

Discipline English Language Arts

Grade 11

Course

Topic

Strand Language

State Standards 28001

Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Continue to address earlier standards as needed.
1.6 Drawing on one of the widely-used professional evaluation forms for group discussion, evaluate how well participants engage in discussions at a local meeting.

Student Learning Objectives

Drawing on one of the widely-used professional evaluation forms for group discussion, evaluate how well participants engage in discussions.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Language

State Standards 28002

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.

Continue to address earlier standards as needed.

2.6 Analyze differences in their responses to focused group discussion in an organized and systematic way.

Student Learning Objectives

Analyze differences in their responses to focused group discussion in an organized and systematic way.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Language

State Standards 28003

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Continue to address earlier standards as needed.
3.17 Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.
3.18 Create an appropriate scoring guide to evaluate final presentations.

Student Learning Objectives

Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.

Create an appropriate scoring guide to evaluate final presentations.

Suggested Instructional Strategies

Assessment

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Course

Topic

Strand Language

State Standards 28004

Students will understand and acquire new vocabulary, and use it correctly in reading and writing.

Continue to address earlier standards as needed.

4.26 Identify and use correctly new words acquired through study of their different relationships to other words.

4.27 Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.

Student Learning Objectives

Use knowledge of Greek or Latin mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.

Identify and use correctly new words acquired through study of their different relationships to other words.

Use thesauruses and other related references as needed.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Language

State Standards 28005

Students will describe and analyze the structure of modern English and how its vocabulary has developed and been influenced by other languages.

Continue to address earlier standards as needed.

5.24 Identify, describe, and apply all conventions of standard English.

5.25 Describe historical changes in conventions for usage and grammar.

5.26 Explain and evaluate the influence of the English language on world literature and world cultures.

5.27 Analyze and explain how the English language has developed and been influenced by other languages.

Student Learning Objectives

Identify, describe, and apply conventions of standard English.

Explain and evaluate the influence of the English language on world literature and world cultures.

Analyze and explain how the English language has developed and been influenced by other languages.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 11

Course

Topic

Strand Language

State Standards 28006

Students will describe, analyze, and use appropriately formal and informal English.

Continue to address earlier standards as needed.

6.10 Analyze the role and place of standard American English in speech, writing, and literature.

6.11 Analyze how dialect can be a source of negative or positive stereotypes among social groups.

Student Learning Objectives

Analyze the role and place of standard American English in speech, writing, and literature.

Analyze how dialect can be a source of negative or positive stereotypes among social groups.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28008

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Continue to address earlier standards as needed.

For imaginative / literary texts:

8.31 Identify and analyze the point(s) of view in a literary work;

8.32 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.

For informational / expository texts:

8.33 Analyze and evaluate the logic and use of evidence in an author's argument.

Student Learning Objectives

For imaginative / literary texts:

Identify and analyze the point(s) of view in a literary work;

Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.

For informational / expository texts:

Analyze and evaluate the logic and use of evidence in an author's argument.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28009

Students will deepen their understanding of a literary or non-literary work by relating it to its context or historical background.

Continue to address earlier standards as needed.

9.7 Relate a literary work to the seminal ideas of its time.

Student Learning Objectives

Relate a literary work to the prevailing ideas or controversies of its time, as represented in primary source materials (e.g. newspapers, speeches, videos, etc.).

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28010

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Continue to address earlier standards as needed.

10.6 Identify and analyze characteristics of genres (*satire, parody, allegory, pastoral*) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.

Student Learning Objectives

Identify and analyze characteristics of genres (*satire, parody, allegory, pastoral*) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, and essay.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28011

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

11.6 Apply knowledge of the concept that a text can contain more than one theme.

11.7 Analyze and compare texts that express a universal theme, providing evidence to support their ideas.

Student Learning Objectives

Apply knowledge of the concept that a text can contain more than one theme.

Analyze and compare texts that express a universal theme, providing evidence to support their ideas.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28012

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a work of fiction and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

12.6 Analyze, evaluate and apply knowledge of how authors use such elements of fiction as point of view, haracterization, and irony for specific rhetorical and aesthetic purposes.

