

**Grade 11 CP1 English Language Arts Curriculum Guide: Reading and Viewing (11 CP1)**

Big Understanding:

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| <p><b><u>Content Standards</u></b><br/>Students will understand:<br/><b>A. PROCESS OF READING:</b><br/>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p>  | <p><b>B. LITERATURE AND CULTURE:</b> Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p>  | <p><b>D. INFORMATION TEXTS:</b><br/>Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p>  |
| <p><b><u>Performance Indicators</u></b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.</li> <li>♦ Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.</li> <li>♦ Identify the author’s purpose and analyze the effects of that purpose on the text.</li> <li>♦ Identify the author’s point of view and analyze the effects of that point of view on the text.</li> <li>♦ Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.</li> <li>♦ Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.</li> <li>♦ Use the context of a work to determine the meanings of abbreviations and acronyms.</li> <li>♦ Find the meaning of relatively uncommon technical terms used in informational texts.</li> <li>♦ Identify the philosophical assumptions and basic beliefs underlying a particular text.</li> <li>♦ Analyze how the cultural context of a literary work is evident in the text.</li> <li>♦ Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).</li> </ul> | <p><b><u>Performance Indicators</u></b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.</li> <li>♦ Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.</li> <li>♦ Identify the author’s purpose and analyze the effects of that purpose on the text.</li> <li>♦ Identify the author’s point of view and analyze the effects of that point of view on the text.</li> <li>♦ Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.</li> <li>♦ Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.</li> <li>♦ Use the context of a work to determine the meanings of abbreviations and acronyms.</li> <li>♦ Find the meaning of relatively uncommon technical terms used in informational texts.</li> <li>♦ Identify the philosophical assumptions and basic beliefs underlying a particular text.</li> <li>♦ Analyze how the cultural context of a literary work is evident in the text.</li> <li>♦ Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).</li> </ul> | <p><b><u>Performance Indicators</u></b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Scan a passage to determine whether a text contains relevant information.</li> <li>♦ Distinguish between apparent fact and opinion in nonfiction texts.</li> <li>♦ Use discussions with peers as a way of understanding information.</li> <li>♦ Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.</li> <li>♦ Analyze the synthesize the concepts and details in informational texts.</li> <li>♦ Explain how new information from a text changes personal knowledge.</li> </ul> |



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| <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• learn how language use may depend on the situation.</li> <li>• use dictionaries, handbooks and other resources.</li> <li>• recognize the development of the English language.</li> <li>• use reading strategies such as close reading and reading journals.</li> <li>• paraphrase figurative language, summarize plot and analyze character.</li> <li>• analyze how cultural context of a literary work is evident.</li> <li>• distinguish between a literary work's purpose and one's personal response</li> <li>• make abstract connections and examine and elaborate on universal themes based on their reading</li> </ul> <ul style="list-style-type: none"> <li>• share responses to readings in workshop.</li> <li>• ask questions or otherwise contribute to class discussions.</li> <li>• Intertextuality</li> <li>♦</li> </ul> | <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• learn how language use may depend on the situation.</li> <li>• use reading strategies such as close reading and reading journals.</li> <li>• analyze how cultural context of a literary work is evident.</li> <li>• distinguish between a literary work's purpose and one's personal response</li> <li>• make abstract connections and examine and elaborate on universal themes based on their reading</li> <li>• Making Judgements</li> <li>• share responses to readings in workshop.</li> <li>• ask questions or otherwise contribute to class discussions.</li> <li>• Intertextuality</li> <li>♦</li> </ul>  | <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• use dictionaries, handbooks and other resources.</li> <li>• learn appropriate listening behavior</li> <li>• use reading strategies such as close reading and reading journals.</li> <li>• paraphrase informational texts.</li> <li>• recognize textual evidence as support of a claim.</li> <li>• conduct a thorough academic research project</li> <li>• examine the issues of plagiarism.</li> <li>• Note taking &amp; Outlining</li> <li>• Summarizing</li> <li>• Making Judgements</li> <li>• Organizing &amp; Synthesizing</li> <li>• Integrating evidence</li> <li>• contrast and compare</li> <li>♦</li> </ul> |
| <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Technology Research Project (A10)</li> </ul>  | <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Technology Research Project (B10)</li> </ul>  | <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Technology Research Project (C3)</li> </ul>   |
| <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Story of English</li> <li>• Excalibur</li> <li>• Canterbury Tales, Chaucer</li> <li>• Morte D'Arthur, Malory</li> <li>• Sir Gawain and the Green Knight</li> <li>• Macbeth</li> <li>• Shakespearean Sonnets</li> <li>• Individual Student Selected Shakespearean Play</li> <li>• Carpe Diem Poetry</li> <li>• Individual Primary Source Reading</li> <li>• Biography &amp; Literary Criticism</li> <li>• English Romantic Poetry by Keats, Byron, Shelley, Wordsworth, and Coleridge</li> <li>• 1984, by George Orwell</li> <li>• Things Fall Apart Chinua Achebe</li> <li>• "Second Coming" W. B. Yeats</li> <li>• Heart of Darkness, J. Conrad</li> <li>• Apocalypse Now, F. F. Coppola</li> <li>• "Mr. Kurtz, I Presume," Adam Hochchilds</li> <li>• Pygmalion, G. B. Shaw</li> </ul>                                    | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Story of English</li> <li>• Excalibur</li> <li>• Canterbury Tales, Chaucer</li> <li>• Canterbury Tales, Chaucer</li> <li>• Morte D'Arthur, Malory</li> <li>• Sir Gawain and the Green Knight</li> <li>• Macbeth</li> <li>• Shakespearean Sonnets</li> <li>• Individual Student Selected Shakespearean Play</li> <li>• Carpe Diem Poetry</li> <li>• Individual Primary Source Reading</li> <li>• Biography &amp; Literary Criticism</li> <li>• English Romantic Poetry by Keats, Byron, Shelley, Wordsworth, and Coleridge</li> <li>• 1984, by George Orwell</li> <li>• Things Fall Apart Chinua Achebe</li> <li>• "Second Coming" W. B. Yeats</li> <li>• Heart of Darkness, J. Conrad</li> <li>• Apocalypse Now, F. F. Coppola</li> <li>• "Mr. Kurtz, I Presume," Adam Hochchilds</li> <li>• Pygmalion, G. B. Shaw</li> </ul> | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Library</li> <li>• Story of English and Author Biography Video</li> <li>• Computers</li> <li>• Internet Connections</li> <li>♦ Biography &amp; Literary Criticism</li> </ul>   |

