<table>
<thead>
<tr>
<th>Content Area:</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title/ Grade Level:</td>
<td>English 11 Honors</td>
</tr>
<tr>
<td><strong>Unit 1:</strong></td>
<td><strong>A Gathering of Voices/A Growing Nation</strong></td>
</tr>
<tr>
<td><strong>Unit 2:</strong></td>
<td><strong>American Romanticism/Shakespeare</strong></td>
</tr>
<tr>
<td><strong>Unit 3:</strong></td>
<td><strong>A Troubled Young Nation</strong></td>
</tr>
<tr>
<td><strong>Unit 4:</strong></td>
<td><strong>Emerging Modernism/ Challenges and Successes of the Twentieth and Twenty-First Centuries</strong></td>
</tr>
<tr>
<td><strong>BOE Approval Date:</strong></td>
<td><strong>July 20, 2014</strong></td>
</tr>
</tbody>
</table>
## Pine Hill Public Schools
### Curriculum

<table>
<thead>
<tr>
<th>Unit Title: A Gathering of Voices/A Growing Nation</th>
<th>Unit #: One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course or Grade Level:</strong> English 11 Advanced</td>
<td>Length of Time: 9 Weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pacing</th>
<th>September, October, November</th>
</tr>
</thead>
</table>

### Essential Questions
- What is the relationship between literature and place?
- How does literature shape or reflect society?

### Content
- Nonfiction prose and poetry from seventeenth and eighteenth-century America.
- Drama
- Informational Texts

### Skills
- Examine the works of some of the earliest settlers in various parts of the “New World”
- Consider the significance of the intersections of Native American and European cultures.
- Consider how language and religion served as both barriers and bridges.
- Analyze emerging themes in American literature.
- Identify elements of Puritan Literature, including the Puritan plain style.
- Practice independent reading and analysis of literature.
- Cite textual evidence.
- Analyze content.
- Practice editing and revising skills.
- Apply vocabulary studied.
- Reinforce grammar skills through writing.
- Write routinely (i.e. journals, blogs, warm-ups).
- Research Paper – Persuasive mode over current controversial topic

### Assessments
- Benchmark Assessment
- Chapter Quizzes
- Unit Test
- Open-ended short answer responses
- Essays with textual support
- Student and teacher created rubrics
- Alternative assessments (i.e. performance based, inquiry project)
- STAR Reading Assessment and Accelerated Reader Program

### Interventions / Differentiated Instruction
- Extended time for completion of assignments or tests
- Grouping
- Shortened assignments
- Assignment notebooks
- Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)
- Visual demonstrations
- Presentation of material in small steps
- Visual or multisensory materials
- Functional level materials
- Mnemonic aids/devices
- Credit for class participation, effort and attendance
- Modified tests
- Tutoring assistance (peer, pal, teacher, etc.)
- Emphasis on successes
- Graphic Organizers
- CITW strategies
- Peer editing, think/pair/share, small group
- Include strategies aimed at assisting English Language Learners

**Interdisciplinary Connections**
- History
- Art
- Public Speaking
- Theatre

**Lesson resources / Activities**
- Prentice Hall *The American Experience*
- *The Crucible* (Arthur Miller)
- Selections from film of *The Crucible*
- *The Scarlet Letter*
- Poetry and Informational Text Selections from text or additional resources chosen by teacher
- Additional independent reading
- Additional essay and creative writing
- Inquiry Projects
- Cooperative, student-led learning
- Visual website to be used on Smart Boards to introduce new texts
- Optional use of visual sites such as Prezi and YouTube that relate to literature studied
- Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction

**Common Core Standards**

**College and Career Readiness Anchor Standard(s):**
- CCSS.ELA-LITERACY.CCRA.R.1; CCSS.ELA-LITERACY.CCRA.R.2; CCSS.ELA-LITERACY.CCRA.R.3;
- CCSS.ELA-LITERACY.CCRA.R.4; CCSS.ELA-LITERACY.CCRA.R.5; CCSS.ELA-LITERACY.CCRA.R.6;
- CCSS.ELA-LITERACY.CCRA.R.7; CCSS.ELA-LITERACY.CCRA.R.8; CCSS.ELA-LITERACY.CCRA.R.9;
- CCSS.ELA-LITERACY.CCRA.R.10

