

“English 11” UBD

Table of Contents

Priority Standards Map	2

Priority Standards by Unit	3

Course Information	5

Desired Results	5
<ul style="list-style-type: none">• Overarching Enduring Understandings• Overarching Essential Questions• K-12 Priority Standards	

ELA Unit 1 Literary Analysis	8
<ul style="list-style-type: none">• Desired Results• Assessment Evidence• Instructional Plan	

ELA Unit 2 Research	10
<ul style="list-style-type: none">• Desired Results• Assessment Evidence• Instructional Plan	

ELA Unit 3 Personal Narrative	12
<ul style="list-style-type: none">• Desired Results• Assessment Evidence• Instructional Plan	

Language Addendum	14

ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
---	---	---	-----	-----	------

READING FOUNDATIONAL SKILLS

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ELA PRIORITY STANDARDS BY UNIT			
HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	X		
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X	X	
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		X	X
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X		
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	X		
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X	X	X

Course Information

ENGLISH 11	
CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	18 weeks
GRADE LEVEL	DATE LAST REVIEWED
11	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
	4/11/23

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE	
<p>In this course, students will read, respond to, and reflect upon rigorous literature and nonfiction texts as they explore various facets of American society, including the concept of the American Dream, and issues surrounding our understandings of freedom and democracy. Students will also read literature framing both past and present thinking regarding our technological future.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>LITERATE INDIVIDUALS...</p> <p>READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.</p> <p>WRITING: Make strategic choices routinely for a range of authentic</p>	<p>Overarching Essential Question:</p> <ul style="list-style-type: none"> ● What cultural or historical factors impact or affect the ambitions of a given generation? <p>Unit 1: Literary Analysis</p> <ul style="list-style-type: none"> ● Are dreams/ambitions more likely to inspire or destroy us? ● Is the American Dream still relevant today?

tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

- How might one balance dreams and realism? Is one more important than the other?
- What are inalienable rights? Why do humans hold them most sacred?
- How can my reading help me understand my dreams and ambitions and how to achieve them?
- LAUNCH bridge questions:
 - How are fiction and story-telling relevant in life?
 - How can I take inspiration from the ideas of others while still creating my own path/philosophy?

Unit 2: Research

- How do people come to have different views of society?
- How are the controversial issues of the 21st century unique to this generation?
- What are the responsibilities and consequences of being powerful?
- What are the responsibilities of being an engaged 21st century citizen?

Unit 3: Personal Narrative

- What do stories reveal about the human condition?
- How are people transformed through their relationships with others?
- Why do cultures and individuals create narratives of their experiences?
- What turning points determine our individual pathways to adulthood?

Language Addendum

- What is the purpose of grammar?
- Who or what determines what constitutes proper grammar?
- How does having a command of the conventions of standard English grammar and usage help us become better readers and writers?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Literary Analysis

In this unit, students will read, respond to, and reflect upon rigorous literature and nonfiction texts as they explore various facets of society, including the concept of the American Dream. In addition to traditional literary analysis, students will also examine the text through different literary theories or lenses. Students will read multiple full-length texts, including a novel and a drama. The different readings in this unit may be divided throughout the course.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> ● Are dreams/ambitions more likely to inspire or destroy us? ● Is the American Dream still relevant today? ● How might one balance dreams and realism? Is one more important than the other? ● What are inalienable rights? Why do humans hold them most sacred? ● How can my reading help me understand my dreams and ambitions and how to achieve them? ● LAUNCH bridge questions: <ul style="list-style-type: none"> ○ How are fiction and story-telling relevant in life? ○ How can I take inspiration from the ideas of others while still creating my own path/philosophy? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R4: Interpret words and phrases as	<ul style="list-style-type: none"> ● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) ● I can develop questions for deeper understanding and further exploration of a text. (RI&RL) ● I can determine the meaning of words and phrases, including figurative and connotative meanings. ● I can analyze the impact of specific word choices on 	Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection Performance Task Description: → <i>Socratic Seminar</i> → <i>Literary analysis writing</i> <ul style="list-style-type: none"> ◆ <i>On demand writing</i>

<p>they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>meaning, tone, and mood, including words with multiple meanings.</p> <ul style="list-style-type: none"> ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). ● I can explain how an author's geographic location, identity, and culture affect perspective. 	<ul style="list-style-type: none"> ◆ <i>Multi-draft writing</i> → <i>Verbal or written close-reading analysis to assess students' comprehension and reading learning targets</i> → <i>LAUNCH: Portfolio of writing that synthesizes ideas related to a vision, mission, and pre-professional experiences.</i> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> → <i>Modifications: Sentence Framing, Visual Organizers, Appropriate Leveled Text, graphic novel adaptations, No Fear Shakespeare adaptations, audio books</i> → <i>Extensions: examining author's craft through point-of-view, setting, and theme analysis; applying multiple literary lenses to one or more pieces; AP style Applied Practice materials; more rigorous texts and peer reviewed scholarly literary criticism</i>
<p>WRITING Skills</p> <p>W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> ● I can write arguments and literary analysis to support claims in an analysis of substantive topics or texts. ● I can establish the significance of the claim(s) using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 	
<p>SPEAKING & LISTENING Skills</p> <p>SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● I can initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. ● I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. ● I can work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. ● I can propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives. ● I can engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ● I can present information, findings, and supporting 	

	evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i>		
<p><i>Of Mice and Men, The Great Gatsby, The Catcher in the Rye, Great Expectations, The Color of Water, I Know Why The Caged Bird Sings</i> <i>The Joy Luck Club, The Adventures of Huckleberry Finn</i> <i>Othello, Richard III, A Raisin in the Sun, The Crucible, Death of a Salesman, Oedipus Rex, Antigone, Hamlet, Into the Woods, Our Town, Fences, To Kill a Mockingbird</i> LAUNCH: full-length non-fiction books related to business world and/or specific professional fields <i>To Sell is Human, Drive</i> (Daniel Pink), <i>Switch</i> (Chip and Dan Heath)</p>		

Unit 2: Research

In English 11 students will use the research skills developed in English 10 in the service of creating well-reasoned and ethical argumentative writing. They will learn to seek out and understand counterarguments, and then discern the most appropriate manner to respond to those counterarguments. Students will continue to grow in their ability to vet the credibility and reliability of the sources they encounter. They will learn how to search for information in peer-reviewed sources, and how to make decisions about using the information they find therein.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>	
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> How do people come to have different views of society? How are the controversial issues of the 21st century unique to this generation? 	

- What are the responsibilities and consequences of being powerful?
- What are the responsibilities of being an engaged 21st century citizen?

Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<p>READING</p> <p>R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>Enter Learning Target</p> <ul style="list-style-type: none"> ● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&R1) ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). 	<p>Success Criteria Rubrics</p> <ul style="list-style-type: none"> ➔ Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection <p>Performance Task Description:</p> <ul style="list-style-type: none"> ➔ <i>Argumentative research essay on a 21st century controversy that also addresses counterargument</i> ➔ <i>Annotated Bibliography OR Research Template that requires paraphrasing and appropriate citations</i> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> ● <i>Modification: Sentence Framing, Visual Organizers, Appropriate Leveled Text</i> ● <i>Extension: additional peer-reviewed sources, presentation of findings, infographic of key ideas, documentary or video project</i>
<p>WRITING Skills</p> <p>W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Enter Learning Target</p> <ul style="list-style-type: none"> ● I can write arguments to support claims in an analysis of substantive topics or texts. ● I can establish the significance of the claim(s) using valid reasoning and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● I can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other 	

	information and examples appropriate to the audience's knowledge of the topic.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	Enter Learning Target <ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i>		

Unit 3: Personal Narrative

Students will learn from exemplars how to use the power of storytelling, to control voice and style, and to craft narrative writing that connects them with an audience, and could help them market themselves for postsecondary and/or employment opportunities.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>	
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> What do stories reveal about the human condition? How are people transformed through their relationships with others? Why do cultures and individuals create narratives of their experiences? What turning points determine our individual pathways to adulthood? 	
Unit Priority Standards and Learning Targets	Assessment Evidence

<i>Students will know and be able to...</i>		<i>Performance is evaluated in terms of... Students will show their learning by...</i>
<p>WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Enter Learning Target</p> <ul style="list-style-type: none"> • I can write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. • I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 	<p>Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</p> <p>Performance Task Description: → <i>1-3 page personal narrative that may or may not be based on Common Application or WCTC dual enrollment academy</i></p> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> • <i>Add strategy</i> • <i>Modification:</i> • <i>Extension: multiple essays for different colleges, reading and analyzing additional memoirs and/or narrative nonfiction, emphasis on stylistic features</i>
<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<p>Enter Learning Target</p> <ul style="list-style-type: none"> • I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		

Language Addendum

Students will identify and utilize grammar skills associated with the structure and function of sentence parts, including subject/predicate, clauses (independent, dependent), sentence types (simple, compound, complex, compound-complex), and relevant punctuation rules (commas, semicolons, colons). Students will resolve issues of complex or contested usage and increase their stylistic choices with grammar as a developing writer.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> • What is the purpose of grammar? • Who or what determines what constitutes proper grammar? • How does having a command of the conventions of standard English grammar and usage help us become better readers and writers? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	Success Criteria Rubrics Performance Task Description: <ul style="list-style-type: none"> → Objective or written application of grammar rules. → Objective or written assessment of vocabulary. Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> • <i>Extension: practice AP Language and Composition materials</i>
PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i>		
<i>A Common Sense Guide to Grammar and Usage</i>		