

GRADE 11 ENGLISH/LANGUAGE ARTS CURRICULUM

Course 50011

Eleventh grade students read, comprehend, and objectively summarize fiction and non-fiction texts with a focus this year on texts from other cultures. In Eleventh grade, students analyze texts making inferences, conclusions, and generalizations based on specifics details from the text. Students will analyze the structure of a text and identify how structure supports the author's purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view. They will also evaluate author's claims and compare texts on similar topics. Students should have command of language conventions and begin to read and communicate at a college and career level. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

GRADE ELEVEN ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none">• Evaluate how an author's point of view influences their writing.• Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.• Determine a central idea of a text and analyze its development over the course of the text.	<ul style="list-style-type: none">• Students read, understand and respond to informational text with emphasis on making connections among ideas and between texts.• Demonstrate a grade-appropriate command of the conventions of Standard English grammar.• Write with a sharp distinct focus identifying topic, task, and audience.• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.• Students write clear and focused text to convey a well-defined perspective and appropriate content.	Unit Assessments	1-year	<i>I am Malala: The Girl Who Stood up for Education and was Shot by the Taliban</i> by Malala Yousafza <i>Chinese Cinderella: The True Story of an Unwanted Daughter</i> By: Adeline Yen Mah <i>A Long Way Gone</i> By: Ishmael Beah

GRADE ELEVEN ENGLISH/LANGUAGE ARTS MAP:

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1: Literature from the Middle East Marking (Period 1 & 2) Related Text(s): <i>I am Malala: The Girl Who Stood up for Education and was Shot by the Taliban</i> by Malala Yousafza	<ul style="list-style-type: none"> • Truth • Education • Courage • Justice • Forgiveness • Gender and Gender inequality • Cultural Context 	Nonfiction Objective truth Subjective truth Bias Theme Point of View Tone Generalization Autobiography Biography Memoir	<ul style="list-style-type: none"> • How might obstacles play a role in determining the nature of an individual's education? • How can surviving horrific events make someone and those around them stronger as well as present opportunities for unification and betterment? • In what ways could a country's power and politics endanger its own citizens? 	CC.1.2 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> • Discuss problems and injustices that exist in education in countries all over the world • Reflect through writing and discussion about Malala's journey • Examine motif of giving speeches and using one's voice to influence others and make a difference 	Extra Explanation Class discussion of Literature Discussion Questions Guided Notes	End of Unit Exam Reader Response Culminating Librarian for the Day Project Analyzing Literature Discussion Questions
Vocabulary Development Level F (Marking Period 1-4)	<ul style="list-style-type: none"> • Provide students with skills/ opportunities to learn words independently and nurture an appreciation of words and their use 	Contextual Analysis - infer or predict a word from context Morphemic Analysis - examine meaningful parts (prefixes, suffixes, roots, etc.)	<ul style="list-style-type: none"> • How does understanding the meaning of words help comprehension in oral and written language? 	CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content,	<ul style="list-style-type: none"> • Learn, define, and correctly spell a set of 10 vocabulary words bi-weekly. • Use designated set of vocabulary within writing assignments. 	Extra explanation Modified quiz with word bank Google slides guided notes/fill in the blank	Vocabulary Quiz - matching word to its definition and correctly spelling each word

				<p>choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>			
<p>Unit 2: Asian Literature (Marking Period 2 & 3) Related Text(s) <i>Chinese Cinderella: The True Story of an Unwanted Daughter</i> By: Adeline Yen Mah</p>	<ul style="list-style-type: none"> Family and Relationships Courage Freedom Abandonment Self-Esteem 	<p>Point of view</p> <p>Internal and external conflict</p> <p>Compare and Contrast</p>	<ul style="list-style-type: none"> To what extent do the early years of one's life shape the person that we become? How does geography influence human experience? What are universal experiences? 	<p>CC.1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p>	<ul style="list-style-type: none"> Write responses to novel that provides an interpretation, critique, or reflection and support judgments with specific references to text Identify and compare subjective and objective points of view and how they affect the overall body of the work Answer the literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension 	<p>Extra explanation</p> <p>Guided notes</p> <p>Read aloud in small group or as a class</p>	<p>End of Unit Exam</p> <p>Reader Response</p> <p>Analyzing Literature through discussion questions</p>
<p>Unit 3: Literature from Africa (Marking Period 3) Related Text(s): <i>A Long Way Gone</i> By: Ishmael Beah</p>	<ul style="list-style-type: none"> Survival Destiny/Purpose Control/Self-determination Violence 	<p>Flashback</p> <p>Foreshadowing</p> <p>Irony</p> <p>Motif</p> <p>Imagery</p>	<ul style="list-style-type: none"> How can someone regain their humanity, forgive, and find the strength to move forward? 	<p>CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B</p>	<ul style="list-style-type: none"> End of Unit Exam Reader Response Analyzing Literature through discussion questions 	<p>Extra Explanation</p> <p>Class discussion of Literary Analysis Discussion Questions using Google slides</p>	<p>End of Unit Exam</p> <p>Reader Response</p> <p>Analyzing Literature Discussion Questions</p>

				<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>			
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