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| <p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Focus questions and study guides</li> <li>♦ Small group work</li> <li>♦ Oral presentations--both individual and group</li> <li>♦ Videos</li> <li>♦ Technology integration--both in teacher and student presentations</li> <li>♦ Large and small group discussion</li> <li>♦ Silent Reading</li> <li>♦ Oral Reading</li> </ul> | <p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Focus questions and study guides</li> <li>• Small group work</li> <li>• Oral presentations--both individual and group</li> <li>• Videos</li> <li>• Technology integration--both in teacher and student presentations</li> <li>• Large and small group discussion</li> <li>• Silent Reading</li> <li>• Oral Reading</li> </ul> | <p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Lecture</li> <li>♦ Teacher-created and student-created model</li> <li>♦ Individualized conferences</li> <li>♦ Individualized “tutoring” regarding the research project</li> <li>♦ Exploring Library Resources</li> </ul> |
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| <p><b>Grade 11 CP1 English Language Arts Curriculum Guide: <u>Writing and Speaking</u></b> <span style="float: right;">(11 CP1)</span></p>  |   |   |
| <p>Big Understanding:</p> <ul style="list-style-type: none"> <li>•</li> </ul>   |   |   |
| <p><b><u>Content Standards:</u></b><br/>Students will understand</p> <p><b>E. PROCESSING OF WRITING AND SPEAKING: Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:</b></p>  | <p><b>F. STANDARD ENGLISH CONVENTIONS: students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</b></p>   | <p><b>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. students will be able to:</b></p>  |
| <p><b><u>Performance Indicators</u></b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Ask pertinent questions during writing conferences and when working alone.</li> <li>♦ Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work.</li> <li>♦ Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</li> <li>♦ Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.</li> </ul> | <p><b><u>Performance Indicators</u></b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Edit written work for standard English spelling and usage, evidenced by pieces that show and contain: <ol style="list-style-type: none"> <li>1. no significant errors in the use of pronouns, nouns adjectival and adverbial forms.</li> <li>2. coordinating and subordinating conjunctions.</li> <li>3. no significant errors in the spelling of frequently used words and the correct use of commonly confused terms.</li> <li>4. no significant errors in the common conventions of capitalization and ending punctuation marks and common uses of the comma.</li> </ol> </li> </ul> | <p><b><u>Performance Indicators</u></b></p> <ul style="list-style-type: none"> <li>♦ Write stories that effectively develop such elements as setting, major events, problems and solutions</li> <li>♦ Write pieces and deliver oral presentations that include a variety of sentence structures and lengths</li> <li>♦ Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).</li> <li>♦ Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).</li> </ul> |

