

CURRICULUM MAP
Language Arts III
Grade 11

Power Standards/Indicators to be applied consistently throughout the year:

Week 1	Weeks 2-4	Weeks 5-9	Weeks 10-13	Weeks 14-16	Weeks 17-18
<p>Pre-assessment and review of basic skills: Writing Conventions</p> <ul style="list-style-type: none"> • Daily Oral Language • English language rules • Language appropriate for audience <p>Elements of literature</p> <ul style="list-style-type: none"> • Characterization • Importance of setting • Conflict/plots/subplots <p>Narrative writing Formal/Informal descriptive presentations Writing Applications</p> <ul style="list-style-type: none"> • Informal writings (journals, etc) • Reflective writing <p>Transference of personal experience, abstract comparisons, specific to generalizations about life Communication Skills Listening strategies</p> <ul style="list-style-type: none"> • Peer group process • Evaluation of choice of language 	<p>Characteristics of Colonial Period Focus-Persuasive Writing Writing Applications Persuasive</p> <ul style="list-style-type: none"> • Clear position • Use of rhetorical devices • Variety of methods-beliefs, examples, expert opinions, cause/effect reasoning <p>Communications</p> <ul style="list-style-type: none"> • Controlled argument • Relevant evidence • Persuasive strategies • Common organizational structures <p>Analyze types of arguments</p> <ul style="list-style-type: none"> • Speaking strategies <p>Reading Applications</p> <ul style="list-style-type: none"> • Analyze rhetorical devices • Synthesize sources on a single issue • Valid/invalid inferences • Author's implicit/explicit beliefs/assumptions <p>Reading Applications-Literary Text</p> <ul style="list-style-type: none"> • Figurative language • Literary techniques 	<p>Revolutionary Period Persuasive writing and speech continued Reading Applications – Literary Text</p> <ul style="list-style-type: none"> • Motivations of literary characters • Analyzing historical, social, cultural context of setting • Five elements of literary text • Point of View • Universal themes • Characteristics of subgenres – satire, allegory, parody • Choice of genre <p>Romanticism Renaissance/New American Poetry Realism</p>	<p>Modern Period Novel – <i>The Great Gatsby</i> Repetition of Reading Applications – Literary Text Writing Applications – Response to Literature</p> <ul style="list-style-type: none"> • Interpretive, analytical, evaluative, reflective judgement • Support key ideas with accurate and detailed references • Author's use of stylistic devices • Recognize ambiguities • Anticipate varied interpretations • Sense of closure <p>Reflective Writing (repeat)</p>	<p>Research</p> <ul style="list-style-type: none"> • Integrate quotations • Proper credit for resources • Use style guides to provide acceptable source acknowledgement <p>Reading Applications</p> <ul style="list-style-type: none"> • Evaluate validity / effectiveness in public documents • Critique for proper sequencing and procedures to avoid reader misunderstanding • Note visual appeal • Analyze structure • Ease of usable and accessible information <p>Writing Applications Functional Documents</p> <ul style="list-style-type: none"> • Analyze structures • Effectiveness • Workplace documents • Letters of complaint • Resumes/memos • Formatting techniques 	<p>Research</p> <ul style="list-style-type: none"> • Open-ended questions • Relevant information • Accuracy of sources • Synthesizing skills <p>Writing Applications Informational Essays</p> <ul style="list-style-type: none"> • Controlling ideas • Appropriate organizing structure • Relevant perspectives • Significance of data • Addressing reader's potential biases • Sense of closure <p>Communication</p> <ul style="list-style-type: none"> • Understanding rules of English language • Deliver formal and informal descriptive presentations • Appropriate visual aids • Primary and secondary sources • Clarity/coherence <p>Portfolio – Use of writing process</p>

CURRICULUM MAP
Language Arts
Grade 11

Embedded throughout the curriculum are the following:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Writing Process:

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.