

Hesperia Community Schools Curriculum Mapping

Teacher: Dean-Rumsey

Course: Pre-AP English 11 Honors

Timeline	HSCE's/ and CCSS	Content—the “WHAT” of teaching. Specific themes, units & topics.	Essential Skills: the “Important Details/Essential Questions” you are teaching (How & essential of What)	Content Vocabulary	Assessment: the products & performances of learning	Resources
<p>English 11 Honors</p> <p>1st 9 Weeks:</p> <p>3 weeks for unit and wrapping up summer reading</p>	<p>2.2.2, 2.3.4- 2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2, 2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1- 3.2.3, 3.3, 3.4.1-3.4.4, 3.1.5, 3.1.6, 3.4.2, 2.1.2, 2.1.4-2.1.6, 2.1.8-2.1.19, 3.1.1-3.1.10, 3.2.1-3.2.3, 3.3.1-3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1- 4.2.5, 2.1.1- 2.1.10, 2.2.1-2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1- 4.2.5, 1.1.1- 1.1.8, 1.2.1- 1.2.3, 1.3.1- 1.3.9, 1.4.1- 1.4.7, 1.5.1- 1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4, 1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5</p>	<p>Unit 1a Theme: Becoming a Critical Reader</p> <p>Essential Questions: What is the difference between reader’s response and analysis? What is the importance of each?</p> <p>What is the essential difference between fiction and non-fiction in contemporary literature?</p> <p>How can I best share my critical responses to my reading?</p>	<p>Reading: Self-motivation Reading Comprehension Organization Author’s purpose</p> <p>Apply active reading strategies Take notes while reading SIFT method for literary analysis LEAD for analyzing diction</p> <p>Writing: Develop, sustain, and support an argument in timed writings and a longer essay</p> <p>Grammar/Conventions: ACT Skills Review: Demonstrate use of conventions of grammar in written texts and demonstrate understanding of the 10 Comma rules. Focus on rules #1-5</p> <p>Combine sentences with FANBOYS</p> <p>Write paragraphs with MLA parenthetical note (in-text citations)</p> <p>Speaking, Viewing, Listening: Take notes from group and class discussion</p>	<p>Vocabulary: Compile a vocabulary collection from assigned texts and other readings</p> <p>Literary Terms: Analysis Aphorism Bildungsroman Diction (high, neutral, concrete, abstract) Syntax Symbolism Stream of Consciousness Tone Theme Structuralism New historicism / cultural criticism Realism Paradox Rhetoric (rhetorical question, rhetorical fragment, other rhetorical concepts) Repetition symbol</p>	<p>Assessment: Active reading notes Various quizzes (vocabulary, grammar, reading, others) Journals for various topics and purposes</p> <p>Summer reading tests</p> <p>Literary and rhetorical analysis practices: extended response answers, paragraphs, essays, and “AP- style” multiple choice</p> <p>Independent Reading--2 books of choice during the semester.</p> <p>Book Reduction</p> <p>Literature Circles</p> <p>Journal writings</p>	<p>Anchor Texts: <i>The Adventures of Huckleberry Finn</i> by Mark Twain- Summer reading text</p> <p>Various short stories and essays selected from <i>AP English Bound: Skills for Pre- AP Honors English Literature</i> by Steven Fox</p> <p>Linking Texts: <i>Entering the Conversation: Key Skill Elements for Successful Academic Writing in Language and Literature</i> by Fox & Heller</p> <p>Independent Reading Selected from teacher’s list (2 per semester- 1 fiction and 1 non-fiction)</p>