**Strand(s): Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language**

**Standard(s):**
- CCSS.ELA-Literacy.RL.11-12. 1-7, 9-10
- CCSS.ELA-Literacy.RI.11-12. 1-10
- CCSS.ELA-Literacy.W.11-12.1-10
- CCSS.ELA-Literacy.SL.11-12.1-6
- CCSS.ELA-Literacy.L.11-12.1-6

**21st Century Themes**

| X | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

**21st Century Skills**

| Creativity and Innovation | X | Critical Thinking and Problem Solving | X | Communication and Collaboration | X | Information Literacy |
| Media Literacy | X | ICT Literacy | Life and Career Skills |
| Pine Hill Public Schools                        |                              |
| Curriculum                                    |                              |
| **Unit Title**: American Romanticism/Shakespeare | **Unit #**: Two |
| **Course or Grade Level**: English 11 Honors | **Length of Time**: 9 Weeks |
| **Pacing** | November, January, February |
| **Essential Questions** |                              |
| • What is American Romanticism?  |
| • What is the relationship between literature and place?  |
| • How does literature shape or reflect society?  |
| • What makes American Literature American?  |
| **Content** |                              |
| • Poetry  |
| • Drama  |
| • Short Stories  |
| • Informational Texts  |
| **Skills** |                              |
| • Define the major characteristics of American Romanticism. (i.e. use of symbols, myth, and “the fantastic”; veneration of nature; celebration of “self; and isolationism”.  |
| • Define transcendentalism as an aspect of American Romanticism and explain how the two differ.  |
| • Analyze the structure and effectiveness of arguments in transcendentalist essays studied.  |
| • Continue to build on Shakespearian knowledge.  |
| • Define and apply advanced literary terms (i.e. metonymy, synecdoche, autonomy)  |
| • Narrative Writing: Life’s Purpose  |
| • Practice independent reading and analysis of literature.  |
| • Cite textual evidence.  |
| • Analyze content.  |
| • Practice editing and revising skills.  |
| • Apply vocabulary studied.  |
| • Reinforce grammar skills through writing.  |
| • Write routinely (i.e. journals, blogs, warm-ups).  |
| **Assessments** |                              |
| • Benchmark Assessment  |
| • Chapter Quizzes  |
| • Unit Test  |
| • Open-ended short answer responses  |
| • Essays with textual support  |
| • Student and teacher created rubrics  |
| • Alternative assessments (i.e. performance based, inquiry project)  |
| • STAR Reading Assessment and Accelerated Reader Program  |
| **Interventions / differentiated instruction** |                              |
| • Extended time for completion of assignments or tests  |
| • Grouping  |
| • Shortened assignments  |
| • Assignment notebooks  |
| • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)  |
| • Visual demonstrations  |
| • Presentation of material in small steps  |
| • Visual or multisensory materials  |
| • Functional level materials  |
| • Mnemonic aids/devices  |
| • Credit for class participation, effort and attendance  |
| • Modified tests  |
| • Tutoring assistance (peer, pal, teacher, etc.)  |
| • Emphasis on successes  |
- Graphic Organizers
- CITW strategies
- Peer editing, think/pair/share, small group
- Include strategies aimed at assisting English Language Learners

**Inter-disciplinary Connections**
- History
- Art
- Public Speaking
- Theatre

**Lesson resources / Activities**
- Prentice Hall *The American Experience*
- *Macbeth*
- Clips of movie adaptations
- Short stories, poetry, and informational text selections from text or additional resources chosen by teacher
- Additional essay and creative writing
- Inquiry Projects
- Cooperative, student-led learning
- Visual website to be used on Smart Boards to introduce new texts
- Optional use of visual sites such as Prezi and YouTube that relate to literature studied
- Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction

**Common Core Standards**

**College and Career Readiness Anchor Standard(s):**
CCSS.ELA-LITERACY.CCRA.R.1; CCSS.ELA-LITERACY.CCRA.R.2; CCSS.ELA-LITERACY.CCRA.R.3;
CCSS.ELA-LITERACY.CCRA.R.4; CCSS.ELA-LITERACY.CCRA.R.5; CCSS.ELA-LITERACY.CCRA.R.6;
CCSS.ELA-LITERACY.CCRA.R.7; CCSS.ELA-LITERACY.CCRA.R.8; CCSS.ELA-LITERACY.CCRA.R.9;
CCSS.ELA-LITERACY.CCRA.R.10

