

# Pulaski County Special School District Curriculum Guide

## 11th Grade English (QUARTER 1) DRAFT

### Enduring Understandings

1. Students read a variety of print and non-print texts, including literature from many periods and genres, to build an understanding of the human experience.
2. Students apply a wide range of reading strategies to comprehend, interpret, evaluate and appreciate texts.
3. Students employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes.
4. Students apply knowledge of language structure, language conventions, media techniques figurative language, and genre to create, critique, and discuss print and non-print texts.
5. Students use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge.
6. Students develop an understanding and respect for linguistic diversity and use their language to develop competency in the English language arts and content across the curriculum.

### Essential Questions

#### 1<sup>st</sup> Quarter

1. How will developing a better vocabulary improve reading and writing?
2. How does a writer exhibit effective use of the components of the writing process?
3. How does using proper grammar affect the clarity and meaning a writing assignment?
4. What strategies can be used to improve reading comprehension and to gain a deeper understanding of the text?
5. What strategies can be used to analyze narrative, expository, persuasive or descriptive writing?
6. How does the author use language and form to create an emotional response in the reader?
7. How are writing conventions used to accomplish the purpose of the author?

#### 2<sup>nd</sup> Quarter

1. How does a writer use revision to enhance content and style?
2. How does an effective writer maintain a controlling idea throughout a paper?
3. What strategies can be used to improve reading comprehension and to gain deeper understanding of a

#### 3<sup>rd</sup> Quarter

1. How does a writer choose an organizational structure to best express his topic and purpose?
2. How do writers gather, organize and present information?
3. What strategies can be used to aid in comprehension and to acquire deeper understanding of a text?

#### 4<sup>th</sup> Quarter

1. How do readers and writers effectively express ideas and present information when exploring a theme found in various genres?
2. How does media shape opinion on any given issue?

