

## **Grade 11 - Year at a Glance**

### **M/J I Language Arts**

**A Note to Parents:** State standards require your student's language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, cultural, and ideological spectrum. Students will analyze texts in the context of the time they were written and in comparison to texts from other literary periods. Along this journey, students may encounter language, attitudes, themes, or characters they find unfamiliar or difficult. Your child's teachers are prepared for this. They are trained to facilitate text-based writing and discussion that encourage analysis, reflection, and research, not just simple answers. Students are not told what to think. They are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher's goal is to create a safe learning environment for all students while actively engaging them in all aspects of literacy. If you are concerned about what your child will be reading in class, please preview upcoming class texts and discuss alternate texts with the teacher if needed. Together we are better!

### **What is the purpose of this course?**

#### Course Description

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

#### **GENERAL NOTES**

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### **What will Grade 11 students be expected to do?**

#### **English Language Arts Expectations:**

ELA.K12.EE.1.1 - Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 - Make inferences to support comprehension.

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

#### **Grade 11 Writing Types Expectations**

**Narrative Writing** - ELA.11.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives.

**Argumentative Writing** - ELA.11.C.1.3: Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.

**Expository Writing** - ELA.11.C.1.4: Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

## Grammar/Mechanics

Skills to be mastered at this grade level are as follows:

- Use knowledge of usage rules to create flow in writing and presenting.

Here is a link with a more detailed list and description of the ELA state standards:

<http://www.fldoe.org/core/fileparse.php/18736/urlt/ELAStandards.pdf>

### **What will Grade 11 students be reading and discussing?**

*The themes and texts below are samples from our adopted instructional resources. Teachers have autonomy to choose/develop appropriate supplemental and alternative texts, lessons, and projects to address the required state standards.*

Quarter	Sample Themes	Sample Texts
Quarter 1	Breaking Away: How does independence define the American spirit?	On Being Brought from Africa to America (Poetry) An Address to Miss Phillis Wheatley (Poetry) Life After High School (Argumentative) Constitution of the Iroquois Nations (Informational) Declaration of Independence (Argumentative) Bartleby, the Scrivener: A Story of Wall Street (Fiction) I, Tituba, Black Witch of Salem (Fiction) The Crucible (Drama) DeWitt No. II (Argumentative) The Federalist Papers: No. 84 (Argumentative) Flowering Judas (Fiction) The Awakening The Scarlet Letter The Namesake
Quarter 2	The Highway: How do journeys influence perspective?	Walden (Informational) Society and Solitude (Informational) Remarks at the Signing of the Highway Beautification Act (Argumentative) The Negro Motorist Green Book (Informational) Adventures of Huckleberry Finn (Fiction) Driving My Own Destiny (Informational) Depart! (from 'The Anabasis of Alexander') (Argumentative) Because I could not stop for Death (Poetry) A Good Man is Hard to Find (Fiction) Into the Wild
Quarter 3	Sunshine State of Mind: How does place shape the individual?	We Contain Multitudes (Informational) And Now Here We All Are (Informational) Osceola (Poetry) Letter from Chief John Ross (Informational) Barracoon: The Story of the Last "Black Cargo" (Informational) Christmas, 1970 (Poetry) Their Eyes Were Watching God (Fiction) Learning to Die in Miami: Confessions of a Refugee Boy (Informational) One Today (Poetry) A Mother in Mannville (Fiction) The Midnight Zone (Fiction)
Quarter 4	Living the Dream: What does home mean to you?	The Negro Speaks of Rivers (Poetry) My True South: Why I Decided to Return Home (Informational) Fences (Drama) How It Feels to Be Colored Me (Informational) We Wear the Mask (Poetry) A Raisin in the Sun (Drama) Indian Boarding School: The Runaways (Poetry) Dream House (Argumentative) In Our Neighborhood (Fiction) Without a Soul (Fiction)