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<p>2nd 9 Weeks:</p> <p>3 Weeks: Unit 2</p>	<p>1.2.3 1.3.3 1.3.4 1.3.7 1.4.2 1.4.3 1.4.4 1.5.1 1.5.2 1.5.4 2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.10 2.1.1. 2.2.2 2.3.5 2.3.6 3.1.1. 3.1.4 3.1.6 3.1.10 3.2.1 3.2.2 3.2.4 3.2.5 3.3.1 3.3.2 3.3.3 3.3.6 4.1.2 4.1.5 4.2.1 4.2.2</p>	<p>Unit 2 Theme: Looking Inward: Reflecting on the Individual</p> <p>Essential Questions: What can I learn from my positive and negative traits, and how will knowing that information affect my future? How do I build a context for change in my life? Where does an individual find inspiration?</p> <p>Unit Questions: What can I learn about myself by analyzing characters in literature? Why is it important to study literary periods? What were the writers in this literary era saying about their society?</p>	<p>Reading: Practice and apply active reading strategies Take notes while reading Critique authors' messages Identify and infer from key quotes Define unfamiliar words using context clues Compare/classify terms Determine characteristics of authors' styles</p> <p>Writing: Continue using comparisons and contrasts to develop an argument and draw conclusions.</p> <p>Grammar/Conventions: Parallel structure Active / passive voice Build on previously learned skills</p> <p>Speaking, Viewing, Listening:</p>	<p>Literary Terms Romanticism Transcendentalism Gothic literature Allegory Aphorism Paradox Compare/contrast</p>	<p>Literary analysis essay analyzing a common theme in anchor texts Quotation notebook Various quizzes (vocabulary, grammar, reading, others) Paraphrases Journals for various topics and purposes Collaborative critique of Transcendental ideas Independent book project</p>	<p>Anchor Texts: <u>Transcendentalism pieces / Romantic literature</u> Excerpts from "Self-Reliance" Emerson "Civil Disobedience," excerpts from <i>Walden</i> Thoreau Longfellow</p> <p><u>Gothic literature</u> "The Raven" "The Fall of the House of Usher" "The Pit and the Pendulum" -- Poe "The Minister's Black Veil" Hawthorne "The Devil and Tom Walker" Irving</p> <p>Linking Texts: "A Rose for Emily" (392) Faulkner "The Life You Save May Be Your Own" (404) O'Connor</p>
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<p><i>Unit 3: 3 Weeks 2nd MP</i></p>	<p>1.1.3 1.2.1 1.3.3 1.3.4 1.3.7 1.4.2 1.4.3 1.4.7 1.5.1 1.5.4 2.1.3 2.1.4 2.1.5 2.1.6 2.1.8 2.1.10 2.2.1 3.3.1 3.1.2 3.1.4 3.1.10 3.2.1 3.2.2. 3.2.4 3.2.5 3.3.2 3.3.3 3.3.6 4.1.5 4.2.1</p>	<p>Unit 3 Theme: A House Divided: Civil War Era</p> <p>Essential Questions:</p> <p>How does conflict lead to change?</p> <p>What were the writers in this literary era saying about their society?</p> <p>How did the criteria of realist writers differ from the standards of Romantic writers of the past?</p>	<p>Reading: Practice and apply active reading strategies Take notes while reading Critique authors' messages Identify and infer from key quotes Define unfamiliar words using context clues Compare/classify terms Determine characteristics of authors' styles</p> <p>Writing: Continue using comparisons and contrasts to develop an argument and make conclusions about it Introduction to the synthesis essay for the AP Language exam; practice with 3-4 sources</p> <p>Grammar/Conventions:</p> <p>Speaking, Viewing, Listening: Analyzing photographs and selected period artwork using OPTIC & SOAPStone analysis</p>	<p>Literary Terms: Analysis Aphorism Bildungsroman Diction (high, neutral, concrete, abstract) Syntax Symbolism Stream of Consciousness Tone Theme Structuralism New historicism / cultural criticism Realism Paradox Rhetoric (rhetorical question, rhetorical fragment, other rhetorical concepts) Repetition symbol</p>	<p>Literary analysis essay analyzing a common theme in anchor texts Quotation notebook Various quizzes (vocabulary, grammar, reading, others) Paraphrases Journals for various topics and purposes Collaborative critique of Transcendental ideas Whitman style poem (author imitation) Comparative essay: self-evaluation of positive and negative traits in relation to figures in the unit</p>	<p>Anchor Texts: Douglass: selections from "<i>Narrative of the Life of Frederick Douglass</i>" Jacobs: selections from "<i>Incidents in the Life of a Slave Girl</i>" Selected excerpts from Civil War era primary sources "An Occurrence at Owl Creek Bridge" Bierce "I Will Fight No More Forever" Chief Joseph" Poetry of Walt Whitman & Emily Dickinson</p>