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
OV.2.11.1	Demonstrate critical, emphatic and reflective listening to interpret, respond to and evaluate speakers' message	*Define and identify standard conventions of English *Discussion figures of speech, idioms and other non standard conventions of English *Analyze simple conventions and how they affect oral expression *Brainstorm purposes for listening	Critical Emphatic Reflective			Glencoe Writer's Choice, Unit 29.1	(e, ic) Students will listen to speakers of various ethnic/culture backgrounds and discuss.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
		<ul style="list-style-type: none"> <li>*Establish types and roles of listener</li> <li>*Determine importance of information based on speaker, purpose and role of listener</li> </ul>					
OV.2.11.3	Identify barriers to listening and generate methods to overcome them	<ul style="list-style-type: none"> <li>*Identify listening distractions</li> <li>*Identify language barriers</li> <li>*Create barriers to overcome barriers and distractions</li> </ul>	Barriers			Glencoe Writer's Choice, Unit 29.1	
W.4.11.7	Revise content of writing for central idea, elaboration, unity and organization	<ul style="list-style-type: none"> <li>*Locate central idea within writing samples</li> <li>*Evaluate writing samples for effective elaboration and unity</li> <li>*Identify poorly organized paragraphs versus well-organized paragraphs</li> <li>*Use specifics to develop general ideas</li> <li>*Edit content for central idea, elaboration, unity and organization</li> </ul>	Elaboration Special organization Unity			Glencoe Writer's Choice, Unit 2.9	(ic) Students may revise each others writing within groups.
W.5.11.3	Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification and argumentation/persuasion that demonstrate logic	<ul style="list-style-type: none"> <li>*Define rhetorical strategies (i.e., definition, narration, description, exemplification, comparison/contrast, etc.)</li> <li>*Identify rhetorical strategies in published works</li> <li>*Use rhetorical strategies with special emphasis on definition, narration, description, exemplification, comparison/contrast</li> </ul>	Compare/contrast Cause/effect Classification			Glencoe Writer's Choice, Unit 2.5	(ic) Students may write pieces that reflect their own cultural traditions and background.
W.5.11.5	Write a variety of work related documents, such as proposals, project plans and letters, including letters for employment and letters of request that : follow a customary format, including proper salutation, closing and signature, and create predictable structures through the use of headings, white space and graphics; address audience needs, stated purpose and context; provide clear, purposeful information and excludes extraneous information; use appropriate vocabulary, tone and style; use appropriate strategies, such	<ul style="list-style-type: none"> <li>*Construct a variety of work-related documents, such as letters of complaint or apology that: <ul style="list-style-type: none"> <li>- use a customary format, including proper salutation, closing and signature</li> <li>- create predictable structures through the use of headings, white space and graphics</li> <li>- address audience needs, stated purpose and context</li> <li>- provide clear, purposeful information and excludes extraneous information</li> </ul> </li> <li>-utilize appropriate vocabulary, tone and style</li> <li>-describe and analyze the issue and</li> </ul>	Audience Tone Style			Glencoe Writer's Choice Business and Technical Writing p. 408	(e) Students may write a letter to a member of a different culture.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
	as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate	provide facts and details as support					
W.7.11.4	Demonstrate organization, unity and coherence by using implied transitions and sequencing	<ul style="list-style-type: none"> <li>*Identify examples of effective organization, unity and coherence</li> <li>*Identify examples of direct transitions</li> <li>*Analyze organizational patterns</li> <li>*Evaluate own writing for effective organization, unity and coherence</li> <li>*Demonstrate organization, unity and coherence by using direct transitions and sequencing</li> </ul>	Organization Unity Coherence Transitions			Glencoe Writer's Choice, Unit 2.8 "Let Us Examine the Facts" by Corn Tassel	(ic) Students may write pieces that reflect their own cultural traditions and background.
W.7.11.6	Combine concrete and commentary information for elaboration	<ul style="list-style-type: none"> <li>*Define concrete information</li> <li>*Identify examples of effective use of concrete information</li> <li>*Evaluate writing for use of concrete information for elaboration</li> <li>*Exhibit concrete information consistently in written work</li> <li>*Define commentary</li> <li>*exhibit commentary combination with concrete information</li> </ul>	Concrete Commentary			Glencoe Literature p. 434	(e, s) Students may share their writings with members of the class.
W.7.11.7	Use precise word choices that convey specific meaning	<ul style="list-style-type: none"> <li>*Identify precise word choices in writing</li> <li>*Analyze relationship of precise word choices to specific meaning</li> <li>*Analyze writing for use of precise word choice</li> <li>*Choose precise words to convey specific word meaning</li> </ul>	Diction			Glencoe Writer's Choice, Unit 3	(ic, s) Students will investigate the influence of culture in word choice and meaning.
R.9.11.12	Examine the way in which clarity of meaning is affected by the patterns of organization and repetition of the main ideas, organization of language and word choice in the text	<ul style="list-style-type: none"> <li>*Analyze clarity using organization, repetition and word choice</li> </ul>	Repetition Diction Clarity Patterns of organization			Glencoe Writer's Choice, Unit 2	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups should be used.
R.10.11.19	Analyze the influence of historical context on the form, style and point of view of written works, such as foundational U.S. documents	<ul style="list-style-type: none"> <li>*Define form, style and point of view</li> <li>*Identify the influence of historical context on the form, style and point of view of a written work</li> </ul>	Form Style Point of view			Glencoe Literature "Building Background" for each selection Native American creation stories	(e) Acknowledge a diversity of ideas generated by authors of different races, beliefs, gender and age.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
R.10.11.26	Evaluate the credibility of an author's argument or defense	<ul style="list-style-type: none"> <li>*Analyze author's argument for credibility</li> <li>*Define credibility</li> <li>*Identify credible sources</li> <li>*Evaluate credibility of author's sources</li> </ul>	Credibility			Glencoe Writer's Choice, Unit 6	(r) Students should evaluate a variety of media examples for cultural or ethnic bias, prejudice or stereotyping.
R.11.11.2	Analyze roots and word parts to draw inferences about meaning	<ul style="list-style-type: none"> <li>*Define text clues, roots, prefixes, suffixes and cognates</li> <li>*Identify context clues, roots, prefixes, suffixes and cognates</li> <li>*Apply knowledge of context clues, roots, prefixes, suffixes and cognates to determine meanings</li> <li>*Analyze word parts for meaning using inference</li> </ul>	Root words			Glencoe Writer's Choice, Unit 25.2	
R.11.11.4	Analyze the connotative power of words	<ul style="list-style-type: none"> <li>*Identify connotation and denotation</li> <li>*Analyze the power of connotation to word meaning</li> </ul>	Connotation			Glencoe Literature p. 173	Examine words used to refer to members of different cultures, both positive and negative.

