EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English. III   Days:

Topic: Argumentative Essay   Grade Level: 11

Key Learning Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message

Unit Essential Question
How does a writer craft an argumentative essay incorporating secondary research to inform, evaluate and to relate cause and effect?

Concept **Thesis**	**Concept** **Topic sentence**	**Concept** **Textual evidence**
Standards: CC.1.4.11.G How to support claims in an analysis of substantive topics	**Standards:** CC.1.4.11.G How to support claims in an analysis of substantive topics	**Standards:** CC.1.4.11.W How to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, and assessing the integrity of source materials
Lesson Essential Question How do you write a sharp distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience?	**Lesson Essential Question** How do you write to introduce main points of the essay? How do you create topic sentences?	**Lesson Essential Question** How do you construct a thorough argument with consistent, relevant support?

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Vocabulary Purpose, Placement, Structure	**Vocabulary** Transition, Focus	**Vocabulary** Primary source, secondary source

Concept MLA formatting	**Concept** Audience	**Concept** Text structure
Standards: CC.1.2.11.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	**Standards:** CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	**Standards:** CC.1.4.11.J How to create cohesion in writing while logically sequencing claims, reasons, and evidence
Lesson Essential Question How do you use formal research style to maintain the discipline of the argumentative essay?	**Lesson Essential Question** How do you write with a sharp, distinct controlling point that demonstrates awareness of the audience's knowledge or the topic?	**Lesson Essential Question** How do you organize the argument using effective strategies to develop a strong, well-supported position?
Vocabulary In-text citations, Works cited, quoting, paraphrasing	**Vocabulary** Purpose, style	**Vocabulary** Chronological order, spatial, order of importance, cause & effect

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English 11

Days:

Topic: Drama

Grade Level: 11

Key Learning How an author's purpose and culture will impact the choices made within a drama including character motivation, plot structure, theme, and use of irony.

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Unit Essential Question
How does a culture influence how a drama utilizes characters and dramatic elements to develop theme?

Concept	Concept	Concept
Stage Direction	Dialogue	Author's Purpose
Standards:	**Standards:**	**Standards:**
CC.1.3.11.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as in ferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.3.11.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.3.11.D Evaluate how an author's po int of view or purpose shape s the content and style of a text.	CC.1.3.11E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	CC.1.3.11A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
	CC.1.3.11F Evaluate how words and phrases shape meaning and tone in texts.	

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Lesson Essential Question How does a beat analysis lead to dynamic and	**Lesson Essential Question** How does dialogue,	**Lesson Essential Question** How does setting, characterization, and dialogue

motivated movement?	soliloquy, and monologue display author's purpose and solidify character motivations?	contribute to the author's intended theme?
⬇	⬇	⬇
Vocabulary Characterization Motive Stage Direction Beat Analysis	**Vocabulary** Dialogue Monologue Soliloquy	**Vocabulary** Theme Character Motivation

Concept	**Concept**
Plot Structure	Situational, Verbal, and Dramatic Irony
Standards: CC.1.3.11.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	**Standards:** CC.1.3.11.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11K Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Lesson Essential Question How have a variety of cultures interpreted and structured their dramatic plot?	**Lesson Essential Question** How does the use of irony alter the way in which the audience will interpret and respond to character motivations and the dramatic context of the text?
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Vocabulary Incentive moment Unity of action Deus ex machine Climax Resolution	**Vocabulary** Irony Verbal Situational

Additional Information/Resources:

Course/Subject: English III   Days:
Topic: Literary Period   Grade Level: 11

Key Learning: Explain and analyze how theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents around the world while also citing textual evidence to support analysis of the text says and infers and evaluating how an author's point of view or purpose shapes the content and style of a text.

Unit Essential Question: How do you explain and analyze how theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents around the world while also citing textual evidence to support analysis of what the text says and infers and evaluate how an author's point of view or purpose shapes the content and style of a text?