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|  | <p>5. few significant errors in the spelling of commonly misspelled and rare words, the less common capitalization conventions, the colon, semicolon, hyphen, dash, apostrophe, quotation marks, italics, marginal notes, and footnotes.</p> <ul style="list-style-type: none"> <li>♦ Demonstrate how language usage may depend on the situation.</li> <li>♦ Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards</li> </ul> | <ul style="list-style-type: none"> <li>♦ Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.</li> <li>♦ Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.</li> <li>♦ Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.</li> <li>♦ Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.</li> <li>♦ Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.</li> <li>♦ Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.</li> </ul> |
| <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• edit for spelling, usage and mechanics of standard English conventions.</li> <li>• learn how language use may depend on the situation.</li> <li>• use dictionaries, handbooks and other resources.</li> <li>• use proper research documentation (Modern Language Association).</li> <li>• distinguish between a literary work's purpose and one's personal response</li> <li>• make abstract connections and examine and elaborate on universal themes based on their reading</li> <li>• produce well-developed, organized pieces that demonstrate effective language and voice</li> <li>• write pieces that achieve a specific purpose, include a variety of sentence structures and lengths, and target specific audiences</li> </ul> | <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• edit for spelling, usage and mechanics of standard English conventions.</li> <li>• use dictionaries, handbooks and other resources.</li> <li>• recognize the integral parts of a formal speech, i. e. hook, introduction, projection, eye contact, etc.</li> <li>• writing and speaking for a specific purpose</li> </ul>   | <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• learn how language use may depend on the situation.</li> <li>• write pieces that achieve a specific purpose, include a variety of sentence structures and lengths, and target specific audiences</li> <li>• Summarizing</li> <li>• Making Judgements</li> <li>• make formal presentations, using established techniques and a variety of methods</li> </ul>  |

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| <ul style="list-style-type: none"> <li>• Note taking &amp; Outlining</li> <li>• Summarizing</li> <li>• Making Judgements</li> <li>• Organizing &amp; Synthesizing</li> <li>• Integrating evidence</li> <li>• make formal presentations, using established techniques and a variety of methods</li> <li>• ask questions or otherwise contribute to class discussions.</li> </ul> |  |  |
| <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ <b>Writing Prompt (E3)</b></li> <li>♦</li> </ul>   | <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ <b>Writing Prompt (F1)</b></li> </ul>   | <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>  |
| <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Exemplar student Work</li> <li>• Teacher-created Models</li> <li>• Product Descriptors</li> <li>• Template Questions</li> <li>♦</li> <li>♦</li> </ul>   | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Supplemental Grammar and style handbooks</li> <li>• Practice Activities</li> <li>• Exemplars and Models</li> </ul>                                   | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ Computers</li> <li>♦ Microsoft Office and other software</li> <li>♦ teacher-generated and student-generated paper models</li> </ul>  |
| <p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Lecture</li> <li>♦ Teacher-created and student-created models</li> <li>♦ Focus questions</li> <li>♦ Template Questions</li> <li>♦ Peer editing</li> <li>♦ Large group discussion</li> <li>♦ Writing workshop</li> <li>♦ Individualized conferences</li> </ul>                            | <p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Individualized conferences</li> <li>♦ Portfolio template question that asks students to revise poorly constructed sentence</li> </ul> | <p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Lecture</li> <li>♦ Teacher-created and student-created models</li> <li>♦ Focus questions and study guides</li> <li>♦ Small group work</li> <li>♦ Oral presentations--both individual and group</li> <li>♦ Peer editing</li> <li>♦ Videos</li> <li>♦ Technology integration--both in teacher and student presentations</li> <li>♦ Large and small group discussion</li> <li>♦ Writing workshop</li> <li>♦ Individualized conferences</li> <li>♦ Student-led lessons</li> </ul> |

**Grade 11 CP1 English Language Arts Curriculum Guide: Integrated Literacy (11 CP1)**

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| Big Understanding:   |   |
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| <b>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and</b> | <b>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas. students will be able to:</b> |

