



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 11

Content: English 11

Year: 22-23

Course Description/Rationale

This class will focus on critical reading and writing. It will emphasize composition skills and strategies for personal and public writing, and will expand upon the composition skills covered in English 10. Included will be nonfiction writing for academic, workplace, and informational purposes, with a particular focus on analyzing and crafting arguments and developing research writing skills. Discussion and presentation skills will be developed and practiced throughout the course as English 11 students study various pieces of literature, analyzing the real world implications for the writer's work as well as the strategies the author uses to convey his or her purpose.

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Argument	5 weeks	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.11-12.1) (DOK 1,2,3) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),	Students will thoughtfully and critically consume information in order to be knowledgeable citizens (1) Students will present/articulate an argument with evidence and reasoning (2) Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written

			expression using correct grammar, punctuation and sentence structure (5)
Foundational Texts	6 weeks	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentiethcentury foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. 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.11-12.1) (DOK 1,2,3) 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.11-12.2) (DOK 2,3,4) 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. 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. (RI.11-12.6) (DOK 2,3,4) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence . (W.11-12.1) (DOK 3,4) 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) (W.11-12.4) (DOK 3,4) 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 overreliance on any one source and following a standard format for citation Demonstrate command of the conventions of standard English	Students will thoughtfully and critically consume information in order to be knowledgeable citizens(1) Students can read and comprehend complex materials in a variety of forms (3)

		grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Diary of a Part-time Indian	5 weeks	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. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). By the end of grade 11, read and comprehend literature, including stories, dramas, and poems Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Students will present/articulate an argument with evidence and reasoning (2) Students can read and comprehend complex materials in a variety of forms (3). Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure (5)
The Great Gatsby	5 Weeks	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. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	Students will present/articulate an argument with evidence and reasoning (2)

		Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). By the end of grade 11, read and comprehend literature, including stories, dramas, and poems Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence . (W.11-12.1) (DOK 3,4) 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) (W.11-12.4) (DOK 3,4)	Students can read and comprehend complex materials in a variety of forms (3). Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure (5)