## Pulaski County Special School District Curriculum Guide

### 11th Grade English (QUARTER 2) DRAFT

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
W.4.11.1	Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition	<ul style="list-style-type: none"> <li>*Identify purposes and advantages of prewriting</li> <li>*Utilize prewriting strategies (i.e., brainstorming, graphic organizers, research, etc.) to brainstorm, collect and categorize ideas for writing</li> <li>*Identify audience</li> <li>*Identify purpose</li> <li>*Know various forms of organization (i.e., chronological, sequential, topical, etc.)</li> <li>*Define and explain elements of narration, as opposed to expository, persuasive and descriptive</li> <li>*Use appropriate organizational strategy based on audience and purpose</li> </ul>	Prewriting Exposition Purpose Audience			Glencoe Writer's Choice, Unit 2	(e, ic) Students should be provided with topics which reflect cultural and ethnic diversity.
W.4.11.5	Adapt content vocabulary, voice and tone to audience, purpose and situation	<ul style="list-style-type: none"> <li>*Analyze audience, purpose, situation and subject matter</li> <li>*Conform voice, tone and vocabulary to audience, purpose, situation and subject matter</li> </ul>	Content vocabulary Tone Voice			Glencoe Writer's Choice, Unit 2	(e) Acknowledge a diversity of ideas generated by authors of different races, beliefs, gender and age.
W.4.11.6	Arrange paragraphs into a logical progression with appropriate transition	<ul style="list-style-type: none"> <li>*Explain functions of transitions</li> <li>*Demonstrate appropriate paragraph progression</li> <li>*Organize paragraphs into a logical progression with appropriate transitions and organizational strategies (i.e., spatial, chronological, order of importance, etc.)</li> </ul>	Transition			Glencoe Writer's Choice, Unit 2	(ic) Students may revise each other's writings within groups, paying particular attention to transitions.
W.4.11.8	Revise style of writing for selected vocabulary, selected information, sentence, variety, tone and voice	<ul style="list-style-type: none"> <li>*Edit selected vocabulary using strong verbs and vivid adjectives</li> <li>*Delete redundant and irrelevant information</li> <li>*Vary sentence structures (i.e., simple, compound, complex and compound-complex) and types of sentences (i.e., imperative, interrogative, etc.)</li> <li>*Revise for strong voice and tone</li> </ul>	Tone Voice			Glencoe Writer's Choice, Unit 2.9	(ic) Students may write pieces that reflect their own cultural traditions and background.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
W.4.11.9	Revise sentence formation in writing for completeness, coordination, subordination, standard word order and absence of fused sentences	<ul style="list-style-type: none"> <li>*Identify sentences, fragments and fused sentences</li> <li>*Identify differences between conjunctive adverbs and coordinating conjunctions</li> <li>*Identify compound structures or coordination</li> <li>*Identify dependent and independent clauses or subordination</li> <li>*Identify appropriate word order</li> <li>*Revise for accurate word order and sentence structures (i.e., simple, compound, complex, compound-complex)</li> </ul>	<ul style="list-style-type: none"> <li>Coordination</li> <li>Subordination</li> <li>Fused sentence</li> </ul>			Glencoe Writer's Choice, Unit 9	(ic) Students may revise each other's writings within groups, paying particular attention to sentence formation.
W.4.11.10	Evaluate how well questions of purpose, audience and genre have been addressed	<ul style="list-style-type: none"> <li>*Analyze use of purpose, audience and genre</li> <li>*Identify purpose, audience and genre in writing</li> </ul>	<ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> <li>Genre</li> </ul>			Glencoe Writer's Choice, Unit 2.4	(e) Students may evaluate writing from authors of a variety of cultural backgrounds.
W.4.11.11	Apply grammatical conventions to edit for standard inflections, agreement, word meaning and conventions	<ul style="list-style-type: none"> <li>*Employ the usage rules of standard English</li> <li>*Employ rules for appropriate conventions</li> <li>*Use resources and reference materials (i.e., thesaurus, dictionary) to edit for effective and precise language</li> </ul>	<ul style="list-style-type: none"> <li>Agreement</li> </ul>			Glencoe Writer's Choice, Unit 9	(ic, s) Students may edit each other's writing within groups.
W.4.11.13	Refine selected pieces frequently to publish for intended audiences and purposes	<ul style="list-style-type: none"> <li>*Evaluate body of work for intended audiences and purposes to determine pieces to select for publication</li> <li>*Use revising and editing methods (i.e., peer editing, conferencing) to create finished products</li> </ul>				Glencoe Writer's Choice, Unit 2.10	(ic, s) Students may edit each other's writing within groups.
W.4.11.15	Use available technology for all aspects of the writing process	<ul style="list-style-type: none"> <li>*Utilize available technology for prewriting, drafting, revising, editing and publishing</li> </ul>				Glencoe Writer's Choice, Unit 2.11	
W.5.11.1	Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience and form when completing expressive, persuasive or literary writing assignments	<ul style="list-style-type: none"> <li>*Identify purpose, speaker, audience and form in writing</li> <li>*Apply effective rhetorical techniques in writing</li> </ul>	<ul style="list-style-type: none"> <li>Purpose</li> <li>Speaker</li> <li>Audience</li> </ul>			Glencoe Writer's Choice, Unit 2	(ic) Students may write pieces that reflect their own cultural traditions and background.
W.5.11.4	Write persuasive compositions that use logic to: structure ideas and	<ul style="list-style-type: none"> <li>*Identify claim, counterclaim, rebuttals and evidence for</li> </ul>	<ul style="list-style-type: none"> <li>Claim</li> <li>Evidence</li> </ul>			Glencoe Writer's Choice, Unit 6	Students may write an argument essay related to a multi-cultural