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| images communicate. Students will be able to: |  |
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| <p><b><u>Performance Indicators</u></b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding of the relationship among perception, thought, and language.</li> <li>♦ Demonstrate an understanding of how language considerations and representations involving gender affect communication.</li> <li>♦ Compare the ways various social, occupation., and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated.</li> <li>♦ Compare form, meaning, and value of different kinds of symbol systems (e.g., religious symbols, holiday symbols, and symbolism of particular types of architecture).</li> <li>♦ Demonstrate understanding of the history of and changes in the English language by explaining examples.</li> <li>♦ Use dictionaries, handbooks, and other language-related resources to evaluate the accurate of their use of English.</li> <li>♦ Demonstrate an understanding of the political implications of different forms of language.</li> <li>♦ Identify propaganda techniques used by writers and speakers.</li> </ul> | <p><b><u>Performance Indicators</u></b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Develop an appropriate strategy for finding information on a particular topic.</li> <li>♦ Use referencing while doing research.</li> <li>♦ Record significant information from events attended and interviews conducted.</li> <li>♦ Identify and use library information services.</li> <li>♦ Use government publications, in-depth field studies, and almanacs for research.</li> <li>♦ Use CD-ROM, microfiche, and similar resource media for search.</li> <li>♦ Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants and other likely sources for research purposes.</li> <li>♦ Use search engines and other Internet resources to do research.</li> <li>♦ Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.</li> <li>♦ Analyze the validity and weight the reliability of primary information sources and make appropriate use of such information for research purposes.</li> <li>♦ Evaluate information for accurate, currency, and possible bias.</li> <li>♦ Report orally, using a variety of technological resources to present the results of a research project.</li> </ul> |
| <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• make formal presentations, using established techniques and a variety of methods</li> <li>• make abstract connections between imagery and images</li> <li>• recognize textual power and experiment with photographs, art, music, and/or cinematography to showcase their analysis and personal connect to text</li> <li>•</li> </ul>   | <p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ write a literary-analysis research paper using primary and secondary evidence</li> <li>♦ re-teaching the research process: note cards, outlining, integrating and blending information, etc.</li> <li>♦ Claim-making</li> <li>♦ Conceptualizing</li> <li>♦ Positioning and Hypothesizing</li> <li>♦ Deep reading and annotation</li> <li>♦ MLA Guidelines for proper citation</li> <li>♦ use technology to deliver sophisticated presentations</li> </ul>   |
| <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>   | <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Technology Research Project (H12)</li> </ul>  |
| <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Story of English</li> <li>• Excalibur</li> <li>• Canterbury Tales, Chaucer</li> <li>• Canterbury Tales, Chaucer</li> <li>• Morte D'Arthur, Malory</li> <li>• Sir Gawain and the Green Knight</li> <li>• Macbeth</li> <li>• Shakespearean Sonnets</li> <li>• Individual Student Selected Shakespearean Play</li> <li>• Carpe Diem Poetry</li> <li>• Individual Primary Source Reading</li> <li>• Biography &amp; Literary Criticism</li> <li>• English Romantic Poetry by Keats, Byron, Shelley, Wordsworth, and Coleridge</li> <li>• 1984, by George Orwell</li> <li>• Things Fall Apart Chinua Achebe</li> <li>• "Second Coming" W. B. Yeats</li> <li>• Heart of Darkness, J. Conrad</li> <li>• Apocalypse Now, F. F. Coppola</li> </ul>  | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ Computers</li> <li>♦ Microsoft Office and other software</li> <li>♦ Monarch Notes CD Rom</li> <li>♦ iMovie</li> <li>♦ Digital Camera and Camcorder</li> <li>♦ LCD Projector</li> <li>♦ MLA Supplemental handouts</li> <li>♦ Student and teacher generated models illustrating the steps of the research-writing process</li> <li>♦ Exemplar Research Papers</li> <li>♦ Library</li> <li>♦ Online databases</li> <li>♦ Internet</li> </ul>  |

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| <ul style="list-style-type: none"> <li>• "Mr. Kurtz, I Presume," Adam Hochchilds</li> <li>• Pygmalion, G. B. Shaw</li> </ul>   |   |
| <p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>♦ Teacher-created and student-created models</li> <li>♦ Template Questions</li> <li>♦ Small group work</li> <li>♦ Oral presentations--both individual and group</li> <li>♦ Peer editing</li> <li>♦ Videos</li> <li>♦ Technology integration--both in teacher and student presentations</li> <li>♦ Large and small group discussion</li> <li>♦ Individualized conferences</li> <li>♦ Student-led lessons</li> </ul> | <p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>♦ Lecture</li> <li>♦ Note taking instruction</li> <li>♦ Teacher-created and student-created models</li> <li>♦ Small group work</li> <li>♦ Peer editing</li> <li>♦ Technology integration</li> <li>♦ Large and small group discussion</li> <li>♦ Writing workshop</li> <li>♦ Individualized conferences</li> </ul> |