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<p>English 11 Honors (cont.)</p> <p>(2nd 9 weeks)</p> <p>Unit 4: 3 Weeks</p>	<p>2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2, 2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1-3.2.3, 3.3, 3.4.1-3.4.4, 3.1.5, 3.1.6, 3.4.2, 2.1.2, 2.1.4-2.1.6, 2.1.8-2.1.19, 3.1.1-3.1.10, 3.2.1-3.2.3, 3.3.1-3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1-4.2.5, 2.1.1-2.1.10, 2.2.1-2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1-4.2.5, 1.1.1-1.1.8, 1.2.1-1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4, 1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5</p> <p>2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2, 2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1-3.2.3,</p>	<p>Unit 4 Theme: The American Journey—Realism and Modernism</p> <p>Essential Questions: Why are these pieces considered classics of American literature? What comments do the unit authors make about the American journey?</p>	<p>Reading: Apply active reading strategies Take notes while reading Critique authors' messages</p> <p>Writing: Develop, sustain, and support an argument Use research to support argument</p> <p>Grammar/Conventions: Misplaced modifiers Build on previously learned skills</p> <p>Speaking, Viewing, Listening: Take notes from discussion</p>	<p>Vocabulary: Compile a vocabulary collection from assigned texts and other readings</p> <p>Literary Terms Transcendentalism Realism Aphorism Paradox Rhetoric (rhetorical question, rhetorical fragment, other rhetorical concepts) Repetition Dante's method for analyzing symbol Sarcasm Suspense Motivation Colloquial expressions Dialect Non-participant POV (omniscient, limited omniscient) Structuralism New historicism / cultural criticism</p>	<p>Assessment: Argumentative essay: Is the American Dream a reality or myth? Finding thesis statements and support Political assumptions underlying a text Quotation notebook Journals (all types/goal setting) Summaries Grammar quizzes Vocabulary quizzes</p>	<p>Anchor texts: <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Grapes of Wrath</i> by John Steinbeck</p> <p>Linking Texts: "Winter Dreams" F. Scott Fitzgerald "Love Song of J. Alfred Prufrock" T.S. Eliot "Richard Cory" Edwin Arlington Robinson "We Wear the Mask" Paul Lawrence Dunbar</p>
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<p>3rd 9 Weeks Unit 5</p>	<p>3.3, 3.4.1-3.4.4, 3.1.5, 3.1.6, 3.4.2, 2.1.2, 2.1.4-2.1.6, 2.1.8-2.1.19, 3.1.1-3.1.10, 3.2.1-3.2.3, 3.3.1-3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1-4.2.5, 2.1.1-2.1.10, 2.2.1-2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1-4.2.5, 1.1.1-1.1.8, 1.2.1-1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4, 1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5</p>	<p>Unit 5 Theme: Different Perspectives</p> <p>Essential Questions: What can I learn from a diverse society? Why is it important to examine other perspectives? What is the difference between arguing and fighting?</p> <p>Unit Questions: What are the methods used in researching a topic? What methods are used in an effective speech?