



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

English (Grade 11)

Course Description:

The curriculum for this unweighted required course is developed from the [Common Core State English language arts standards](#). Skill focus will be on developing reading, writing, speaking, and language skills through the study of various classic and contemporary texts. Courses also follow an ACT English grammar sequence and rely heavily on the use of technology and media.

Mastery Standards:

English 11: Part 1: Identity in American Voices

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.11-12.3)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS.ELA-LITERACY.RL.11-12.5)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.WHST.11-12.4)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS.ELA-LITERACY.SL.11-12.4)

English 11: Part 2: Media Lit

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. (CCSS.ELA-LITERACY.W.11-12.2)

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. (CCSS.ELA-LITERACY.W.11-12.8)

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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-LITERACY.RI.11-12.4)

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. (Include Shakespeare as well as other authors.) (CCSS.ELA-LITERACY.RL.11-12.4)

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. (CCSS.ELA-LITERACY.RI.11-12.6)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS.ELA-LITERACY.RL.11-12.6)

| Unit | Description of Unit and Learning Targets |
|---|---|
| <p>English 11 Part 1: American Voices</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How have the voices of the past influenced the present? ● What is the voice of your generation? <ul style="list-style-type: none"> ○ What is the media vehicle for delivering your voice to the world? | <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● I am able to identify nonfiction, narrative elements ● I am able to apply narrative elements to analyze the structure of a text. ● I am able to compose my own narrative using the elements of narrative writing. ● I am able to identify what makes a piece of writing Romantic. ● I am able to apply genre-specific elements to analyze the structure of a text. ● I am able to convey a modern message using Romantic ideals. ● I am able to identify the persuasive speaking elements (ethos, logos, pathos) ● I am able to deliver a brief, persuasive speech on a topic I am passionate about using ethos, logos, pathos. ● I am able to interpret historical texts in the context they are written. ● I am able to apply historical texts to modern times. ● I am able to analyze how an author structures a text to achieve a particular meaning. <p>Extension/Honors/Stretch</p> <ul style="list-style-type: none"> ● I am able to emulate an author's specific form and structure in response to a prompt. |
| <p>English 11 Part 2: Media Lit</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do people interact with media and why does that matter? ● How is media used to manipulate an audience (specifically or in mass)? | <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● I am able to evaluate sources to determine their credibility. ● I am able to conduct research from reliable sources. ● I am able to synthesize multiple sources to answer a question. ● I am able to draw complex conclusions. ● I am able to form meaningful connections to self, to text, and to the world. <hr/> <ul style="list-style-type: none"> ● I am able to identify and explain satirical elements. ● I am able to identify and explain rhetorical elements. ● I am able to distinguish between explicit and implicit meaning. ● I am able to determine an author's intent. ● I am able to justify how I know when a narrator or author is reliable or unreliable. <hr/> <ul style="list-style-type: none"> ● I am able to identify and interpret conventional symbols. ● I am able to identify and interpret archetypes. ● I am able to create text that demonstrates understanding of symbols and archetypes. |