Concept Historical Context: Classical	**Concept** Historical Context: Asia	**Concept** Historical Context: Latin America
Standards: CC.1.2.11.D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:** CC.1.2.11D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:** CC.1.2.11D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world
Lesson Essential Question How does an author's point	**Lesson Essential Question** How does an author's point of view shape the content	**Lesson Essential Question** How does an author's point

of view shape the content and style of a text? How are the characteristics of fiction and non-fiction different from around the world different?	and style of a text? How are the characteristics of fiction and non-fiction different from around the world different?	of view shape the content and style of a text? How are the characteristics of fiction and non-fiction different from around the world different?
⬇	⬇	⬇
Vocabulary Cultural Significance Compare/Contrast Dialect Dialogue Drama Poetry Genre Literary Movement Literary Form	**Vocabulary** Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form	**Vocabulary** Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form

Concept Historical Context: Middle East	**Concept** Historical Context: Africa	**Concept**
Standards: CC.1.2.11.D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:** CC.1.2.11.D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:**

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STUDENT LEARNING MAP

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Lesson Essential Question How does an author's point of view shape the content and style of a text? How are the characteristics of fiction different from the characteristics of non-fiction?	**Lesson Essential Question** How does an author's point of view shape the content and style of a text? How are the characteristics of fiction different from the characteristics of non-fiction?	**Lesson Essential Question**
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Vocabulary Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form	**Vocabulary** Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form	**Vocabulary**

Course/Subject: English III Days:
Topic: Nonfiction Grade Level: 11

Key Learning
Determine and analyze the interaction between and development of multiple ideas, events, and individuals within a text, provide objective summaries of essential information, support analyses by citing specific textual evidence, and derive inferences and conclusions from author's implicit and explicit presuppositions.

Unit Essential Question
How does one determine and analyze the interaction between and development of multiple ideas, events, and individuals within a text, provide objective summaries of essential information, support analyses by citing specific textual evidence, and derive inferences and conclusions from author's implicit and explicit presuppositions?

Concept Author's Purpose	**Concept** Structure	**Concept** Organization/Style
Standards: CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	**Standards:** CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	**Standards:** CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.
Lesson Essential Question How do you analyze and evaluate the effect of literary form on textual meaning? How can one use textual evidence to support an	**Lesson Essential Question** How do you analyze and evaluate the effectiveness of text structure in rendering textual meaning?	**Lesson Essential Question** How do you analyze and evaluate the interaction and organization of ideas, sequences of events, or specific individuals within a text?

analysis of author purpose?		
⬇	⬇	⬇
Vocabulary Author purpose Tone Point of View Style	**Vocabulary** Structure Exposition	**Vocabulary** Plot Argument

Concept Main Idea	**Concept** Fact/Opinion	**Concept** Essential and Non-Essential Information
Standards: CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	**Standards:** CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	**Standards:** CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.
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Lesson Essential Question How do you identify the main ideas of a text, analyze their interaction and development, and summarize their meaning?	**Lesson Essential Question** How do you analyze and evaluate the use of fact and opinion to elucidate the author's implicit and explicit beliefs?	**Lesson Essential Question** How do you distinguish essential and non-essential information? How do you analyze and evaluate the organization and interaction of essential and non-essential information to generate textual meaning?
⬇	⬇	⬇

Vocabulary Main Idea	**Vocabulary** Fact Opinion	**Vocabulary** Essential vs. Non-essential

Concept Primary/Secondary Sources	**Concept** Rhetorical Devices	**Concept** Logical Fallacies & Propaganda
Standards: CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	**Standards:** CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	**Standards:** CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
⬇	⬇	⬇
Lesson Essential Question How do you distinguish primary from secondary sources and analyze the literary significance of each?	**Lesson Essential Question** How do you analyze and evaluate the effect of rhetorical devices in nonfiction? How do persuasive works fit into the rhetorical triangle?	**Lesson Essential Question** How do you identify the use of logical fallacies and analyze and evaluate their effect on an argument or series of events?
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Vocabulary Primary Source Secondary Source	**Vocabulary** Rhetoric Parallel Structure (Parallelism) Repetition Rhetorical Question Restatement Rhetorical Triangle: ethos, logos, & pathos	**Vocabulary** Logical Fallacy Propaganda Types: Bandwagon Testimonial Name-calling Sweeping Generalization Appeal to Numbers, Statistics, & Percentages