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
	arguments, clarify and defend positions with precise and relevant evidence, use specific rhetorical devices to support assertions and address readers' concerns, counterclaims, biases and expectations	persuasive/argumentation writing *Apply specific rhetorical devices to persuasive/argumentative writing	Warrant Counterclaim Bias Rebuttal				issue.
W.7.11.12	Use a variety of sentence structures, types and lengths to contribute to fluency and interest	*Define writing fluency *Evaluate own writing to determine syntactical patterns *Identify examples of effective sentence variety *Employ a variety of sentence structures, types and lengths to contribute to fluency and interest				Glencoe Writer's Choice, Unit 8	(ic) Students may write pieces that reflect their own cultural traditions and background.
W.7.11.5	Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses	*Identify dependent clauses, extension and elaboration *Evaluate own writing for use of extension, elaboration and dependent clauses *Extend elaboration to multiple levels of bloom's	Dependent clause			Glencoe Writer's Choice, Unit 2	
W.7.11.8	Personalize writing to convey voice in formal and informal writing	*Analyze writing for effective use of voice *Demonstrate voice in informal writing	Voice			Glencoe Writer's Choice, Unit 1	(ic) Students may write pieces that reflect their own cultural traditions and background.
W.7.11.10	Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience and form of writing	*Assess own writing to determine the best features of a piece of writing and revise for voice, variety, style, tone, purpose, audience and form	Voice Tone Purpose Audience			Glencoe Writer's Choice, Unit 2.9	Students may work in heterogeneous groups to review the writing of their peers.
R.9.11.7	Compare and contrast aspects of texts, including themes, conflicts and allusions, both within and across the texts	*Analyze text themes, conflicts and allusions *Compare/contrast themes, conflicts and allusions	Theme Conflict Allusion			Glencoe Literature "Comparing Selections"	(e) Students should integrate information from within the text, from other texts and from background knowledge to compare and contrast aspects of the text.
R.9.11.10	Analyze and defend a position using concepts gained from reading	*Analyze reading for literary concepts *Defend a position using concepts from reading				Glencoe Writer's Choice, Unit 6	(e) Acknowledge a diversity of ideas generated by authors of different race, belief, gender, age, etc.)

