

Independent School District of Boise City

Language Arts - English 11

District Course #0725

Course Description

Open to: 11 One Year Course

Prerequisite: English 10

Students will study American Literature to obtain a greater understanding of the American character, identify recurring themes and apply them to their own lives. Literary movements (with brief historical backgrounds) will be introduced as they relate to the literature studied. Writing instruction will include expository and argumentative analysis, research, narrative, and descriptive modes of discourse, focusing on effective communication and language skills.

Adopted Materials

Title: Timeless Voices, Timeless Themes: The American Experience.

Author: Kinsella, Kate, et al., eds.

Publisher: Prentice Hall, 2005

Course Title English 11	District Reference 0725
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Instructional Objective		Standard Reference	
0725.1 Acquire concepts about text		11.LA.1.2 Reading Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Identify the features and the rhetorical devices of a variety of literature and informational documents.	Year-long – especially Quarter 2 Persuasive Writing and Rationalism Unit	TMA, EOC, DCAO (2)
Instructional Objective		Standard Reference	
0725.2 Vocabulary and concept development		11.LA.1.8 Reading Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Apply knowledge of roots and word parts to draw inferences about new words.	Year-long	TMA
2	Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.	Year-long	TMA

Instructional Objective 0725.3 Acquire strategies and skill for comprehending text		Standard Reference 11.LA.2.1 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.	Year-long	TMA, EOC, DCAO (4)
2	Apply reading strategies to self monitor for comprehension.	Year-long	TMA, EOC
3	Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	Year-long Quarter 2 Research Paper	TMA, DCAO
Instructional Objective 0725.4 Acquire skills to comprehend expository text		Standard Reference 11.LA.2.2 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).	Rationalism Unit	TMA, EOC (2)
2	Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	Year-long – especially in Rationalism, Persuasive Writing, and Post Modernism	TMA, EOC (2), DCAO (2)
3	Extend, through original analysis, arguments presented in primary and/or secondary sources.	Research Project and Literary Analysis Project	TMA, DCAO (2), DCAO (3)
Instructional Objective 0725.5 Acquire skills for comprehending literary text		Standard Reference 11.LA.2.3 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Analyze recognized works of literature representing a variety of genres and traditions that: -Trace the development of the major periods of American literature. -Contrast the major themes, styles, and trends in different periods. -Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the	Year-long (all quarters)	TMA, EOC (1 & 2), DCAO (2)

	historical period that shaped the characters, plot, and setting.		
2	Analyze how voice and the choice of a narrator affect characterization.	Romanticism, Modernism, Post Modernism	TMA, EOC
3	Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.	Year-long	TMA, EOC, DCAO 4
4	Evaluate the significance of various literary devices, including irony, tone, and figurative language.	Year-long	TMA, EOC (1 & 2), DCAO 4
5	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.	Year-long	TMA, EOC, DCAO 4

Instructional Objective		Standard Reference	
0725.6 Acquire prewriting skills		11.LA.3.1 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Generate ideas using a variety of strategies.	Year-long – especially persuasive (DWA), literary project, literary analysis	TMA DCAOs
2	Generate a main idea or thesis appropriate to a type of writing.	All writing projects/essays	TMA DCAO
3	Apply organizational strategies to plan writing.	All writing projects/essays	TMA, DCAO
4	Match format to purpose and audience.	All writing projects/essays	TMA, DCAO
5	Produce a piece of writing within a set period of time.	DWA preparation/ practice	DCAO (DWA)
Instructional Objective		Standard Reference	
0725.7 Acquire skills for writing a draft		11.LA.3.2 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Use the ideas generated and organized through prewriting to write a draft.	Year-long	TMA, DCAO
2	Sequence ideas in a cohesive, meaningful order.	Year-long	TMA, DCAO
Instructional Objective		Standard Reference	
0725.8 Acquire skills for revising a draft		11.LA.3.3 Writing Process	
No.	Performance Objective	Resource Reference	Assessment

		in Scope / Sequence	Correlation
1	Revise draft for meaning, clarity, and effective organization.	Year-long	TMA, DCAO
2	Add relevant details and delete irrelevant or redundant information.	Year-long	TMA, DCAO
3	Use transitional words and phrases to clarify meaning and improve organization.	Year-long	TMA, DCAO
4	Use a variety of sentence structures to improve sentence fluency and enhance style.	Year-long	TMA, DCAO
5	Use literary models to refine writing style.	Year-long	TMA, DCAO
6	Conference with others to improve writing.	Year-long	TMA, DCAO

Instructional Objective		Standard Reference	
0725.8 Acquire skills for editing a draft		11.LA.3.4 Writing Process	

No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Use editing marks to indicate errors in conventions.	Year-long	TMA, DCAO
2	Edit for correct punctuation, spelling, grammar, and usage errors.	Year-long	TMA, DCAO

Instructional Objective		Standard Reference	
0725.9 Acquire skills to publish writing		11.LA.3.5 Writing Process	

No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Publish improved draft.	Year-long	TMA, DCAO
2	Share writing with intended audience.	Year-long	TMA, DCAO
3	Use appropriate technology to produce a final draft.	Year-long	TMA, DCAO

Instructional Objective		Standard Reference	
0725.10 Acquire expressive (narrative/creative) writing skills		11.LA.4.1 Writing Application	

No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.	Year-long	TMA, DCAO
2	Write original creative works including prose and poetry.	Year-long	TMA, DCAO

Instructional Objective		Standard Reference	
0725.11 Acquire expository (informational/ research) writing skills		11.LA.4.2 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	Quarter 1	DCAO
2	Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.	Quarter 3	DCAO
3	Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.	Quarter 3 Career Counselor	TMA, District Career Portfolio
Instructional Objective		Standard Reference	
0725.12 Acquire persuasive writing skills		11.LA.4.3 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write persuasive compositions that acknowledge and refute opposing arguments.	Quarter 2	DWA, DCAO
Instructional Objective		Standard Reference	
0725.13 Acquire skills for literary response		11.LA.4.4 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.	Quarter 4	DCAO
2	Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	Year-long	TMA, DCAO

Instructional Objective		Standard Reference	
0725.14 Acquire skills for sentence structure		11.LA.5.3 Writing Components	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Apply correct and varied sentence types in writing.	Year-long	TMA
2	Edit for agreement, word usage, parallel structure, and fluency.	Year-long	TMA, EOC

Instructional Objective 0725.15 Acquire skills for using conventions		Standard Reference 11.LA.5.4 Writing Components	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	Year-long	TMA
2	Demonstrate in writing the correct use of punctuation and capitalization.	Year-long	TMA

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 11
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
- 11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of

classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
- 11.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).
- 11.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
- 11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that:
 - Trace the development of the major periods of American literature.
 - Contrast the major themes, styles, and trends in different periods.
 - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.
- 11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization.
- 11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
- 11.LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language.
- 11.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising for fluency, clarity and voice.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.1.1 Generate ideas using a variety of strategies.
- 11.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
- 11.LA.3.1.3 Apply organizational strategies to plan writing.
- 11.LA.3.1.4 Match format to purpose and audience.
- 11.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
- 11.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
- 11.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
- 11.LA.3.3.5 Use literary models to refine writing style.
- 11.LA.3.3.6 Conference with others to improve writing.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.5.1 Publish improved draft.
- 11.LA.3.5.2 Share writing with intended audience.
- 11.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on persuasive writing.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.1.1 Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.
- 11.LA.4.1.2 Write original creative works including prose and poetry.

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
- 11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
- 11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.
- 11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.5.3.1 Apply correct and varied sentence types in writing.

11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 11, the student will be able to:

11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.

11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.