		Appeal to Emotion Red Herring Circular Argument

Concept Essays	**Concept** Diaries/Journals/Memoirs	**Concept** Speeches
Standards: CC.1.2.11.C How complex sets of ideas, sequences of events, and individuals develop and interact over the course of a text. CC.1.2.11.A How two or more central ideas in a text develop and interact	**Standards:** CC.1.2.11.D How author's purpose/point of view shapes the content and style of a text CC.1.2.11.L How to read and comprehend literary non-fiction and informational text	**Standards:** CC.1.2.11.D How author's purpose/point of view shapes the content and style of a text CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world
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Lesson Essential Question How do you analyze an essay to interpret theme and how does it develop across genre? How does an essay reflect traditional and contemporary issues, motifs, universal characters and issues of the historical time period?	**Lesson Essential Question** How do you interpret, describe, and/or analyze the use of facts and opinions in a journal or diary?	**Lesson Essential Question** How do you identify and interpret bias and propaganda techniques within a speech? How do you analyze the effectiveness of bias (explicit and implicit) and propaganda techniques within a speech?
⬇	⬇	⬇
Vocabulary Motifs Universal characters	**Vocabulary** Posthumous publication Reflexive Literature	**Vocabulary** Diction Tone Claims of value Claims of policy Claims of action

Additional Information/Resources:

Course/Subject: English III

Days:

Topic: Research

Grade Level: 11

Key Learning:
Conduct short and sustained research projects by gathering information from multiple authoritative print and digital sources, conducting advanced searches, assessing and evaluating the credibility of sources, avoiding plagiarism, synthesizing multiple sources, following citation standards, and integrating multiple sources of information presented in diverse media formats.

Unit Essential Question
How do you conduct short and sustained research projects by gathering information from multiple authoritative print and digital sources, conducting advanced searches, assessing and evaluating the credibility of sources, avoiding plagiarism, synthesizing multiple sources, following citation standards, and integrating multiple sources of information presented in diverse media formats?

Concept	**Concept**	**Concept**
Inquiry-Based Research	Varying Source Types and Purposes: Print, Digital, & Online	Validity and Credibility of Sources
Standards:	**Standards:**	**Standards:**
CC.1.4.11.V	CC.1.4.11.W	CC.1.4.11.W
How to conduct short research projects.	How to gather relevant information from multiple authoritative print and digital sources.	How to assess the credibility of sources.
How to conduct sustained research projects.		
How to narrow or broaden an inquiry.		CC.1.5.11.C
		How to integrate multiple sources of information presented in diverse media formats, evaluating the credibility and accuracy of each source.
CC.1.4.11.W		
How to conduct advanced searches.		
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How do you develop and refine a research question and thesis statement?	How do you evaluate information from a variety of sources for its relevance to the research question,	How do you analyze and evaluate information from sources for relevance to the research question, topic, or

	topic, or thesis? How do you develop search procedures to locate and gather information from traditional sources as well as electronic databases, data sets, and other electronic reference materials?	thesis? How do you critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic?
⬇	⬇	⬇
Vocabulary Inquiry-Based Research Advanced Searches	**Vocabulary** Thesis Print Source Digital Source Online Source Source Purpose	**Vocabulary** Validity Credibility Bias Primary Source Secondary Source

Concept Incorporating Researched Information into Writing	**Concept** MLA Citations	**Concept** Plagiarism
Standards: CC.1.4.11.V How to synthesize multiple sources. CC.1.4.11.W How to integrate sources into text. CC.1.5.11.C How to integrate multiple sources of information presented in diverse media formats, evaluating the credibility and accuracy of each source.	**Standards:** CC.1.4.11.W How to follow a standard format for citation.	**Standards:** CC.1.4.11.W How to avoid plagiarism.

