

11th Grade English 3C Course Curriculum-Updated 2014

Core Standards

Reading Literature

Craft and Structure

RL-4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative 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.)

RL-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).

Integration of Knowledge and Ideas

RL-7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL-9

Demonstrate knowledge of eighteenth-, nineteenth- and early-

Possible Materials and Resources

- Included are sources determined by the teacher from interne, 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
Writing and Grammar Prentice Hall-Chpt. 5 Narration
Writing and Grammar Prentice Hall-Chpt. 6 Description
Writer's Inc.-Stories and Plays
Of Mice and Men
Jane Eyre

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twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL-10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Language

L4

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.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.

Writing and Grammar Prentice Hall-Chpt. 6 Description

Writer's Inc.-Stories and Plays

Of Mice and Men

Jane Eyre

Writing and Grammar Prentice Hall-Response to Lit./Personal Response to Lit.

In-class as well as independent student practice through student chosen books or plays. Students will demonstrate comprehension/analysis of their reading choices through presentations or book reports to be determined by individual teachers.

Writing and Grammar Prentice Hall-Reading Strategies, Study, Reference, Test-taking strategies

Online Source: (Root Words Website)

<http://www.learnthat.org/pages/view/roots.html>

Writer's Inc.-Reading Graphics, Critical Reading Skills, Improving Vocabulary Skills Dictionary, Thesaurus

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Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Writing

W8

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 following a standard format for citation.

W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics")*.

Apply *grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts,*

Writer's Inc.-Improving Vocabulary Skills

Writing and Grammar Prentice Hall-Vocabulary and spelling, reading skills, study, reference, and test-taking skills

Vocabulary for Achievement

Dictionary

Thesaurus

Writer's Inc.-Writing the Research Paper, Using Sources and Avoiding Plagiarism

Writer's Inc.-MLA Documentation Style, Sample MLA Research Paper

Writer's Inc.-APA Documentation Style

Writing and Grammar Prentice Hall Chpt. 12 Research Report

Turnitin.com

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

Online Source: citationmachine.net

MLA Style Guide

Sources will come from texts and books determined through student research for information relevant to topics of self-generated questioning or problem solving research or teacher guided topics and purposes

Writing and Grammar Prentice Hall-Writing for Assessment

Writer's Inc.-Academic Writing

Online source- idebate.org

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

Online Source: Purdue OWL-MLA Formatting and Style Guide

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including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

W10

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, and audiences.

Sources will come from texts and books determined through student research for information relevant to topics of self-generated questioning or problem solving research or teacher guided topics and purposes

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