

MICHIGAN CITY HIGH SCHOOL				
11/12 GRADE BASIC ENGLISH				
Ongoing/All Year	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Course Title	Assessment Type	Assessment Type	Assessment Type	Assessment Type
Standard	Bundle	Bundle	Bundle	Bundle
	#1 #3	#1 #3	#1 #3	#1 #2
	Best Practice Methods Reading as a process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time	Best Practice Methods Reading as a process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time	Best Practice Methods Reading as a process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time	Best Practice Methods Reading as a process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time

Essential Outcomes

Basic English 11/12

1. Word origins can be used to determine the meaning of new words. (Standard 1 and Core Standard 1)

Learning Goals:

1. Students will apply knowledge of word parts to understand the meaning of terms.
(1.1, 1.2)
2. Students will analyze the meaning of analogies.
(1.3)

2. Different strategies are used to analyze and respond to nonfiction. (Standard 2, Standard 3)

Learning Goals:

1. Students will evaluate and analyze structural features of informational text.
(2.1, 2.2, 2.4, 2.5, 3.7)
2. Students will critique informational text.
(2.4, 2.5, 2.6)

3. Different strategies are used to analyze and respond to fiction. (Standard 3)

Learning Goals:

1. Students will analyze structural features of fiction.
(3.1, 3.2, 3.3, 3.4, 3.5, 3.8)
2. Students will critique works of fiction.
(3.1, 3.2, 3.3, 3.4, 3.5, 3.8)

4. The writing process is used for all types of writing. (Standard 4, 5 and 6)

Learning Goals:

1. Students will write reflective essays.
(4.3, 4.10, 4.11, 4.12, 5.3, 5.6, 6.1, 6.2, 6.3, 6.4)
2. Students will write academic essays.
(4.2, 4.4, 4.5, 4.10, 4.11, 4.12, 5.2, 5.6, 5.9, 6.1, 6.2, 6.3, 6.4)
3. Students will demonstrate appropriate English language conventions.
(4.10, 4.11, 4.12, 6.1, 6.2, 6.3, 6.4)

5. Specific steps are used in the research process. (Standard 5, 6, and 7)

Learning Goals:

1. Students will produce a works cited page and demonstrate effective parenthetical citations.
(4.8, 4.13, 5.4, 5.10)
2. Students will incorporate numeric data, charts, tables, and graphs.
(4.9, 5.8, 5.10)
3. Students will evaluate historical significance and demonstrate connections to the present day.
(4.7, 5.10, 7.17, 7.19)
4. Students will demonstrate appropriate English language conventions.
(6.1, 6.2, 6.3, 6.4)
5. Students will apply appropriate manuscript conventions in writing.
(4.8, 4.13)

Basic English 11/12 Bundle #1 - Historical Fiction

Standard Indicator: Standard 1 Word Recognition/Vocabulary Development, Standard 2 Comprehension and Analysis of Nonfiction and Informational Text, Standard 3 Comprehension and Analysis of Literary Text, Standards 4, 5, and 6 Writing Process and Applications, and Language Conventions.

1.1 Understand unfamiliar words that refer to characters or themes in literature or history.

1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.

1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays.

3.7 Analyze the clarity and consistency of political assumptions, beliefs, or intentions in a selection of literary work or essays on a topic.

4.2 Demonstrate an understanding of the elements of discourse such as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments.

4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

4.5 Enhance meaning using rhetorical devices including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.

4.10 Review, evaluate and revise writing for meaning, clarity, achievement of purpose, and mechanics.

4.11 Edit and proofread one's own writing as well as that of others using an editing checklist.

4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

5.6 Use varied and extended vocabulary appropriate for specific forms and topics.

5.9 Write academic essays such as an analytical essay, persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis.

6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

6.3 Apply appropriate conventions in writing.

Declarative Knowledge				Procedural Knowledge	
Concepts	<ol style="list-style-type: none">1. Word origins can be used to determine the meaning of new words.2. Different strategies are used to analyze and respond to nonfiction.3. The writing process is used for all types of writing.			Processes	Writing Process: Revision Reading Process
Organizing Ideas	<ol style="list-style-type: none">1. Students will apply knowledge of word parts to understand the meaning of terms.2. Students will write paragraphs.3. Students will demonstrate appropriate English language conventions.				
Details	<ul style="list-style-type: none">• Identify and understand prefixes, suffixes, and root words• Identify relationships between words• Identify author's intention as related to historical context• Identify elements of a topic sentence statement• Understand organizational skills such as introduction, body, and conclusion.			Skills	<ul style="list-style-type: none">• Use context clues to identify meanings of words• Draw inferences about word meanings• Evaluate public documents• Cite evidence from a text• Draw inferences from evidence in a text• Write a paragraph using a variety of sentence structures and appropriate vocabulary• Evaluate theme
Vocabulary	narrative plain style	Point of view			

