

SUBJECT AREA: English 11

GRADE/COURSE: 11

Standard And Strand 1.1 Learning to Read Independently

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|---|--|--|
| <p>_____ Before reading, locate various texts, media and traditional resources for assigned and independent projects.</p> <p>_____ Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p> <p>_____ During reading, use knowledge of root words and words from literary works to recognize and understand the meaning of new words. Use these words accurately in speaking and writing.</p> <p>_____ Identify, describe, evaluate, and synthesize the essential ideas in text. Assess these reading strategies that were most effective in learning from a variety of texts.</p> <p>_____ Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words. Use a dictionary or related reference.</p> | <p>Locate, evaluate, synthesize, and document sources using the MLA format.</p> <p>Identify, describe, evaluate, and synthesize the essential ideas in text.</p> <p>Apply key vocabulary across the various subject areas.</p> <p>Demonstrate an understanding and interpretation of a variety of literary genres.</p> <p>Demonstrate fluency and comprehension in reading through use of appropriate pronunciation.</p> | <p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation:</p> <p>Qualification for remediation is per school policy</p> <p>Retesting</p> <p>Independent Research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment:</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p> |

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|--|-------------------------------|---|
| <p>_____ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>_____ After reading, demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents: make, and support with evidence, assertions about texts; compare and contrast texts using themes, settings, characters and ideas; make extensions to related ideas, topics and information; analyze the context of a document; analyze the validity of the document based on context; evaluate the strategies of the author; critique public documents to identify strategies common in public discourse.</p> <p>_____ Demonstrate fluency and comprehension in reading: read familiar materials aloud with accuracy; self correct mistakes; use appropriate rhythm, flow, meter and pronunciation; read a variety of genres and types of text; demonstrate comprehension (recommend 25 books/year).</p> | | |

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Standard And Strand 1.2 Reading Critically in All Content Areas

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|---|--|--|
| <p>_____ Read and understand essential content of informational texts and documents in all academic areas: differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view; distinguish between essential and nonessential information across a variety of resources, identifying the use of proper references or authorities and propaganda techniques where present; use teacher and student established criteria for making decisions and drawing conclusions; evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.</p> | <p>Demonstrate an understanding of the essential content of a variety of texts in all academic areas.</p> <p>Differentiate fact from opinion through coherent arguments and points of view.</p> <p>Distinguish between essential and nonessential information by identifying the use of information from secondary sources.</p> <p>Evaluate and use a variety of media.</p> <p>Create a work that models at least one literary genre.</p> <p>Participate in discussions, conversations, conduct interviews</p> | <p>Writing assignments Formative and summative quizzes and tests. Frequent oral and independent reading Completion of assigned tasks Ongoing teacher assessments</p> <p>Remediation: Qualification for remediation is per school policy Retesting Independent Research Alternative evaluation Teacher assistance</p> <p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p> |

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|---|-------------------------------|---|
| <p>_____ Use and understand a variety of media and evaluate the quality of material produced: select appropriate electronic media for research and evaluate the quality of the information received; explain how the techniques used in electronic media modify traditional forms of discourse for different purposes; use, design, and develop media to demonstrate understanding (e.g., a major writer or literary period or movement).</p> <p>_____ Produce work in at least one literary genre that follows the conventions of the genre.</p> | | |

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Standard And Strand 1.3 Reading, Analyzing and Interpreting Literature

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|---|---|--|
| <p>_____ Read and understand works of literature.</p> <p>_____ Analyze the relationships and uses of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p> <p>_____ Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices: sound techniques (e.g., rhyme, rhythm, meter, alliteration); figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire); literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</p> <p>_____ Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement and paradox).</p> | <p>Read, understand, and analyze works of literature and their elements.</p> <p>Identify the use of literary devices and their effectiveness in literary works.</p> <p>Read and explicate poetry for form and function including the effective use of poetic devices.</p> <p>Analyze and respond to various types of writing including fiction and nonfiction, poetry, and drama.</p> | <p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation:</p> <p>Qualification for remediation is per school policy</p> <p>Retesting</p> <p>Independent Research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment:</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p> |

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|--|-------------------------------|---|
| _____ Analyze how a scriptwriter's use of words creates tone and mood, how choice of words advances the theme or purpose of the work. _____ Read and respond to fiction and nonfiction, including poetry and drama. | | |

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Standard And Strand 1.4 Types of Writing