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
R.10.11.2	<p>Interpret and use information in practical, informational and technical texts to:</p> <ul style="list-style-type: none"> <li>• Follow instructions to perform specific tasks, answer questions or solve problems</li> <li>• Identify the main ideas and determine the essential elements that support the main ideas</li> <li>• Summarize the texts and explain the relationship of visual components to the texts</li> <li>• Distinguish between a summary and a critique</li> <li>• Interpret and use information in maps, charts, graphs, time lines, tables and diagrams</li> <li>• Identify interrelationships between and among ideas and concepts within a text</li> <li>• Evaluate information from multiple sources</li> <li>• Draw conclusions based on evidence from texts</li> <li>• Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose</li> <li>• Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader</li> <li>• Evaluate information and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal</li> </ul>	<p>*Explain and utilize information in practical, informational and technical texts to:</p> <ul style="list-style-type: none"> <li>- follow instructions to perform specific tasks, answer questions or solve problems</li> <li>- identify the main ideas and determine the essential elements that support the main ideas</li> <li>- summarize the texts and explain the relationship of visual components</li> <li>-distinguish between a summary and a critique</li> <li>-interpret and use information in maps, charts, graphs, time lines, tables and diagrams</li> </ul>	Ambiguity			Glencoe Writer's Choice, Unit 6.2-6.3	(e) Work by authors from various cultures, ethnic groups and socioeconomic backgrounds will be examined.