Student Learning Objectives

Analyze, evaluate and apply knowledge of how authors use such elements of fiction as point of view, haracterization, and irony for specific rhetorical and aesthetic purposes.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 28013

Students will identify, analyze, and apply knowledge of the structure, elements, and purpose of nonfiction or informational material and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

13.6 Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.

Student Learning Objectives

Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28014

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a poem and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

14.6 Analyze and evaluate the appropriateness of diction and imagery (*controlling images, figurative language, understatement, overstatement, irony, paradox*).

Student Learning Objectives

Analyze and evaluate the appropriateness of diction and imagery (*controlling images, figurative language, understatement, overstatement, irony, paradox*).

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 28015

Students will identify and analyze how an author appeals to the senses, creates imagery, suggests mood, and sets tone.

15.9 Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument.

15.10 Analyze and compare style and language across significant cross-cultural literary works.

Student Learning Objectives

Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28016

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

16.12 Analyze the influence of mythic, traditional, and classical literature on later literature and film.

Student Learning Objectives

Analyze the influence of mythic, traditional, and classical literature on later literature and film.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28017

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

17.8 Identify and analyze types of dramatic literature.

17.9 Identify and analyze dramatic conventions (*monologue, soliloquy, chorus, aside, dramatic irony*).

Student Learning Objectives

Identify and analyze types of dramatic literature.

Identify and analyze dramatic conventions (*monologue, soliloquy, chorus, aside, dramatic irony*).

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 28018

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

18.6 Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play.

Student Learning Objectives

Demonstrate understanding of the functions of playwright, director, technical designer, and actor.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 28019

Students will write with a clear focus, coherent organization, and sufficient detail.

Continue to address earlier standards as needed.

For imaginative/literary writing:*

19.28 Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques.

19.29 Write poems using a range of forms and techniques.

For informational / expository writing:

19.30 Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.

Student Learning Objectives

For imaginative/literary writing:*

Write well-organized stories or scripts with a theme using a variety of literary techniques.

For informational / expository writing:

Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 28020

Students will write for different audiences and purposes.

20.7 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.

Student Learning Objectives

Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 28021

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

21.10 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well they have addressed questions of purpose, audience, and genre.

Student Learning Objectives

Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well they have addressed questions of purpose, audience, and genre.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 28022

Students will use knowledge of standard English conventions in their writing and revisions.

22.10 Use all conventions of standard English when writing and editing.

Student Learning Objectives

Use all conventions of standard English when writing and editing.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 11

Course

Topic

Strand Composition

State Standards 28023

Students will organize ideas in writing in a way that makes sense for their purpose.

Continue to address earlier standards as needed.

23.13 Organize ideas for emphasis in a way that suits their purpose when writing

23.14 Craft sentences in a way that supports the underlying logic of their ideas.

Student Learning Objectives

Organize ideas for emphasis in a way that suits their purpose when writing

Craft sentences in a way that supports the underlying logic of their ideas.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 28024

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

24.6 Formulate original open-ended questions to explore a topic of interest, design and carry out their research, and evaluate the quality of each research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.

Student Learning Objectives

Formulate original open-ended questions to explore a topic of interest, design and carry out their research, and evaluate the quality of each research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 11

Course

Topic

Strand Composition

State Standards 28025

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

25.6 Individually develop and use criteria for assessing their own work across the curriculum, explaining why the criteria are appropriate before applying them.

Student Learning Objectives

(Individually) develop and use criteria for assessing their own work across the curriculum, explaining why the criteria are appropriate before applying them.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Media

State Standards 28026

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and other technologies, and provide evidence to support their understanding.

26.6 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.

Student Learning Objectives

Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 11

Course

Topic

Strand Media

State Standards 28027

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, and other technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

27.8 Create coherent media productions that synthesize information from several sources.

Student Learning Objectives

Create coherent media productions that synthesize information from several sources.

Suggested Instructional Strategies

Assessment