

# Mercer County Public Schools

## PRIORITIZED CURRICULUM

Reading/English Language Arts  
Content Maps  
Grade 11

Revised July 2011

C O N C E P T   M A P

# English 11

## Suggested Sequence:

1. Using Reading Strategies
2. Expanding Vocabulary
3. Developing the Writing Process
4. Literary Analysis
5. Communication Skills
6. Research Process/Resources

\*Skills in each topic area overlap and are most always taught simultaneously.

07/15/11

Key Concepts:

Key Vocabulary:

**Context Clues**

**Vocabulary**

**Sentence Structure**

**Main Idea**

**Mechanics/Fluency**

**Key Concepts:**

**Topic:**  
**Using Reading Strategies**  
CSO's: 11.1.2; 11.1.4; 11.1.6; 11.1.8; 11.1.12; 11.1.3;  
11.1.5; 11.1.10

**Enduring Understanding:**

The goal of reading is to make meaning from the text.

**Essential Question(s):**

Why read?  
What is the author saying?  
What does it mean to me?

**Fiction**

**Articles**

**Non-Fiction**

**Essays**

**Paraphrasing**

**Analyzing Perspectives**

**Cause and Effect**

**Compare/contrast**

**Figurative Language**

**Literal Language**

**Inferences**

**Generalizations**

**Order (Sequential,  
Sequence)**

**Interpretation**

**Conclusions**

**Problem/Solution**

**Key Vocabulary:**

**Word Attack Skills**

**Precision of Usage**

**Increasing Visual  
Recognition Word Bank**

**Word  
Associations/Origins**

**Increasing Spoken  
Word Bank**

**Topic:**  
**Expanding Vocabulary**  
CSO's: 11.1.4; 11.1.10; 11.2.10

**Enduring Understanding:**

Words are the building blocks of everything we write, think, speak and understand.

**Essential Question(s):**

How does a well-developed vocabulary improve one's quality of life?  
How does an expansive vocabulary aid in better communication and understanding of ideas?

**Examples:**

**Word Walls**

**Vocabulary Workbooks**

**Dictionaries**

**Literature**

**Etymology**

**Prefixes**

**Root Words / Base Words**

**Suffixes**

**Context Clues**

**Pronunciation Guide**

**Synonyms / Antonyms**

**Homophones**

**Connotation**

**Denotation**

**Jargon**

**Thesaurus**

**Key Concepts:**

**Key Vocabulary:**

**Persuasive Writing**

**Narrative Writing**

**Descriptive Writing**

**Informative Writing**

**Functional Writing**

**Topic:**

**Developing the Writing Process**

CSO's: 11.2.1; 11.2.6; 11.2.2; 11.2.7; 11.2.3; 11.2.8;  
11.2.4; 11.2.9; 11.2.5; 11.2.10

**Enduring Understanding:**

The writing process helps organize thoughts and information and improves communication.

**Essential Question(s):**

What makes a good paper?

What can we write about?

How does the writing process help create a finished product?

**Examples:**

**Literary Essays**

**Journals**

**Research Papers**

**Letters**

**Topic Sentence**

**Supporting Evidence**

**Transitions**

**Editing**

**Research**

**Documentation**

**Works Cited Page**

**Graphic Organizers**

**Brainstorming**

**Sentence Variety**

**Loaded Word**

**Clincher**

**Key Concepts:**

**Key Vocabulary:**

**Purpose**

**Interpretation**

**Historical Significance**

**Critical Thinking**

**Life Application/  
Influence/  
Appreciation**

**Topic:**

**Literary Analysis**

CSO's: 11.1.2; 11.1.4; 11.1.6; 11.1.7.; 11.1.8; 11.1.9;  
11.1.1. 11.1.12

**Enduring Understanding:**

Literature mirrors the unique and shared qualities of the human condition.

**Essential Question(s):**

How does literature reveal life?

How do literary devices enrich reading?

How can a deeper appreciation of literature help us better understand human behavior?

**Examples:**

**Drama**

**Fiction  
(Novel/Short Story)**

**Non-Fiction**

**Poetry**

**Allusions**

**Allegory**

**Point of View**

**Imagery**

**Theme**

**Tone**

**Symbol**

**Figurative Language**

**Paradox**

**Diction**

**Historical Fiction**

**Characterization**

**Rhetorical Devices  
(RLA.0.11.1.07)**

**Key Concepts:**

**Preparing Presentations/  
Speeches  
(includes research)**

**Presentation Skills  
(vocalization and  
facial/body language)**

**Listening vs. Hearing**

**Fact / Opinion**

**Using Standard English**

**Topic:**  
**Communication Skills**  
CSO's: 11.3.1; 11.3.2; 11.3.3; 11.3.4 11.3.05; 11.3.06  
Standard 3: Listening, Speaking, Viewing

**Enduring Understanding:**  
The ability to communicate well is essential in every aspect of life.

**Essential Question(s):**  
What are the elements of good communication skills?  
Why do we need to practice Standard English?  
What role do communication skills play in everyday speaking situations?

