

# 11<sup>th</sup> Grade English 3A Course Curriculum-Updated 2014

## Core Standards

### Reading For Information

#### Key Ideas and Details

##### **RI-1**

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-2**

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-3**

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.

#### Craft and Structure

##### **RI-4**

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

#### Possible Materials and Resources

- Included are sources determined by the teacher from internet, youtube, open source materials, text books, web sites or any materials that can be beneficial to teach the content standards-this is not an exhaustive list.

American Experience-Prentice Hall Unit 1 (Nonfiction focus)  
American Experience-Prentice Hall Unit 2 (Nonfiction focus)  
*The Scarlett Letter*  
*The Crucible*  
*Narrative of the Life of Frederick Douglas, an American Slave*

American Experience-Prentice Hall Unit 1 (Nonfiction focus)  
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faction in Federalist No. 10).

## **RI5**

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

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*The Crucible*  
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## **RI-6**

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.

American Experience-Prentice Hall Unit 1 (Nonfiction focus)  
American Experience-Prentice Hall Unit 2 (Nonfiction focus)  
*The Scarlett Letter*  
*The Crucible*  
*Narrative of the Life of Frederick Douglas, an American Slave*

## **Integration of Knowledge and Ideas**

### **RI-7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

American Experience-Prentice Hall Unit 1 (Nonfiction focus)  
American Experience-Prentice Hall Unit 2 (Nonfiction focus)  
Online sources: McCarthyism/The Majestic Film (court trial scenes)

### **RI-8**

Delineate and evaluate the reasoning in seminal U. S. texts, including the application of constitutional principles and use of legal reasoning( e.g., in U. S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

American Experience-Prentice Hall Unit 1 (Nonfiction focus)  
American Experience-Prentice Hall Unit 2 (Nonfiction focus)  
Online source- [idebate.org](http://idebate.org) for famous debates on many topics (100 top debates)  
Online source- <http://writingcenter.unc.edu/handouts/fallacies/>

### **RI-9**

Analyze seventeenth-,eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second inaugural Address) for themes, purposes, and rhetorical features.

Inaugural addresses <http://www.bartleby.com>  
Declaration of Independence  
Preamble  
Constitution  
Bill of Rights  
Gettysburg Address

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<p><b><u>Range of Reading and Level of Text Complexity:</u></b></p> <p><b>RI-10</b></p> <p>By the end of grade 11, read and comprehend literacy nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b><u>Language</u></b></p> <p><b>L3</b></p> <p>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 or listening.</p> <p>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading</p> <p><b>L6</b></p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>American Experience-Prentice Hall Unit 1 (Nonfiction focus) American Experience-Prentice Hall Unit 2 (Nonfiction focus) Writings of Frederick Douglas</p> <p>Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice. Assigned student nonfiction autobiographies, biographies, memoirs, and informational texts on many topics are possible choices. Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.</p> <p>Writer's Inc. and Writing and Grammar Prentice Hall Online Source: Purdue OWL-MLA Formatting and Style Guide <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> Online Source: easybib.com Online Source: citationmachine.net MLA Style Guide</p> <p>Writer's Inc. Writing and Grammar Prentice Hall Vocabulary for Achievement</p>
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## **Writing**

### **W-1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise knowledgeable claim(s), establish the significance of the claim (s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns, values and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

### **W2**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately

Grammar and Writing Prentice Hall  
Writer's Inc.

Jeffrey Wilhelm Texts

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Online source- <http://writingcenter.unc.edu/handouts/fallacies/>

Online Source: Purdue OWL-MLA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

Online Source: [easybib.com](http://easybib.com)

Online Source: [citationmachine.net](http://citationmachine.net)

MLA Style Guide

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through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **W4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Online source- [idebate.org](http://idebate.org) for famous debates on many topics (100 top debates)

Online source- <http://writingcenter.unc.edu/handouts/fallacies/>

Better Steps to Writing

AP Writing Workbook

Online Source: Purdue OWL-MLA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

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