



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Grade 11 English Language Arts

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Mission: The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

Commitment Statements:

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote lifelong learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students' lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

Course Description: Aligned to the 11-12 grade band of the Maryland College and CareerReady Standards, this course requires students to evaluate the reasoning of the documents that shaped America. (e.g., The Declaration of Independence, The Constitution, Common Sense, etc.). As a result of closely reading key passages from these sources, students will understand

how the documents have affected American identity and continue to shape contemporary American literature and culture. Assignments in this class may expose students to mature and sensitive texts. Students' continued mastery of SAT skills is also a goal of the program. Required reading and extensive writing outside of the classroom are essential to success

MODULE 1 - Technical Literacy

Essential Questions <ul style="list-style-type: none"> • What does reading and writing look like in different fields? And how is that different from the kind of reading and writing we traditionally do in ELA? • How is technical writing different from other academic writing? • What are the features of technical writing? And, how are they similar or different from other forms of academic writing? • How do we tailor technical communication to suit our audience, purpose, and genre? 	
Standards/ and or skills taught <ul style="list-style-type: none"> • Cite specific textual evidence • Determine central ideas of scientific and technical texts • Determine meanings of words and phrases as used in context • Write informative/explanatory texts • Present information that is tailored for a specific audience, purpose, genre • SAT practice, ongoing 	
<i>Part 1: Close Reading Technical Texts</i> How students are graded: <ul style="list-style-type: none"> • SAT practice assessments • Text-dependent questions on technical texts • Short, informal writing tasks • End of unit summative assessment: Students choose the field of their interest and independently complete a close reading task using the text for that field. 	<i>Part 2: Technical communications to suit audience, purpose, and genre</i> How students are graded: <ul style="list-style-type: none"> • Performance task proposal • Exit ticket • Short, informal writing tasks • End of unit summative performance task: Students choose an authentic scenario in a field of their interest. They will: closely read a variety of relevant texts, create a proposal to share their services to a customer, and respond to a customer concern or challenge
Resources: Target Texts <ul style="list-style-type: none"> • Diesel Micrometer Close Read excerpt from Heavy Duty Truck Systems, 2016 • Job Hazards Close Read excerpt from Core Curriculum: Introductory Craft Skills, 2015 	Resources: Target Texts <p>Students select one text set to closely read and use for their performance task.</p> <ul style="list-style-type: none"> • NCCER *NCCER text encompasses fields of carpentry, HVAC, plumbing, welding, electrical, heavy industrial • IT

<ul style="list-style-type: none"> ● Colgate Toothpaste Safety Data Sheet, 2019 ● Redken Blondage Shampoo Safety Data Sheet, 2017 <p>Supporting Texts (students choose ONE)</p> <ul style="list-style-type: none"> ● Horticulture Close Read excerpt from Introductory Horticulture, 1997. ● Nursing Close Read excerpt from Mosby's Textbook for Nursing Assistants, 2017 ● IT Wireless Networking Close Read excerpt from CompTIA CertMaster Learn for A+ 1101 (2022) ● Cosmetology Close Read excerpt from Milady Standard Cosmetology, 2012 ● Culinary Close Read excerpt from Foundations of Restaurant Management and Culinary Arts, 2011 ● NCCER Close Read excerpt from Core Curriculum: Introductory Craft Skills, 2015 	<ul style="list-style-type: none"> ● Cosmetology ● Culinary ● Landscaping/Horticulture ● Nursing <p>Supporting Texts:</p> <ul style="list-style-type: none"> ● Professional Communication Texts (business reviews, emails, sample proposals etc.) ● Conflict Resolution in the Workplace, article
<p>Home and School Connection</p> <ul style="list-style-type: none"> ● Explore some of the technical texts found in your home (user's manual for an appliance, auto insurance document, etc.) closely reading for meaning. 	<p>Home and School Connection</p> <ul style="list-style-type: none"> ● Parents and adults at home: Consider sharing the ways you use written or verbal communication in your profession. How is it tailored for your specific field and/or audience?

MODULE 2- Short Fiction

<p>Essential Question</p> <ul style="list-style-type: none"> ● How do authors' choices concerning structuring specific parts of a text affect the meaning and/or impact of the whole text?
<p>Standards/ and or skills taught</p> <ul style="list-style-type: none"> ● Analyze the choices authors make when structuring a text ● Write narratives to describe real or imagined events ● SAT practice, ongoing
<p>How students are graded:</p> <ul style="list-style-type: none"> ● SAT Practice Assessment (formative) ● Text-dependent questions in the style of SAT for short stories ● Dialectic journal style quote analysis ● Book proposal ● Reading guides

<ul style="list-style-type: none"> End of unit summative assessment: students create an original narrative that imitates the structure of one of the selected texts (or an excerpt from the one of the optional target texts)
Resources: Target Texts <ul style="list-style-type: none"> The Story of an Hour” by Kate Chopin “Hills Like White Elephants” by Ernest Hemingway “A Rose for Emily” by William Faulkner “Masque of the Red Death” by Edgar Allan Poe “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne Supporting Texts (not all will be used) <ul style="list-style-type: none"> “The Yellow Wallpaper” by Charlotte Perkins Gilman “Young Goodman Brown” by Nathaniel Hawthorne “Powder” by Tobias Wolff “A Temporary Matter” by Jhumpa Lahiri “Alan Bean Plus Four” by Tom Hanks
Home and School Connection <ul style="list-style-type: none"> Talk about the ways that a film or TV show is structured, and how those director’s choices impact the viewer’s experience or the meaning of the show overall.

MODULE 3-

Essential Questions <ul style="list-style-type: none">
Standards/ and or skills taught
Unit 4 How students are graded: <ul style="list-style-type: none">
Unit 4 Resources: <ul style="list-style-type: none">
Home and School Connection <ul style="list-style-type: none">

MODULE 4-

Essential Questions <ul style="list-style-type: none">

Standards/ and or skills taught
Unit 5 How students are graded: <ul style="list-style-type: none"> •
Unit 5 Resources: <ul style="list-style-type: none"> •
Home and School Connection <ul style="list-style-type: none"> •