**Strand(s): Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language**

**Standard(s):**
CCSS.ELA-Literacy.RL.11-12. 1-7, 9-10
CCSS.ELA-Literacy.RL.11-12. 1-10
CCSS.ELA-Literacy.W.11-12.1-10

CCSS.ELA-Literacy.SL.11-12.1-6
CCSS.ELA-Literacy.L.11-12.1-6

#### 21st Century Themes

<table>
<thead>
<tr>
<th>X</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>X</th>
<th>Critical Thinking and Problem Solving</th>
<th>X</th>
<th>Communication and Collaboration</th>
<th>X</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td></td>
<td></td>
<td>Life and Career Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Pine Hill Public Schools Curriculum

<table>
<thead>
<tr>
<th>Unit Title: A Troubled Young Nation</th>
<th>Unit #: Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course or Grade Level: English 11 Honors</td>
<td>Length of Time: 9 Weeks</td>
</tr>
</tbody>
</table>

## Pacing

February, March, April

## Essential Questions

- What is the relationship between literature and place?
- How does literature shape or reflect society?
- What makes American Literature American?

## Content

- Short stories
- Novel
- Autobiography
- Informational Texts

## Skills

- Determine and analyze the development of the theme or themes in American literature of the nineteenth century (i.e., freedom, the American dream, racism, regionalism, survival, “individual vs. society”, and “civilized society” vs. the wilderness”).
- Compare the treatment of related themes in genres (i.e. The Adventures of Huckleberry Finn and from My Bondage and My Freedom).
- Explain how fictional characters in the late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.
- Argumentative writing (i.e. debates, speeches, modern issues)
- Practice independent reading and analysis of literature
- Cite textual evidence.
- Analyze content.
- Practice editing and revising skills.
- Apply vocabulary studied.
- Reinforce grammar skills through writing.
- Write routinely (i.e. journals, blogs, warm-ups).

## Assessments

- Benchmark Assessment
- Chapter Quizzes
- Unit Test
- Open-ended short answer responses
- Essays with textual support
- Student and teacher created rubrics
- Alternative assessments (i.e. performance based, inquiry project)
- STAR Reading Assessment and Accelerated Reader Program

## Interventions / differentiated instruction

- Extended time for completion of assignments or tests
- Grouping
- Shortened assignments
- Assignment notebooks
- Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)
- Visual demonstrations
- Presentation of material in small steps
- Visual or multisensory materials
- Functional level materials
- Mnemonic aids/devices
- Credit for class participation, effort and attendance
- Modified tests
- Tutoring assistance (peer, pal, teacher, etc.)
- Emphasis on successes
- Graphic Organizers
- CITW strategies
Peer editing, think/pair/share, small group
Include strategies aimed at assisting English Language Learners

| Interdisciplinary Connections | • History  
|                           | • Art  
|                           | • Public Speaking  
|                           | • Theatre  

| Lesson resources / Activities | • Prentice Hall *The American Experience*  
|                               | • *The Adventures of Huckleberry Finn*  
|                               | • Clips of movie adaptations  
|                               | • Short stories, poetry, and informational text selections from text or additional resources chosen by teacher.  
|                               | • Additional independent reading  
|                               | • Additional essay and creative writing  
|                               | • Inquiry Projects  
|                               | • Cooperative, student-led learning  
|                               | • Visual website to be used on Smart Boards to introduce new texts.  
|                               | • Optional use of visual sites such as Prezi and YouTube that relate to literature studied.  
|                               | • Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction  

Common Core Standards

**College and Career Readiness Anchor Standard(s):**
CCSS.ELA-Literacy.CCRA.R.1; CCSS.ELA-Literacy.CCRA.R.2; CCSS.ELA-Literacy.CCRA.R.3; CCSS.ELA-Literacy.CCRA.R.4; CCSS.ELA-Literacy.CCRA.R.5; CCSS.ELA-Literacy.CCRA.R.6; CCSS.ELA-Literacy.CCRA.R.7; CCSS.ELA-Literacy.CCRA.R.8; CCSS.ELA-Literacy.CCRA.R.9; CCSS.ELA-Literacy.CCRA.R.10