</p>	<p>Reading: Practice and apply active reading strategies Take notes while researching Analyze writers’ arguments Define unfamiliar words using context clues Determine characteristics of authors’ styles</p> <p>Writing: Apply the writing process for research writing Respond to literature using journals Sustain, develop, and support an argument Use persuasive techniques in writing</p> <p>Grammar/Conventions: Dangling modifier Active/passive voice</p> <p>Speaking, Viewing, Listening: Deliver a persuasive speech Formulate questions in order to clarify meaning from speeches</p>	<p>Vocabulary Compile a vocabulary collection from assigned texts and other readings Theory/Evidence Fact/Opinion Persuasive writing strategies Propaganda</p> <p>Literary Terms Loaded language Modernism Myth Stereotype Dialect Anecdote Analogy</p> <p>Literary Terms Paradox Juxtaposition Diction (high, neutral, concrete, abstract) Sarcasm Antithesis Postcolonial criticism Feminist criticism (build from previous knowledge)</p>	<p>Various quizzes (vocabulary, grammar, reading, others) Journals for various topics and purposes Short story research project (cont.) Literary analysis essays Rhetorical analysis essay Independent book project Persuasive research paper and speech Research notes Outline Speech critiques Letter to an official Journals Summaries Vocabulary quizzes</p>	<p>Anchor Texts: <u>Native American literature</u> Leslie Marmon Silko: “The Man to Send Rain Clouds” (46) Iroquois myth: “The Women’s literature” Kate Chopin: “The Story of an Hour” (623) Charlotte Perkins Gilman: “The Yellow Wallpaper” (605) Emily Dickinson: all poetry (599) <u>Harlem Renaissance</u> Langston Hughes: poetry (766) Zora Neale Hurston: “How it Feels to Be Colored Me” (782) <u>Modernism</u> Richard Wright: “The Man Who Was Almost a Man”</p> <p>Linking Texts: Plath: “Mirror” Sexton: “Self in 1958” McKay: “If We Must Die” (777) Johnson: “My City” (772) Unit Intro: “In Harmony with Nature” (18) Unit Intro: “Women’s Voices, Women’s Lives” (594)</p>
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<p>English 11 B</p> <p>4th 9 weeks</p>	<p>2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2, 2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1-3.2.3, 3.3, 3.4.1-3.4.4, 3.1.5, 3.1.6, 3.4.2, 2.1.2, 2.1.4-2.1.6, 2.1.8-2.1.19, 3.1.1-3.1.10, 3.2.1-3.2.3, 3.3.1-3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1-4.2.5, 2.1.1-2.1.10, 2.2.1-2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1-4.2.5, 1.1.1-1.1.8, 1.2.1-1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4, 1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5</p>	<p>Unit 6 Theme: Drama</p> <p>Shakespeare and the British Tradition</p> <p>Essential Questions: How are Shakespeare's themes relevant today? How does British Romantic poetry fit into the context of literary history?</p>	<p>Reading: Apply active reading strategies Take notes while reading Critique authors' messages Determine characteristics of authors' styles TP-CASTT for poetry analysis</p> <p>Writing: Develop, sustain, and support an argument</p> <p>Grammar/Conventions: Build on previously learned skills</p> <p>Speaking, Viewing, Listening: Take notes from discussion Listen to and evaluate analyses of poetry Listen to and evaluate performances Collaborative project with AP class (literary timelines, book talks, etc.)</p>	<p>Vocabulary: Compile a vocabulary collection from assigned texts and other readings</p> <p>Literary Terms: Prosody and various sound devices Shakespearean tragedy Drama Soliloquy Sonnet Romanticism Structuralism Theory</p>	<p>Assessment: Various quizzes (vocabulary, grammar, reading, others) Journals for various topics and purposes Literary analysis essay Poem analysis presentation Scene development and performance</p>	<p>Anchor texts: <i>Macbeth</i> or <i>Othello</i> (Teacher decision)</p> <p>Linking Texts: British Romantic poems</p> <p>Independent Reading Selected from teacher's list (2 per semester- 1 fiction and 1 non-fiction)</p>
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