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|--|---|--|
| <p>_____ Write short stories, poems and plays that include: varying organizational methods; relevant illustrations; dialogue; a literary conflict; varying literary characteristics e.g., limerick, epic, whimsical, dramatic); literary elements and literary devices.</p> <p>_____ Write complex informational pieces such as research papers, analyses, evaluations, and essays, that include: a variety of methods to develop the main idea; precise language and specific detail; cause and effect; relevant graphics such as graphs, charts, maps, illustrations, photographs, and tables, and use of primary and secondary sources.</p> | <p>Use the writing process to create and develop various types of writing including short stories, dialogue, and other literary works.</p> <p>Use the writing process to create informational pieces of writing</p> <p>Use the writing process to create persuasive pieces of writing.</p> <p>Use the writing process to maintain records</p> | <p>Writing assignments Formative and summative quizzes and tests. Frequent oral and independent reading Completion of assigned tasks Ongoing teacher assessments</p> <p>Remediation: Qualification for remediation is per school policy Retesting Independent Research Alternative evaluation Teacher assistance</p> <p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p> |

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
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| <p>_____ Write persuasive pieces that: include a clearly stated position or opinion; include convincing, elaborated and properly cited evidence; develop reader's interest; anticipate and counter reader concerns and arguments, and utilize a single method to advance the argument or position.</p> <p>_____ Maintain a written record of activities, course work, experience, honors and interests.</p> <p>_____ Write a personal resume.</p> | | |

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Standard And Strand 1.5 Quality of Writing

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|---|--|---|
| <p>_____ Write with a sharp, distinct focus: identify topic, task and audience; establish and maintain a single point of view.</p> <p>_____ Write using well-developed content appropriate for the topic: gather, determine validity and reliability of, analyze and organize information; employ the most effective format for purpose and audience; write fully-developed paragraphs that have details and information specific to the topic and relevant to the focus.</p> <p>_____ Write with controlled and/or subtle organization: sustain a logical order throughout the piece; include an effective introduction and conclusion.</p> <p>_____ Write with a command of the stylistic aspects of composition: use different types and lengths of sentences; use precise language.</p> | <p>Recognize audience and purpose in writing.</p> <p>Write with a clear focus, well-developed content, in a subtle but well-organized manner, developing a style of writing using sentence and word variety.</p> <p>Edit all writing for errors in convention.</p> <p>Present and defend written work.</p> | <p>Writing assignments. Formative and summative quizzes and tests. Frequent oral and independent reading Completion of assigned tasks. Ongoing teacher assessments.</p> <p>Remediation: Qualification for remediation is per school policy Retesting Independent Research Alternative evaluation Teacher assistance</p> <p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p> |

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
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| <p>_____ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>_____ Edit writing, using the conventions of language: spell all words correctly; use capital letters correctly; punctuate correctly (period, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets and ellipsis); use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly; use complete sentences (simple, complex, compound, declarative, interrogative, exclamatory and imperative).</p> <p>_____ Present and/or defend written work for publication when appropriate.</p> | | |

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Standard And Strand 1.6 Speaking and Listening

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|--|--|--|
| <p>____ Listen to others: ask clarifying questions; synthesize why information ideas and opinions are relevant or irrelevant; take notes.</p> <p>____ Listen to selections of literature (fiction and/or non-fiction); relate them to previous knowledge; predict solutions to identified problems; summarize and reflect on what has been heard; identify and define new words and concepts; analyze and synthesize the selections relating them to other selections heard or read.</p> <p>____ Speak, using skills appropriate to formal speech situations; use a variety of sentences structures to add interest to a presentation; pace the presentation according to audience and purpose; adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.</p> | <p>Employ sound listening skills to help analyze, question, and interpret</p> <p>Listen to selections of literature to identify character, conflict, predict resolutions, summarize, analyze and interpret selections</p> <p>Exercise sound speaking skills which include attention to audience, purpose, content, pace, volume, and style</p> <p>Engage in discussions through asking questions or contributing content</p> | <p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation:</p> <p>Qualification for remediation is per school policy</p> <p>Retesting</p> <p>Independent Research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment:</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p> |

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
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| <p>_____Contribute to discussions: ask relevant, clarifying questions; respond with relevant information or opinions to questions asked; listen to and acknowledge the contributions of others; adjust tone and involvement to encourage equitable participation; facilitate total group participation; introduce relevant, facilitating information, ideas and opinions to enrich the discussion; paraphrase and summarize as needed.</p> <p>_____Participate in small/large group discussions/presentations; initiate everyday conversation; select and present an oral reading on an assigned topic; conduct interviews; participate in a formal interview (e.g.); organize and participate in informal debates around specific topics; use evaluation guides (National Issues Forum, Toastmasters) to evaluate group discussion (e.g. of peers, on television).</p> | | |