**Strand(s):** Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language

**Standard(s):**
CCSS.ELA-Literacy.RL.11-12. 1-7, 9-10  
CCSS.ELA-Literacy.RL.11-12. 1-10  
CCSS.ELA-Literacy.W.11-12.1-10  
CCSS.ELA-Literacy.SL.11-12.1-6  
CCSS.ELA-Literacy.L.11-12.1-6

### 21st Century Themes

| X | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
|  |                |                                                              |               |

### 21st Century Skills

| X | Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
|  | Media Literacy            | ICT Literacy                           | Life and Career Skills         |
### Pine Hill Public Schools
#### Curriculum

<table>
<thead>
<tr>
<th>Unit Title: Emerging Modernism/Challenges and Successes of the Twentieth and Twenty-first Centuries</th>
<th>Unit #: Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course or Grade Level: English 11 Honors</td>
<td>Length of Time: 9 Weeks</td>
</tr>
</tbody>
</table>

#### Pacing

- April, May, June

#### Essential Questions

- What is the relationship between literature and place?
- How does literature shape or reflect society?
- What makes American Literature American?

#### Content

- Short Stories
- Poetry
- Selections from Novels
- Informational Texts

#### Skills

- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Define and explain the origins of the Harlem Renaissance.
- Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze the characteristics of 20th and 21st century writing (i.e. disillusion, defiance, discontent, American dream, prosperity and protest)
- Expository Writing (i.e. comparison/contrast, process)
- Cite textual evidence
- Analyze content
- Editing and revising
- Apply vocabulary studied
- Reinforce grammar skills through writing
- Routine writing (i.e. journals, blogs, warm-ups)

#### Assessments

- Benchmark Assessment
- Chapter Quizzes
- Unit Test
- Open-ended short answer responses
- Essays with textual support
- Student and teacher created rubrics
- Alternative assessments (i.e. performance based, inquiry project)
- STAR Reading Assessment and Accelerated Reader Program
- AP Course College Board Exam

#### Interventions / differentiated instruction

- Extended time for completion of assignments or tests
- Grouping
- Shortened assignments
- Assignment notebooks
- Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)
- Visual demonstrations
- Presentation of material in small steps
- Visual or multisensory materials
- Functional level materials
- Mnemonic aids/devices
- Credit for class participation, effort and attendance
- Modified tests
- Tutoring assistance (peer, pal, teacher, etc.)
- Emphasis on successes
- Graphic Organizers
- CITW strategies
- Peer editing, think/pair/share, small group
  Include strategies aimed at assisting English Language Learners

| Inter-disciplinary Connections | • History  
| • Art  
| • Public Speaking  
| • Theatre  |

| Lesson resources / Activities | • Prentice Hall The American Experience  
| • The Great Gatsby  
| • Clips of movie adaptations  
| • Short stories, poetry, and informational text selections from text or additional resources chosen by teacher.  
| • Additional independent reading  
| • Additional essay and creative writing  
| • Inquiry Projects  
| • Cooperative, student-led learning  
| • Visual website to be used on Smart Boards to introduce new texts.  
| • Optional use of visual sites such as Prezi and YouTube that relate to literature studied.  
| • Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction  |

**Common Core Standards**

**College and Career Readiness Anchor Standard(s):**
CCSS.ELA-LITERACY.CCRA.R.1; CCSS.ELA-LITERACY.CCRA.R.2; CCSS.ELA-LITERACY.CCRA.R.3; CCSS.ELA-LITERACY.CCRA.R.4; CCSS.ELA-LITERACY.CCRA.R.5; CCSS.ELA-LITERACY.CCRA.R.6; CCSS.ELA-LITERACY.CCRA.R.7; CCSS.ELA-LITERACY.CCRA.R.8; CCSS.ELA-LITERACY.CCRA.R.9; CCSS.ELA-LITERACY.CCRA.R.10

**Strand(s):** Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language

**Standard(s):**
CCSS.ELA-Literacy.RL.11-12. 1-7, 9-10  
CCSS.ELA-Literacy.RI.11-12. 1-10  
CCSS.ELA-Literacy.W.11-12.1-10  
CCSS.ELA-Literacy.SL.11-12.1-6  
CCSS.ELA-Literacy.L.11-12.1-6

**21st Century Themes**

<table>
<thead>
<tr>
<th>X</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

**21st Century Skills**

| Media Literacy | ICT Literacy | X | X | X | X |
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy | X | Life and Career Skills |