**Examples:**

**Partner  
Small Group/Class  
Discussion**

**Persuasive Speech**

**Viewing for Critical  
Review**

**PowerPoint  
Presentation**

**Key Vocabulary:**

**Enumeration**

**Attention Getter**

**Rate / Inflection**

**Body Language**

**Feedback**

**Verbal/Nonverbal  
Communication**

**Dialect / Slang**

**Transition**

**Propaganda**

**Standard English**

**Idioms**

**Clichés**

**Key Concepts:**

**Locating Information**

**Notetaking Skills**

**Using Direct Quotations**

**Documentation  
(MLA Style)**

**Supporting Evidence**

**Topic:**

**Research Process/Resources**

CSO's: 11.1.4; 11.1.6; 11.1.7; 11.1.9; 11.2.1; 11.2.2;  
11.2.4; 11.2.5; 11.2.6; 11.2.7; 11.1.19. 11.2.9; 11.2.10;  
11.1.11

**Enduring Understanding:**

Knowing the research process provides one with the keys to independent and life-long learning.

**Essential Question(s):**

How do effective writers persuade an audience?  
In what ways will the research process help in other classes and in the real world?

**Examples:**

**Mini-Research Paper**

**Writing Editorials**

**Literary Essays**

**Persuasive Speech or  
Essay**

**Key Vocabulary:**

**Credibility**

**On-line database**

**Paraphrasing**

**Summarizing**

**Plagiarism**

**Works Cited**

**Propaganda**

**Facts/Fiction**

**Organization**

**MLA Style**

**Parenthetical Citation**

**Thesis Statement**

## ELEVENTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts eleventh grade students will refine and enhance foundational literary and information and communication skills through academic rigor and depth. School-to-career experiences, including college entrance exam preparation and the ability to think, speak and write logically in the workplace will become primary focus. Challenging research and writing skills will be emphasized across the curriculum. The inclusion of higher order thinking skills, communication skills, self-direction and creative thinking in the curriculum will be used to enable students to effectively build content knowledge. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Standard 1: Reading (RLA.S.11.1) Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by

- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

	Essential	Important	Nice to Know
RLA.O.11.1.01 research, analyze, and evaluate the historical, cultural, political and biographical influences on literary works.	X		
RLA.O.11.1.02 analyze and evaluate literary styles according to genre: <ul style="list-style-type: none"> <li>• author's use</li> <li>• elements</li> <li>• expectations</li> </ul>	X		
RLA.O.11.1.03 increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational texts.	X		
RLA.O.11.1.04 apply appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task:	X		

<ul style="list-style-type: none"> <li>• rereading</li> <li>• paraphrasing</li> <li>• questioning</li> <li>• analyzing</li> <li>• chunking</li> <li>• activating prior knowledge</li> </ul>			
<p>RLA.O.11.1.05 analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.</p>	X		
<p>RLA.O.11.1.06 formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.</p>	X		
<p>RLA.O.11.1.07 demonstrate knowledge of and analyze the use of rhetorical and literary devices:</p> <ul style="list-style-type: none"> <li>• parallelism</li> <li>• archetypes</li> <li>• allegory</li> <li>• parallel structure</li> <li>• antithesis</li> <li>• narrative pace</li> <li>• satire</li> <li>• cadence</li> <li>• scansion</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement)</li> </ul>	X		
<p>RLA.O.11.1.08 analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.</p>	X		
<p>RLA.O.11.1.09 evaluate and justify the effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent and purpose.</p>	X		
<p>RLA.O.11.1.10 use knowledge of the history, cultural diversity, politics, and</p>	X		

effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and to the real world.			
RLA.O.11.1.11 research literary criticism related to the genre being studied.		X	
RLA.O.11.1.12 evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness.	X		

Standard 2: Writing (RLA.S.11.2) Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process,
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.