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Lesson Essential Question How do you synthesize information gathered from a variety of sources?	**Lesson Essential Question** How do you document sources of information, including references and works cited, using MLA style? How do you follow the conventional style for the type of document and use page formats, fonts and spacing that contribute to the readability and impact of the document?	**Lesson Essential Question** How do you cite all sources properly when quoting, paraphrasing, and summarizing? How do you avoid plagiarism?
Vocabulary Synthesize	**Vocabulary** MLA Citation In-Text Citation Works Cited	**Vocabulary** Plagiarism Summarization Paraphrasing Quoting

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English III   Days:

Topic: Vocabulary   Grade Level: 11th

Key Learning Draw conclusions about connotations of words and identify how the meaning of words change when an affix is added, and use context clues to clarify or determine meanings of unfamiliar words.

Unit Essential Question How do you draw conclusions about connotations of words and use context clues to identify how the meaning of words change when an affix is added, and to clarify or determine meanings of unfamiliar words?

Concept	**Concept**	**Concept**
Connotation Denotation	Synonym Antonym	Affix Context Clues
Standards: CC.1.3.11.F How words and phrases shape the meanings and tone in text	**Standards:** CC.1.3.11.I How to use strategies and tools to determine to clarify word meaning	**Standards:** CC.1.3.1.1.J The function of figurative language and word relationships.
Lesson Essential Question How do you clarify words and phrases that shape meaning and tone in texts? How does connotation shape meaning and tone in texts? How do you differentiate between a word's denotation and connotation?	**Lesson Essential Question** How do you clarify the meaning of words?	**Lesson Essential Question** How do you use context clues to determine and clarify the meaning of unfamiliar words?
Vocabulary Connotation Denotation	**Vocabulary** Synonym Antonym	**Vocabulary** Affix Context Clues

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

Course/Subject: English III   Days:
Topic: Grammar   Grade Level: 11

Key Learning Learn the rules of grammar and language conventions support clarity of communications between writers and speakers as well as readers and listeners.

Unit Essential Question How do learners make decisions concerning formal and informal language in social and academic settings and how do grammar and the conventions of language influence spoken and written communication?

Concept Use of semi-colon	Concept Complex usage problems	Concept
Standards: CC1.4.10.F How to demonstrate command of the conventions of standard English when writing.	**Standards:** CC1.4.10.F How to demonstrate command of the conventions of standard English when writing.	**Standards:**
Lesson Essential Question How does the use of semi colons demonstrate proper use of the language?	**Lesson Essential Question** How does the correct usage demonstrate proper use of the language?	**Lesson Essential Question**
Vocabulary Semicolons	**Vocabulary** Colons Hyphens Dashes Subjunctive Mood Titling Literature Noun/Pronoun Agreement Dialogue Punctuation Active vs. Passive Voice Commas Fixing Run Ons Ellipses	**Vocabulary**

Additional Information/Resources:

Revised 1/17/14

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English III   Days: 7 Days
Topic: Literary Analysis   Grade Level: 11

Key Learning
Comprehend and evaluate complex texts through the creation of a literary analysis that focuses on specific aspects of the author's work.

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Unit Essential Question
How do you create a written document that analyzes an author's work?

Concept	Concept	Concept
Thesis	Transitions	Topic Sentence
Standards: **CC1.4.11.B** How to write with focus	**Standards:** **CC1.4.11.B** How to be aware of text	**Standards:** **CC.1.4.11.C** How to write for various audience types
⬇	⬇	⬇
Lesson Essential Question How do you write a paper with clear and concise focus?	**Lesson Essential Question** How do you properly use transitions to provide effective fluency between ideas?	**Lesson Essential Question** How do you successfully evaluate your audience before beginning your project?
⬇	⬇	⬇
Vocabulary Purpose, Placement, Structure	**Vocabulary** Transition words and phrases, Transitional devices	**Vocabulary** Author's Purpose Text Structure Placement Audience

Concept	Concept	Concept
Textual Evidence	Text Structure	Quoting vs. Paraphrasing
Standards: **CC.1.4.11.C** How to develop a topic with well-chosen facts and details	**Standards:** **CC.1.4.11.D** How to establish and maintain a formal and objective style	**Standards:** **CC.1.4.11.F** How to demonstrate appropriate command of the English language.

