2,5,7 ● L. 1,2,4 			
<p>Shakespeare Nov. 13--Nov. 20 and Nov. 26—Dec. 21</p>	<ul style="list-style-type: none"> ● <u>Hamlet</u> 	<ul style="list-style-type: none"> ● Close reading ● Determining central idea ● Citing text-based evidence ● Forming Questions ● Literary Analysis ● Revision ● Paraphrasing ● Recitation ● Engage in evidence-based discussions ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Literary Analysis essay 	<ul style="list-style-type: none"> ● Turn and talk ● Reading quizzes ● Quick write ● Teacher monitoring
	<p>STANDARDS: STANDARDS: NYS Next Generation ELA Standards</p> <ul style="list-style-type: none"> ● R. 1,2,3,9 ● W. 5 ● SL. 1,6 ● L. 1,2,4,5 			

<p style="text-align: center;">Regents Review Jan. 7-18</p>	<ul style="list-style-type: none"> ● August 2018 regents and exemplars 	<ul style="list-style-type: none"> ● M/C strategies for success ● Determining central idea ● Identifying literary elements used in a text ● Writing a text analysis essay ● Identifying supporting reasons for and against an issue in a text ● Structuring and writing a written argument ● Integrating sources ● Paraphrasing ● MLA citation ● Revision ● Editing ● Engaging in evidence-based discussions ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Completing all three tasks on the August 2018 regents 	<ul style="list-style-type: none"> ● Pair share ● Gallery walk ● Peer edit ● Teacher monitoring of process
	<p>STANDARDS: NYS Next Generation ELA Standards</p> <ul style="list-style-type: none"> ● R. 1,2,3,8,9 ● W. 1,2,5,7 ● L. 1,2,4 			

<p>Narrative Writing Jan. 23-Feb. 15</p>	<ul style="list-style-type: none"> ● Published and Student Samples of Multi-genre projects 	<ul style="list-style-type: none"> ● Using a variety of strategies to brainstorm, plan, revise and strengthen writing ● Writing in multiple genres ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Multi-genre project 	<ul style="list-style-type: none"> ● Quick writes ● Pair share
<p>STANDARDS: NYS Next Generation ELA Standards</p> <ul style="list-style-type: none"> ● W. 3 ● L. 1,2,4 				
<p>Research Feb. 25—March 15</p>	<ul style="list-style-type: none"> ● Topic TBD 	<ul style="list-style-type: none"> ● Research ● Selecting appropriate supporting evidence ● Integrating sources ● Paraphrasing ● Structuring and writing an informative/ explanatory text ● MLA citation ● Revision ● Editing ● Engaging in evidence-based discussions ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Writing a research based informative or explanatory essay ● Collaborative presentation of findings 	<ul style="list-style-type: none"> ● Quick writes ● Pair share ● Gallery walk ● Peer edit ● Teacher monitoring of process

	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> ● R. 1 ● W. 2,5,6,7 ● SL. 1,4,5,6 ● L. 1,2,4 			
<p align="center">Short Story March 18—April 12</p>	<ul style="list-style-type: none"> ● Selection of 7-8 stories including “Starfood”, “Sonny’s Blue’s” “I Stand Here Ironing” “Sucker”, “The Scarlet Ibis”, “Monk”. 	<ul style="list-style-type: none"> ● Close reading ● Determining theme ● Citing text-based evidence ● Forming Questions ● Literary analysis of a theme across two or more stories ● Revision ● Engaging in evidence-based discussions about texts ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Literary analysis of a theme across two or more stories 	<ul style="list-style-type: none"> ● Reading quizzes ● Quick writes ● Pair share ● Small group/whole class discussion
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> ● R.1, 2, 3, 5, 9 ● W. 4,5 ● SL. 1 ● L. 1,2,4 			
<p align="center">Novel April 22—May 17</p>	<ul style="list-style-type: none"> ● <u>The Great Gatsby</u> 	<ul style="list-style-type: none"> ● Close reading ● Determining theme ● Citing text-based evidence ● Forming Questions ● Literary analysis 	<ul style="list-style-type: none"> ● Close reading of several key passages ● Literary analysis essay 	<ul style="list-style-type: none"> ● Reading quizzes ● Silent discussion ● Small group/whole class discussion

		<ul style="list-style-type: none"> ● Revision ● Engaging in evidence-based discussions about texts ● Vocabulary development ● AIR 		
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> ● R.1, 2, 3, 5, 9 ● W. 4,5 ● SL. 1 ● L. 1,2,4 			
<p style="text-align: center;">Poetry May 20—June 17</p>	<p>Poetry packets of accessible published poems</p>	<ul style="list-style-type: none"> ● Chunking poem for units of thought ● Making connections to literature ● Determining central idea ● Identifying literary elements used in a poem ● Writing poetry ● Forming Questions ● Explicating a poem ● Reciting a poem to enhance meaning ● Engaging in evidence-based discussions about texts ● Vocabulary development ● AIR 	<ul style="list-style-type: none"> ● Favorite poem response/ reflection ● Explication of a poem ● Fishbowl on poems ● Original poem 	<ul style="list-style-type: none"> ● Silent discussion ● Turn and talk

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- R. 1,2,4,5,9
- L. 2,4,5
- SL. 1,5
- L.1,2,4,5