Basic English 11/12 Bundle #2-Research

Standard Indicator: Standard 4 Writing Process and features Standard 2 Reading Comprehension and Analysis Standard 5 Writing Applications Structural Features 9.2.2 Bibliographies, 9.2.3 Research Questions, 9.2.4 Synthesize the content from several sources dealing with a single issue; 9.4.4, 9.4.5, 9.4.6, 9.4.7, 9.4.8, 9.4.9 Research Process and Technology,					
Declarative Knowledge				Procedural Knowledge	
Concepts	1. Develop and apply research skills			Processes	Research process <ul style="list-style-type: none">Find an appropriate topicFrame relevant research questionsGather appropriate sourcesFind facts and supporting ideasInterpret and evaluate research (credibility)
Organizing Ideas	Students will understand: <ul style="list-style-type: none">how to develop a relevant research questionuse technology to appropriately find answers to research questiondevelop topic sentence based on research question				
Details	1. Students will be able to fit a specific research purpose to the task 2. Students will organize information by classifying, categorizing, and sequencing. 3. Students will evaluate their information for its relevance to the research question as well as for accuracy and credibility.			Skills	1. Highlight/identify important information. 2. Paraphrase 3. Use correct capitalization/punctuation 4. Use consistent verb tenses 5. Use an appropriate variety of sentence structures.
Vocabulary	Research question Relevant	Paraphrase Format Summarize Direct quotation	Topic sentence Electronic database Credibility		

Basic English 11/12 Informational Text - Bundle #3

Standard Indicator: Standard 2 Reading: Comprehension and Analysis of Nonfiction and Info Text ; Standard 5 Writing Applications: Standard 7 Listening and Speaking

- 9.2.1 Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
- 9.2.5 Demonstrate use of technology by following directions in technical manuals.
- 9.2.6 Critique the logic of functional documents by examining the sequence of info and procedures in anticipation of possible reader misunderstandings.
- 9.2.7 Evaluate an author's argument or defense of a claim examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
- 9.5.5 Write documents related to career developments.
- 9.5.6 Write technical documents.
- 9.7.16 Apply appropriate interviewing techniques.
- 9.7.4 Use props, visual aides, graphs, and electronic media to enhance the appeal and accuracy of presentation.

Declarative Knowledge		Procedural Knowledge	
Concepts	1. Recognize and comprehend the purpose of various types of non-fictional text.	Processes	1. Writing Process 2. Reading Process
Organizing Ideas	1. Students will understand the structure of technical or workplace documents. 2. Students will understand how to accomplish a task through analysis of discussions of a technical document/manual. 3. Students will analyze technical or workplace documents. 4. Students will understand the purpose of various technical and workplace documents.		
Details	1. Headers and graphics 2. Logical or sequential designs 3. Report information and express ideas logically and correctly. 4. Offer detailed and accurate specifications. 5. Anticipate readers problems mistakes and misunderstandings. 6. Know interview techniques. 7. Understand parts of a resume and cover letter	Skills	1. Previewing and setting up purpose for reading. 2. Making predictions. 3. Making inferences. Write a technical document thank you letter, directions/instructions, etc. 4. Summarize important information chronologically. 5. Interview peers, co-workers, acquaintances with interviewee feedback. 6. Create resumes and cover letters 7. Create work portfolio
Vocabulary	Format Function Workplace document Technical document Logic/logical Headers Graphics Anticipate Chronologically Jargon Table of Contents Index Sequential		

Basic English 11 Assessment Planning Guide Bundle #1

Essential Outcome:

Word origins can be used to determine the meaning of new words.
Different strategies are used to analyze and respond to nonfiction.
The writing process is used for all types of writing.

Summative Assessment

Apply knowledge of word parts to determine unknown words- match definitions of vocabulary and unfamiliar words.

Write paragraphs-

Demonstrate correct use of language conventions-Write a 3-5 sentence paragraph with a topic sentence, supporting sentences, and a conclusion.

Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning	Performance Skills	Product
Formative 1 Students will apply knowledge of word parts to understand the meaning of terms. Timeline: 2-3 weeks	Given a passage, students will match definitions to unfamiliar terms.	x	x		
Formative 2 Students will write paragraphs. Timeline: 2-3 weeks	Using a four square format and given a topic, students will write a 3-5 sentence paragraph.	x	x		x
Formative 3 Students will demonstrate appropriate English language conventions. Timeline: 2-3 weeks	3-5 multiple choice questions	x			

Basic English 11 Assessment Planning Guide Bundle #2

Essential Outcome: Develop and apply research skills					
Summative Assessment Develop a relevant research question- Use technology to appropriately find answers to research question- Research question, answers to questions, and written topic sentence Develop topic sentence based on research-					
Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning	Performance Skills	Product
Formative 1 Students will understand how to develop a relevant research question. Timeline: 2-3 weeks	Given a topic, the student will develop a research question	x	x		x
Formative 2 Students will use technology to appropriately find answers to research question. Timeline: 2-3 weeks	Given a set of questions, student will use computer to locate answers.	x	x		x
Formative 3 Students will develop topic sentence based on research question. Timeline: 2-3 weeks	Student will write a topic sentence using answers to questions from formative #2.	x	x		x

Basic English 11 Assessment Planning Guide Bundle #3

Essential Outcome: Recognize and comprehend the purpose of various types of non-fictional text.					
Summative Assessment Understand the structure of technical or workplace documents - complete a 1 page workplace document Understand how to accomplish a task through analysis of discussions of a technical document/manual - follow a set of directions with distractors Analyze technical or workplace documents - complete a 1 page workplace document Understand the purpose of various technical and workplace documents - specify the purpose of the documents through matching					
Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning	Performance Skills	Product
Formative 1 Students will understand the structure of technical or workplace documents. Timeline: 2-3 weeks	Complete a job application form independently	x	x		
Formative 2 Students will understand how to accomplish a task through analysis of discussions of a technical document/manual. Students will analyze technical or workplace documents Timeline: 2-3 weeks	Written/oral 1-5 multiple choice questions in response to technical documents (bus schedule)	x			
Formative 3 Students will understand the purpose of various technical and workplace documents. Timeline: 2-3 weeks	Student will read 3 workplace documents and match the purpose of each	x			