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STUDENT LEARNING MAP

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Lesson Essential Question What makes clear and effective writing?	**Lesson Essential Question** How do strategic readers and writers create meaningful and informational literary text?	**Lesson Essential Question** How do you know a source can be trusted?
⬇	⬇	⬇
Vocabulary Literary form Literary device	**Vocabulary** In-text citation Works cited	**Vocabulary** Draw conclusions, Explain author's style

Additional Information/Resources:

Course/Subject: English III　　　　　Days:
Topic: Novel　　　　　　　　　　　Grade Level: 11

Key Learning
Use appropriate strategies to construct meaning by skillfully analyzing, evaluating, and synthesizing information, and how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Unit Essential Question
How does one use appropriate strategies to construct meaning by skillfully analyzing, evaluating, and synthesizing information, and how do audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques?

Concept	Concept	Concept
Strategies	Character	Structure
Standards:	**Standards:**	**Standards:**
CC.1.3.11.B	CC.1.3.11.C	CC.1.3.11.E
What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.	How author's choices impact the development of narrative and dramatic elements	How specific sentences, paragraphs and larger portions of texts relate to each other and the whole
CC.1.3.11.K		
How to read literary fiction		
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How does what a text says explicitly as well as implicitly reveal an author's intended purpose and beliefs about the subject?	How do an author's choices impact the development of narrative dramatic elements?	How do specific sentences, paragraphs and larger portions of texts relate to each other and the whole?
How does one cite strong and thorough textual evidence to support an author's intended purpose?		
How does one read to comprehend literature?		

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Vocabulary Author's Purpose Analysis Elements of Fiction Foreshadowing flashback	**Vocabulary** Character Characterization Universal Character Development Dialogue	**Vocabulary** Text Structure Organization Summarize

Concept Theme	**Concept** Symbolism	**Concept** Irony
Standards: CC.1.3.11.A How the relationship between two or more themes is developed and how these themes interact.	**Standards:** CC.1.3.11.F How words and phrases shape meaning and tone of text CC.1.3.11.I How context helps shape meaning of unknown and multiple-meaning words.	**Standards:** CC.1.3.11.F How words and phrases shape meaning and tone of text CC.1.3.11.I How context helps shape meaning of unknown and multiple-meaning words.
⬇	⬇	⬇
Lesson Essential Question How is the relationship between two or more themes developed? How do themes interact?	**Lesson Essential Question** How do words and phrases shape the meaning of text? How does identifying and analyzing symbolism help to shape the meaning of the text? How does context help shape the meaning of unknown and multiple-meaning words?	**Lesson Essential Question** How do words and phrases (verbal irony) shape the meaning of text? How does identifying irony help to shape the meaning of the text?
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**

Interpret Theme concept	Symbolism Interpret Allegory	Connotation Context Clues Irony Interpret

Concept Literary Period/Historical Context	**Concept** Setting	**Concept** Tone/Mood
Standards: CC.1.3.11.H How Foundational Literature reflects a variety of genres in the respective major periods of literature CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:** CC.1.3.11.C How author's choices impact the development of narrative and dramatic elements	**Standards:** CC.1.3.11.C How author's choices impact the development of narrative and dramatic elements CC.1.3.11.F How words and phrases shape meaning and tone of text
⬇	⬇	⬇
Lesson Essential Question How does world literature reflect a variety of genres in the respective major periods of literature? How do theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world?	**Lesson Essential Question** How does identifying and analyzing setting help to shape the meaning of the text?	**Lesson Essential Question** How does identifying and analyzing tone and mood help to shape the meaning of the text? How do words and phrases shape mood and tone of a text?
⬇	⬇	⬇
Vocabulary Connotation Context Clues	**Vocabulary** Setting Dialect	**Vocabulary** Tone Mood

