

# 11<sup>th</sup> Grade

## English Language Arts

### Key Instructional Activities

- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Assessing the strength of an author's or speaker's points and assumptions based on evidence from the text
- Developing the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts
- Reading and analyzing foundational works of American and world literature and examining how two or more texts from the same time period treat similar themes or topics
- Citing strong evidence from a text to analyze what it says explicitly as well as what it infers, including determining when a text leaves a point unclear or unproven
- Identifying and evaluating the reasoning used in historical documents, including the application of constitutional or legal principals
- Supporting arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence
- Conducting research projects to answer a question or solve a problem
- Participating effectively in group discussions, expressing ideas clearly and building on the ideas of others
- Demonstrating understanding of complex or figurative language, and distinguishing what is directly stated in a text from what is actually meant
- Understanding the role that figurative language plays in a text
- Presenting information using multiple media formats
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights)
- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Writing narratives that develop real or imagines experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**To become college and career ready, students evaluate intricate arguments and analyze challenges posed by complex texts. Through wide and deep reading, students better understand references and images. They develop the flexibility, concentration, and fluency to produce high-quality, first drafts of writing under tight deadlines. They improve a piece of writing over multiple drafts. They assert and defend claims and show what they know about a subject using appropriate examples and evidence.**



HOUSTON COUNTY  
BOARD OF EDUCATION  
HIGH-ACHIEVING STUDENTS

*By the end of 11<sup>th</sup> grade, all students are expected to:*

- Closely and critically read complex works of literature and informational texts;
- Interpret what they read and present written and spoken analysis based on appropriate examples and evidence from the text;
- Assess the strength of an author's or speaker's points and assumptions based on evidence from the text;
- Expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews, and
- Develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts.

# Helping Your Student in 11<sup>th</sup> Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Listen with your student to a television reporter, politician, or other speaker. Ask your student to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
- Invite your student to participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Support your student and communicate that his or her academic success is important to you.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your student to read.
- Ask your student to show his or her work in assignments, making sure to answer the question asked, not just provide information that may or may not be relevant.
- Read and write with your student often. Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently.



# AMERICAN LITERATURE

This guide provides an overview of what your child will learn in his or her American Literature and Composition English course. It focuses on the key skills your child will learn, which will build a strong foundation for success in the other subjects studied throughout high school. This guide is based on the state-adopted standards. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for success in future courses and after graduation.

Fall Semester		
1 <sup>st</sup> 6 weeks	2 <sup>nd</sup> 6 weeks	3 <sup>rd</sup> 6 weeks
<b>Unit 1: Foundations and Encounters</b> <b>Essential Question: What happens when cultures collide?</b>	<b>Unit 2: Building a Democracy</b> <b>Essential Question: How do we gain our freedom?</b>	<b>Unit 3: The Individual and Society</b> <b>Essential Question: How do we relate to the world around us?</b>
<b>Performance Goal:</b> <b>Write an Informational Essay</b>	<b>Performance Goal:</b> <b>Write a Research Report</b>	<b>Performance Goal:</b> <b>Write an argument</b>
<b>Key Reading Skills:</b> <ul style="list-style-type: none"> <li>Analyze Myth</li> <li>Make Inferences</li> <li>Analyze Theme</li> <li>Analyze Plot</li> <li>Analyze Development of Ideas</li> <li>Analyze and Evaluate Structure</li> <li>Determine Themes</li> <li>Analyze Figurative Language</li> <li>Analyze Imagery</li> <li>Determine Central Idea</li> <li>Analyze Language</li> </ul>	<b>Key Reading Skills:</b> <ul style="list-style-type: none"> <li>Determine Central Idea</li> <li>Analyze Argument</li> <li>Analyze Structure</li> <li>Analyze Imagery</li> <li>Determine Themes</li> <li>Determine Author's Purpose</li> <li>Evaluate Information in Media</li> <li>Analyze Ideas and Events</li> <li>Analyze Point of View</li> <li>Analyze Plot</li> <li>Make Inferences</li> </ul>	<b>Key Reading Skills:</b> <ul style="list-style-type: none"> <li>Analyze Free Verse</li> <li>Analyze Themes</li> <li>Analyze Structure and Purpose</li> <li>Analyze Development of Ideas</li> <li>Analyze Figurative Language</li> <li>Analyze Sound Devices</li> <li>Analyze Imagery</li> <li>Analyze Author's Purpose</li> <li>Evaluate Rhetoric</li> <li>Analyze Antithesis</li> <li>Analyze Central Ideas</li> </ul>
<b>Key Writing Skills:</b> <ul style="list-style-type: none"> <li>Write an Informational Essay</li> </ul>	<b>Key Writing Skills:</b> <ul style="list-style-type: none"> <li>Write a Research Report</li> </ul>	<b>Key Writing Skills:</b> <ul style="list-style-type: none"> <li>Write an Explanatory Essay</li> </ul>
<b>Key Vocabulary Skills:</b> <ul style="list-style-type: none"> <li>Multiple-Meaning Words</li> <li>Context Clues</li> <li>Specialized Vocabulary</li> <li>Archaic Vocabulary</li> </ul>	<b>Key Vocabulary Skills:</b> <ul style="list-style-type: none"> <li>Domain-Specific Words</li> <li>Use Reference Words</li> <li>Prefixes and Suffixes</li> <li>Latin Roots</li> </ul>	<b>Key Vocabulary Skills:</b> <ul style="list-style-type: none"> <li>Use Print and Digital Reference Materials</li> <li>Context Clues</li> <li>Nuances in Word Meanings</li> <li>Patterns of Word Changes</li> </ul>
<b>Key Language Skills:</b> <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> <li>Verb Tenses</li> <li>Infinitives and Infinitive Phrases</li> <li>Dependent Clauses</li> <li>Active and Passive Voice</li> </ul>	<b>Key Language Skills:</b> <ul style="list-style-type: none"> <li>Parallel Structure</li> <li>Hyphenation</li> <li>Subject-Verb Agreement</li> <li>Standard English</li> <li>Formal English and Contested Usage</li> </ul>	<b>Key Language Skills:</b> <ul style="list-style-type: none"> <li>Informal Style</li> <li>Sentence Structure</li> <li>Appositives and Appositive Phrases</li> <li>Adjective Clauses</li> </ul>