	Essential	Important	Nice to Know
RLA.O.11.2.01 employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	X		
RLA.O.11.2.02 generate a clearly worded and effectively placed thesis statement to develop a document (e.g., composition, essay, literary critique, research paper) that has a clear, logical progression of ideas in the introduction, body, and conclusion.	X		
RLA.O.11.2.03 recognize the concepts of intellectual property and plagiarism in all media: <ul style="list-style-type: none"> <li>• media copyright laws</li> <li>• private/public domain</li> </ul>	X		
RLA.O.11.2.04 formulate a working research question, organize and consider the relevance of information gathered through the research process, create a detailed outline and produce a research paper with		X	

documented and cited sources, using an accepted format (e.g. MLA, APA, Chicago, ASA) with an accompanying multimedia presentation and/or Web page.			
RLA.O.11.2.05 plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.		X	
RLA.O.11.2.06 develop personal style and voice in writing, and create a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	X		
RLA.O.11.2.07 summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism.	X		
RLA.O.11.2.08 evaluate the effectiveness of and apply various forms of transition in a composition: <ul style="list-style-type: none"> <li>• sentence links</li> <li>• repetition of key words or phrases</li> <li>• restating of main/key ideas</li> </ul>	X		
RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: <ul style="list-style-type: none"> <li>• gerunds</li> <li>• infinitives</li> <li>• subordinate clauses</li> <li>• adjectival phrases,</li> <li>• word usage/choice variations</li> <li>• passive/active voice</li> </ul>	X		
RLA.O.11.2.10 use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process integrate print and electronic tools: <ul style="list-style-type: none"> <li>• spell check</li> <li>• grammar check</li> <li>• thesaurus</li> </ul>	X		

<ul style="list-style-type: none"> <li>• dictionary</li> <li>• style sheet or guide</li> <li>• readability score</li> </ul>			
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Standard 3: Listening, Speaking, and Media Literacy (RLA.S.11.3) Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

	Essential	Important	Nice to Know
RLA.O.11.3.01 communicate using the transactional process to include the components of speaker, listener, message, channel, feedback, and noise.	X		
RLA.O.11.3.02 plan, research, organize and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).	X		
RLA.O.11.3.03 use verbal and nonverbal strategies to listen and respond for diverse purposes: <ul style="list-style-type: none"> <li>• comprehension</li> <li>• evaluation</li> <li>• expression of empathy</li> <li>• persuasion</li> <li>• mediation</li> <li>• collaboration</li> </ul>	X		
RLA.O.11.3.04 analyze and create examples of the wide range of purposes embedded in media communications.		X	
RLA.O.11.3.05 plan, compose, produce and evaluate an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.		X	
RLA.O.11.3.06 properly use private and public information.	X		



**GOALS**

**I. Reading**

**II. Writing/Grammar Research**

**III. Listening/speaking/Viewing**

Week	Unit of Study	Resources	I	II	III	Suggested Writing Activities
1	<i>The Crucible</i>	Literature text / video	.	.	.	Reader's log
2	<i>The Crucible</i> (continued)	Writing lab / Internet	.	.	.	Analytical essay Character analysis
3	Jefferson/Henry/Franklin	Literature Text Internet / writing lab	.	.	.	Autobiographical Persuasive essay
4	Irving / Bryant Fireside poets	Literature Text	.	.	.	Creative Writing
5	Poe / Hawthorne Emerson / Thoreau	Literature Text Media/research intro	.	.	.	Analysis / literary essay
6	Novel choice: <i>Of Mice &amp; Men</i> , <i>The Scarlet Letter</i> , <i>Huck Finn</i> , <i>The Good Earth</i> , <i>The Great Gatsby</i>	Ancillary novel <u>Little Brown Handbook:LBH</u> guided research	.	.	.	Analytical/Expository essay
7	Novel choice (continued)	Writing lab	.	.	.	Reader's Log
8	Whitman / Dickinson	Literature Text	.	.	.	Interpretive essay
9	Chopin / Twain	Literature Text	.	.	.	Creative writing

**GOALS****I. Reading****II. Writing/Grammar Research****III. Listening/speaking/Viewing**

<b>Week</b>	<b>Unit of Study</b>	<b>Resources</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>Suggested Writing Activities</b>
10	Bierce / London	Literature text	.	.	.	Cause and effect
11	Frost	Literature text	.	.	.	Sonnet / poetry Interpretive essay
12	Steinbeck Welty	Literature text	.	.	.	Author techniques
13	Novel choice from reading list	Ancillary novel	.	.	.	Reader's Log
14	Choice novel (continued)	Internet/writing lab Library – media <u>Little Brown Handbook:LBH</u> research	.	.	.	Literary essay Research paper
15	Selected Poetry: Modern/contemporary	Literature text	.	.	.	Descriptive/Sensory
16	Selected Poetry (continued)	Literature text	.	.	.	Free style practice
17	<u>Optional</u> Drama Unit: <i>Death of a Salesman</i> <i>A Raisin in the Sun</i>	Ancillary plays Videos	.	.	.	Reader's Log/Notes
18	Drama (continued)		.	.	.	Interpretive essay Screenplay