Cultural Significance Literary Movement		

Concept Point of View	**Concept** Plot
Standards: CC.1.3.11.D How author's point of view or purpose shapes the content and style of a text	**Standards:** CC.1.3.11.E How specific sentences, paragraphs and larger portions of texts relate to each other and the whole
Lesson Essential Question How does an author's point of view or purpose shape the content and style of a text?	**Lesson Essential Question** How do specific sentences, paragraphs and larger portions of texts help to develop plot structure?
Vocabulary 1st person 2nd person 3rd person omniscient limited	**Vocabulary** Chronological Spatial Exposition Rising action Climax Falling action Resolution conflict

Course/Subject: English III   Days:
Topic: Poetry   Grade Level: 11

Key Learning
Textual details help to shape meaning in poetry.

Unit Essential Question
How do you identify and describe poetic forms and their constructions?

Concept	Concept	Concept
Poetic Form	Stanza, Meter, Rhyme Form	Figurative Language
Standards: CC.1.3.11.A How the relationship between two or more themes is developed and how these themes interact.	**Standards:** CC.1.3.11.F How words and phrases shape meaning and tone in texts.	**Standards:** CC.1.3.11.H How an author transforms themes, topics, and character types. CC.1.3.11.J How to acquire and use accurately general and domain-specific words and phrases and independently gather vocabulary knowledge sufficient for college and career levels.
Lesson Essential Question How does an author develop and utilize more than one theme in a single text?	**Lesson Essential Question** How does an author alter the tone of a text?	**Lesson Essential Question** How do you analyze literature when spoken figuratively rather than literally?
Vocabulary Metaphysics Mock Epic Ode Free Verse	**Vocabulary** Couplet Foot/Iambic Quatrain Tetra Cinquain Penta	**Vocabulary** Apostrophe Conceit Personification Allusion Imagery

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Refrain Slant	Metaphor	
Exact True	Simile	
End Internal	Assonance	
Blank	Consonance	
	Alliteration	
	Tone Mood	
	Style Purpose	
	Onomatopoeia	

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⬇	⬇	⬇

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English III　　　　　　　Days:
Topic: Short Story　　　　　　　　　　　Grade Level: 11

Key Learning
Use appropriate strategies to construct meaning by skillfully evaluating, and synthesizing information, and determine how author's choices impact the development of narrative and dramatic elements.

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Unit Essential Question
How does one use appropriate strategies to construct meaning by analyzing, evaluating, and synthesizing information, and determine how an author's choices impact the development of narrative and dramatic elements?

Concept Elements and Point of View	**Concept** Literary Significance	**Concept** Word Meanings
Standards: CC.1.3.11.C How author's choices impact the development of narrative and dramatic elements. CC1.3.11.D How author's point of view shapes the content and style of a text.	**Standards:** CC.1.2.11.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:** CC1.3.11.F How words and phrases shape meaning and tone of text CC.1.3.11.I How context helps shape meaning of unknown and multiple-meaning words. CC.1.3.11.J How to acquire and use accurately general and domain-specific words and phrases and independently gather vocabulary knowledge sufficient for college and career levels.
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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How do you identify author's choices that impact narrative and dramatic elements? How does author's point of view shape the content and style of a text?	How do theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world?	How do words and phrases shape the meaning, mood, and tone of text? How does context shape the meaning of unknown and multiple meaning words? How does one acquire and accurately use general and domain-specific words and phrases and independently gather vocabulary knowledge sufficient for college and career levels?
⬇	⬇	⬇
Vocabulary • Cultural Detail • Emotional Appeal • Strategies ◦ Foreshadowing ◦ Flashback • Character ◦ Development ◦ Dialogue • Structure • Theme • Symbolism • Irony	**Vocabulary** • Setting • Historical Context	**Vocabulary** Context Clues