## Spring Semester

Spring Semester		
4 <sup>th</sup> 6 weeks	5 <sup>th</sup> 6 weeks	6 <sup>th</sup> 6 weeks
<b>Unit 4: The Quest for Freedom</b> <b>Essential Question: When is self-determination possible?</b>	<b>Unit 5: America Transformed</b> <b>Essential Question: What are the consequences of change?</b>	<b>Unit 6: Modern and Contemporary Verse</b> <b>Essential Question: How do we deal with rejection or isolation?</b>
<b>Performance Goal:</b> <b>Write an Argument</b>	<b>Performance Goal:</b> <b>Write a Narrative</b>	<b>Performance Goal:</b> <b>Write a narrative</b>
<p><b>Key Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze Argument</li> <li>• Analyze Persuasive Techniques</li> <li>• Analyze Tone</li> <li>• Make Inferences</li> <li>• Evaluate Sources</li> <li>• Synthesize Information</li> <li>• Analyze Point of View</li> <li>• Analyze Plot</li> <li>• Analyze Ideas and Events</li> <li>• Analyze Tone</li> <li>• Analyze Rhetoric</li> <li>• Evaluate Arguments</li> <li>• Analyze Speaker</li> <li>• Analyze Rhythm</li> <li>• Analyze Allusions</li> <li>• Compare Arguments</li> </ul> <p><b>Key Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Write an Argument</li> </ul> <p><b>Key Vocabulary Skills:</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Use Word Function to Determine Meaning</li> <li>• French Roots</li> <li>• Etymology</li> <li>• Context Clues</li> <li>• Suffixes</li> <li>• Synonyms</li> </ul> <p><b>Key Language Skills:</b></p> <ul style="list-style-type: none"> <li>• Balanced Sentences</li> <li>• Noun Clauses</li> <li>• Quotation Marks</li> <li>• Commas</li> <li>• Misplaced Modifiers</li> <li>• Syntax</li> <li>• Dialect and Idioms</li> </ul>	<p><b>Key Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze Character</li> <li>• Analyze Setting</li> <li>• Analyze Structure</li> <li>• Analyze Counterarguments</li> <li>• Analyze Free Verse</li> <li>• Analyze Imagery</li> <li>• Analyze Tone</li> <li>• Analyze Satire</li> <li>• Analyze Point of View</li> <li>• Analyze Irony</li> <li>• Determine Themes</li> <li>• Analyze Author's Purpose</li> <li>• Determine Central Idea</li> <li>• Analyze Author's Purpose</li> <li>• Compare Genres</li> </ul> <p><b>Key Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a Narrative</li> </ul> <p><b>Key Vocabulary Skills:</b></p> <ul style="list-style-type: none"> <li>• Allusions and Word Origins</li> <li>• Nuances in Word Meaning</li> <li>• Context Clues</li> <li>• Multiple-Meaning Words</li> <li>• Word Families</li> <li>• Patterns of Word Change</li> </ul> <p><b>Key Language Skills:</b></p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Anaphora and Parallelism</li> <li>• Capitalization</li> <li>• Effective Sentences</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Dashes</li> </ul>	<p><b>Key Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Analyze Setting</li> <li>• Analyze Blank Verse</li> <li>• Analyze Language</li> <li>• Make Inferences</li> <li>• Analyze Author's Purpose</li> <li>• Analyze Text and Media</li> <li>• Evaluate Interpretations of a Drama</li> <li>• Analyze Plot</li> <li>• Analyze Characters</li> <li>• Determine Central Ideas</li> </ul> <p><b>Key Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a Narrative</li> </ul> <p><b>Key Vocabulary Skills:</b></p> <ul style="list-style-type: none"> <li>• Foreign Words and Phrases</li> <li>• Determine the Meaning of Idioms</li> <li>• Analyze Connotation and Denotation</li> </ul> <p><b>Key Language Skills:</b></p> <ul style="list-style-type: none"> <li>• Colons and Semicolons</li> <li>• Dialogue</li> <li>• Varied Sentence Structure</li> <li>• Imperative Mood</li> <li>• Transitions</li> </ul>