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Standard And Strand 1.7 Characteristics and Functions of the English Language

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|--|---|--|
| <p>_____ Describe the influence of historical events on the English language.</p> <p>_____ Analyze when differences in language are a source of negative or positive stereotypes among groups.</p> <p>_____ Explain and evaluate the role and influence of the English language within and across countries.</p> | <p>Describe, analyze, and explain the history of the English language.</p> <p>Identify and evaluate the role and influence of the English language within and across the countries.</p> | <p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation:</p> <p>Qualification for remediation is per District/building policy</p> <p>Retesting/testing accommodations</p> <p>Alternative evaluation</p> <p>Enrichment:</p> <p>Additional/alternative reading and writing</p> <p>Advanced cooperative learning projects</p> |

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Standard And Strand 1.8 Research

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|--|--|--|
| <p>_____ Select and refine a topic for research.</p> <p>_____ Locate information using appropriate sources/strategies: determine valid resources for researching the topic, including primary and secondary sources; evaluate the importance and quality of the sources; select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, and computer databases); use table of contents, indices, keywords, cross-references, and appendices; use traditional and electronic search tools.</p> | <p>Identify a topic for research</p> <p>Incorporate the mechanics of research writing from identifying and using source material from a variety of sources including electronic materials to interviews and observations</p> <p>Process gathered information</p> | <p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation:</p> <p>Qualification for remediation is per District/building policy</p> <p>Retesting/testing accommodations</p> <p>Alternative evaluation</p> <p>Enrichment:</p> <p>Additional/alternative reading and writing</p> <p>Advanced cooperative learning projects</p> |

| OBJECTIVES | PERFORMANCE INDICATORS | ASSESSMENTS (Variety as per Section 4.52, Chapter 4) |
|--|-------------------------------|---|
| <p>_____ Organize, summarize and present the main idea from research; take notes relevant to the research topic; develop a thesis statement based on the research; anticipate the needs of your audience; give precise, formal credit for others' ideas, images or information using a standard method of documentation; use formatting techniques (e.g., headings, graphics) to aid reader understanding.</p> | | |

Resources

Warriner's Grammar and Composition:

- Review writing process
- Parts of the sentence
- Writing complete, effective sentences
- Writing paragraphs
- Writing essays
- Writing literary analyses
- Writing MLA research paper

***Bud's Easy Research Paper Computer Manual*, Third Edition**

Adventures in American Literature

Early America to the Puritans to 1760

- Recognize major authors, periods, forms and works
- Identify important features of the Puritan experience
- Respond to literature through oral discussion and through analytical, creative and narrative writing
- Make connections between literature and history, culture, the arts and language

Revolutionary Period 1760-1800

- Demonstrate an understanding of the effects of Puritanism, the Age of Reason, and the American Revolution on literature
- Identify major authors, popular genres, and recurring themes
- Identify, analyze, and, in some cases, imitate rhetorical elements in the writing of Franklin, Henry, Jefferson, Paine and Wheatley.
- Write in forms used by writers of the period, such as epitaph, persuasive speech and the literary letter.

American Romanticism 1800-1840

Define the role assigned to nature and to poetry in the works of Bryant.

Identify specific Romantic motifs in the works of Irving, Cooper, Bryant and Poe.

Explain Poe's concept of the "single effect" in literature.

Early Nineteenth Century America 1840-1860

Demonstrate an understanding of the major groups of writers during the New England Renaissance.

Identify and explain the principles of transcendentalism in the works of Emerson and Thoreau.

Contrast the transcendentalist ideals with those of the anti-transcendentalists including the works of Melville and Hawthorne.

Demonstrate an understanding of the elements of poetry in the works of Longfellow, Whittier, Holmes, Lowell and Dickinson.

Late Nineteenth Century America 1860-1899

Identify major authors, popular genres, recurring themes, and major works of the Civil War period.

Make connections between literature and history.

Realism and Naturalism 1890-1914

Demonstrate an understanding of the effect of social conditions on turn of the century American Literature.

Literature in Modern America

Demonstrate an understanding of the effect of WWI and WWII on modern American fiction, non-fiction and poetry.

Make connections between literature and culture.

The Novel *The Scarlet Letter* – Nathaniel Hawthorne and/or other appropriate novels.

Analyze the structure of the novel.

Identify and analyze plot structure, including conflicts.

Identify and discuss major themes.

Identify and analyze major characters.

***Vocabulary Workshop* Level F**

Summer Reading List