		The Fall of the House of Usher (Fiction) Eat, Memory: Orange Crush (Informational) Boyhood (Drama)
<b>Optional Units Available in Adopted District Resources</b>		
Unit 5 (optional)	<b>The Wars We Wage</b> - What does it mean to win? What does it mean to lose? What are the costs of victory? What lessons are to be learned from defeat?	‘These Wild Young People’ by One of Them (Argumentative) The Great Gatsby (Fiction) A Rose for Emily (Fiction) The Marshall Plan Speech (Argumentative) 40-0 (Informational) The Moor’s Account (Fiction) Othello (Drama) Hunger: A Memoir of (My) Body (Informational) Are Women People? (Poetry) A Plea for the Oppressed (Argumentative) Brown v. Board of Education (Informational) History of the Peloponnesian War: Pericles’ Funeral Oration (Argumentative) The Immortal Horizon (Informational) You Gotta Beat the Best to Be the Best (Informational)
Unit 6 (optional)	<b>With Malice Toward None</b> - How can we attain justice for all? What is the role of literature in attaining justice for all? What can we learn about other people’s experiences from a text that we would not have otherwise understood? How can we use the power of language to advance the causes that matter to us?	Invisible Man (Fiction) American Horse (Fiction) The Color of an Awkward Conversation (Informational) Civil Rights Act of 1964 (Informational) Second Inaugural Address (Argumentative) I’ve Been to the Mountaintop (Argumentative) The Night Before Christmas (Fiction) On Justice (from ‘De Officiis’) (Informational) The Four Foods (Fiction) Gaman (Poetry) Demeter’s Prayer to Hades (Poetry) On Listening to Your Teacher Take Attendance (Poetry)
<b>How can I help my student to be successful in his/her English class?</b>		
	<b>Support Resources</b>	<b>Everyday Activities</b>
Reading	<p><a href="#">Guide to Grammar and Writing: Principles of Composition</a></p> <p><a href="#">How to Read and Analyze Poems: A 5-Step Process :</a> This activity takes you through a logical progression of how to read poetry which calls for a different approach from reading other literary genres.</p> <p><a href="#">The Art of the Metaphor:</a> In this animated video from TEDed, you will learn about the power of metaphors in your reading and in your writing. The video explores questions like: "How do metaphors help us better understand the world?", as well as "What makes a good metaphor?"</p>	<p>Engage your student in discussions of current events.</p> <p>Engage your student in guessing or predicting possible outcomes and to give reasons for those predictions.</p> <p>Prompt your student to elaborate on their opinions with “why?” or “how?”</p> <p>Challenge your student to consider or refute an opposing opinion.</p> <p>Give your student opportunities to read aloud to you whenever possible (ingredients, recipes, social media posts, news stories, music lyrics).</p> <p>Encourage personal forms of writing (For example, journal writing, poetry, Youtube scripts, song lyrics, letters, meaningful social media posts, gaming directions, etc.).</p>
Writing	<p><a href="#">Principles of Composition</a> (Help for students with writing: includes materials that will help students write in different formats)</p> <p><a href="#">Proper Techniques for Research and Writing:</a> (Students can learn the steps for all aspects of writing a research paper with a comprehensive list of links to various style guides.)</p>	

	<p><a href="#">How to Avoid Plagiarism:</a> This tutorial from the University of Maryland University College's Writing Center will help students understand and evaluate three ways to use source material: quoting, paraphrasing, and summarizing.</p> <p><a href="#">Purdue OWL: Personal Statement:</a> In this vidcast from the Purdue Online Writing Lab, students can learn how to write a personal statement for their college applications.</p> <p><a href="#">Selling Yourself: Resume Generator:</a> In this tutorial from ReadWriteThink.org students can learn how to create a professional resume that showcases their talents and skills.</p>	
Vocabulary/Conventions	<p><a href="#">Guide to Grammar and Writing: Principles of Composition</a></p>	