English Language Arts Grade 11

Unit 1: Language and Perspective

ESSENTIAL QUESTION	BIG IDEAS
How do texts reflect society both historically and linguistically? **How can I effectively craft a narrative text?**	● Students will identify connections between a text and its historical context and analyze its impact or effect on the text. ● Students will understand and evaluate how stories reflect a society's values, beliefs, and culture. ● Students will be able to employ elements of text structure and details in order to write a cohesive narrative.

GUIDING QUESTIONS

Content
- What types of language do authors use to convey the main idea or theme of a text? (RL.11.2, RL.11.10)
- How do readers identify connections between a text and its historical context? (RL.11.9, RI.11.2, SL.11.1)
- How does an author employ point of view to reveal implicit characterization? (RL.11.9, RL.11.6)

Process
- How can students use language in both speaking and writing to reflect the ideals, values, and themes of today? (W.11.10, W.11.11, SL.11.1)
- How can students utilize themes, main ideas, and evidence to create an objective summary of a text? (W.11.11)
- How can students use text structure, organization, and specific details to write a cohesive narrative? (W.11.3, W.11.4, W.11.11)

Reflective
- How can the stories of ourselves and others enhance our understanding of society? (RL.11.9)
- Why is it important for me to write about my own experiences? (W.11.3, W.11.4)

FOCUS STANDARDS

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **W.11.3**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11.4**

- Demonstrate command of the conventions of standard English grammar and usage when writing. **W.11.10**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **W.11.11**

Reading Literature
- Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.11.2**
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. **RL.11.6**
- Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. **RL.11.9**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.**RL.11.10**

Reading Informational
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.11.2**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. **RI.11.10**

Speaking and Listening
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.11.1**

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Unit 2: Complex Issues

ESSENTIAL QUESTION	BIG IDEAS
How does written language challenge, change and impact an audience? **What responsibilities do writers bear in challenging, changing, and impacting an audience?**	● Students will understand the connection between claim, evidence, and thoughtful commentary. ● Students will create an argument founded on a defensible claim, supported by apt evidence and effective rhetorical choices for an intended audience. ● Students will evaluate the impact an author's point of view and rhetorical choices have on an argument, considering meaning and tone.

GUIDING QUESTIONS

Content
- How does an author construct a claim and effectively support it with reliable evidence and sound reasoning? (RL.11.1, RI.11.6, RI.11.8)
- How does an author use language, style, and structure to aid an argument? (RL.11.4, RI.11.1, RI.11.5, RI.11.3 RI.11.9)

Process
- How can students apply information from a reliable source in order to construct a strong argument based on reliable evidence and sound reasoning? (W.11.1, W.11.9, SL.11.4)
- How can students make intentional choices regarding language, style, and structure in order to write o present an effective argument? (W.11.1, SL.11.4)

Reflective
- How does the use and understanding of language change, alter, and develop critical thinking in readers? (RI.11.5)
- What are possible consequences of the misuse of language? (RI.11.8, RI.11.9)

FOCUS STANDARDS

Writing
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.11.1**
- W.11-12.9 Draw evidence from grades 11-12 literary or informational texts to support analysis, reflection, and research. **W.11.9**

Reading Literature
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.11.1**
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **RL.11.4**

Reading Informational
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.11.1**
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.11.3**
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **RI.11.5**
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. **RI.11.6**
- Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. **RI.11.8**
- Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features. **RI.11.9**

Speaking and Listening
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL.11.3**
- Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task. **SL.11.4**

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Unit 3: Universal Human Experience

ESSENTIAL QUESTION	BIG IDEAS
How does sustained inquiry of the past inform and motivate change? **How do we prepare for an uncertain future?**	● Students will synthesize multiple sources in order to deepen their understanding of a text, problem, and/or question. ● Students will develop a position on an issue that results from a sustained research process, taking multiple perspectives into account. ● Students will evaluate what constitutes a problem, considering current sources and personal experiences to propose solutions.

GUIDING QUESTIONS

Content
- How do multiple interpretations of a text strengthen our own understanding of the original source? (RL.11.3, RL.11.11, RL.11.7)
- How do authors synthesize multiple sources in order to address a question or solve a problem? (W.11.2, W.11.7)

Process
- How can students analyze, assess, and integrate multiple sources in the research process? (W.11.2, W.11.8, RL.11.11, RI.11.7)
- How can students develop a nuanced understanding of a topic through sustained inquiry of informational texts? (W.11.7, W.11.8, RI.11.4)
- How can students develop a nuanced understanding of a topic through sustained peer discussion? (SL.11.7)
- How can students relay information regarding a topic considering: audience and dissemination strategies? (SL.11.5, SL.11.6, SL.11.8)

Reflective
- How can literature and research help us predict future problems? (RI.11.7, RL.11.3)
- How does the process of examining a variety of current sources and personal experiences help us to imaginatively tackle future problems? (W.11.7, RI.11.7)

Writing
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.11.2**
- Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.11.7**
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W.11.8**

Reading Literature
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. **RL.11.3**
- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.11.7**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **RL.11.11**

Reading Informational
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms. **RI.11.4**
- Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem. **RI.11.7**

Speaking and Listening
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.11.5**
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **SL.11.6**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **SL.11.7**
- Acquire and accurately use general academic and domain-specific words and phrases,sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **SL.11.8**

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Unit 4: Growth as Readers and Writers

ESSENTIAL QUESTION	BIG IDEAS
How can I use my voice to create an impactful contribution?	- Students will examine and analyze their writing in order to effectively revise their work. - Students will analyze and synthesize a variety of texts, including their own and mentor texts. - Students will utilize specific and purposeful choices in language and presentation to analyze and defend their growth as writers.

GUIDING QUESTIONS

Content
- How do authors use figurative language to create nuances in word meanings? **(**RL.11.12, RI.11.11, RI.11.12)
- How do authors address the needs of a specific purpose or audience? (RL.11.13, W.11.5)

Process
- How can students utilize a variety of media to shape their perspectives and present their contributions? (W.11.6, RI.11.13, SL.11.2)
- How can students use an iterative process of peer feedback and revision to adapt and strengthen their writing? (W.11.12)

Reflective
- What are my strengths and areas for growth as a reader and writer? (W.11.5, W.11.12)
- What steps do I need to take to improve as a reader and writer? (W.11.5, W.11.6, W.11.12)

FOCUS STANDARDS

Writing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.11.5**
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W.11.6**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. **W.11.12**

Reading Literature
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings **RL.11.12**
- Read and comprehend literature, including stories, dramas, and poems. **RL.11.13**

Reading Informational
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **RI.11.11**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings **RI.11.12**
- Read and comprehend grade-level appropriate nonfiction literature. **RI.11.13**

Speaking and Listening
- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL.11.2**