# Pulaski County Special School District Curriculum Guide

## 11th Grade English (QUARTER 3) DRAFT

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
W.5.11.6	Write poems using a range of poet techniques, forms and figurative language emphasizing free verse poetry	<ul style="list-style-type: none"> <li>*Explain poetic techniques (i.e., rhyme, rhythm, figurative language and other sound devices)</li> <li>*Analyze poetic forms (i.e., haiku, limerick, ballad)</li> <li>*Identify the differences between literal and figurative language</li> <li>*Analyze figurative language (simile, metaphor)</li> <li>*Use appropriate forms, techniques and figurative language in writing poetry with emphasis on free verse poetry</li> </ul>	<ul style="list-style-type: none"> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> <li>Hyperbole</li> <li>Onomatopoeia</li> </ul>			Glencoe Literature, Unit 5 Theme 8	(e) Students should write their poems to reflect their cultural/ethnic backgrounds.
W.5.11.7	Write responses to literature that: articulate the significant ideas of literary works; support important ideas and viewpoints; analyze the author's use of stylistic and literary devices; determine the impact of ambiguities, nuances and complexities using evidence from text; analyze conflicts (character dilemmas) as revealed by characters' motivations and behaviors	<ul style="list-style-type: none"> <li>*Analyze the literary text</li> <li>*Compose responses to literature that articulate the significant ideas of literary works, support information ideas with evidence from text and recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors</li> <li>*Analyze character conflict and motivations</li> </ul>	<ul style="list-style-type: none"> <li>Ambiguity</li> <li>Nuance</li> <li>Complexities</li> <li>Stylistic devices</li> <li>Literary devices</li> <li>Conflicts</li> </ul>			Glencoe Literature "Responding to Literature"	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups, genders, etc. should be used.
W.7.11.1	Use figurative language effectively with emphasis on extended metaphor and symbolism	<ul style="list-style-type: none"> <li>*Define figurative language</li> <li>*Evaluate own writing for effective use of figurative language</li> <li>*Employ figurative language effectively, with emphasis on metaphor and symbolism</li> </ul>	<ul style="list-style-type: none"> <li>Extended metaphor</li> <li>Symbolism</li> </ul>			Glencoe Writer's Choice, Unit 4	(e) Students should know that cultures, eras and ideas influence reading.
W.7.11.9	Use point of view, characterization, style and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes	<ul style="list-style-type: none"> <li>*Define point of view, characterization and style</li> <li>*Analyze author's use of point of view, style and characterization in regards to purpose</li> </ul>	<ul style="list-style-type: none"> <li>Point of view</li> <li>Characterization</li> </ul>			Glencoe Literature, Unit 6	(ic) Students may write pieces that reflect their own cultural traditions and background.
R.9.11.1	Analyze personal biases brought to a text	<ul style="list-style-type: none"> <li>*Identify author's purpose by connecting to personal background knowledge (personal experience and perspective shaped by age, gender, class</li> </ul>	<ul style="list-style-type: none"> <li>Bias</li> </ul>				(e) Students should know that cultures, eras and ideas influence reading.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
R.9.11.2	Analyze style and diction to determine author's purpose	*Identify style and diction in work *Analyze style and diction to understand author's purpose	Style			Glencoe Literature, Unit 5 Theme 8	(ic, s) Students will investigate the influence of culture in word choice and voice.
R.9.11.5	Draw inferences from a complete selection (including conclusions, generalizations and predictions) and support them with text evidence	*Establish meaning of conclusions, generalizations and predictions *Identify inferences *Explain inferences using examples from the text as support	Inference Conclusions Generalizations Predictions			Glencoe Literature "Responding to Literature"	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups, genders, etc. should be used.
R.9.11.6	Summarize, paraphrase and critique complex structures in informational and literary texts, including relationships among concepts, details and visual components	*Define summary *Define paraphrase *Define critique *Write summary by restating informational and literary text using a variety of techniques (i.e., identify important details, determine key words and statements, highlight, separate relevant and extraneous information) *Identify different structures in informational and literary texts (i.e., compare/contrast, problem/solution, cause/effect, temporal order) *Evaluate the effectiveness of different structures in informational and literary texts	Summary Paraphrase Critique			Glencoe Literature "Responding to Literature"	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups, genders, etc. should be used.
R.9.11.7	Compare and contrast aspects of texts, including themes, conflicts and allusions, both within and across texts	*Analyze text themes, conflicts and allusions *Compare/contrast themes, conflicts and allusions	Theme Conflict Allusion			Glencoe Literature "Responding to Literature"	(e) Students should know that reader, text and content interact to influence reading.
R.9.11.11	Analyze and compare the author's use of figures of speech and sound devices	*Define figures of speech and sound devices (i.e., simile, metaphor, personification, hyperbole, oxymoron and pun) *Recognize figures of speech and sound devices *Categorize figures of speech and sound devices *Analyze and compare figures of speech and sound devices in a given work	Alliteration Rhyme Scheme Rhythm Consonance Assonance			Glencoe Literature, Unit 8 Theme 8	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups should be used.
R.10.11.3	Read a variety of poetry, including free verse	*Define free verse *Identify types of poetry, including free verse *Read a variety of narrative poetry	Free verse			Glencoe Literature, Unit 5 Theme 8 Harlem renaissance literature	(e) Poetry read should be from a variety of culturally and ethnically diverse authors.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
R.10.11.4	Analyze an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme and sound devices	*Explain poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme and sound devices *Describe poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme and sound devices *Analyze author's use of poetic conventions	Line Stanza imagery			Glencoe Literature, Unit 5 Theme 8	(e) Poetry read should be from a variety of culturally and ethnically diverse authors.
R.10.11.5	Analyze and compare characteristics of free verse	*Identify characteristics of free verse *Analyze/compare characteristics of free verse	Free verse Rhyme scheme			Glencoe Literature, Unit 5 Theme 8	(e) Poetry read should be from a variety of culturally and ethnically diverse authors.
R.10.11.6	Analyze traditional and contemporary works of poets from many cultures	*Analyze traditional and contemporary works from many cultures				Glencoe Literature "Comparing Selections"	Students will look at literature from different cultures.
R.10.11.7	Analyze the author's possible use of persona	*Define persona *Identify characteristics of persona *Analyze author's use of persona	Persona			Glencoe Literature, Unit 6 Theme 12	(e) Poetry read should be from a variety of culturally and ethnically diverse authors.
R.10.11.8	Analyze techniques poets use to evoke emotion in a reader	*Analyze techniques used to evoke emotion				Glencoe Literature, Unit 5 Theme 8	(e) Poetry read should be from a variety of culturally and ethnically diverse authors.
R.10.11.9	Analyze word choice, tone and voice	*Examine how word choice determines tone and voice *Analyze word choice *Define tone, voice	Diction Tone Voice			Glencoe Literature, Unit 5 Theme 8	(e) Poetry read should be from a variety of culturally and ethnically diverse authors.
R.10.11.10	Paraphrase and interpret to find the meaning of select poems, emphasizing the complete selection	*Summarize meaning of selected poems emphasizing the line *Evaluate the meaning of selected poems emphasizing the line				Glencoe Literature, Unit 5 Theme 8	(e) Poetry read should be from a variety of culturally and ethnically diverse authors.
R.10.11.21	Use literary terms to critique a work	*Identify literary terms *Define critique *Analyze work for literary terms and use of these terms	Literary terms Critique			Glencoe Literature Literary term glossary	Students will critique a work by an author of a different cultural or ethnic background.
R.10.11.22	Analyze the impact of diction, imagery, style and figurative language on tone, mood and theme using literary terminology	*Identify diction, style, imagery and figurative language on tone, mood and theme *Analyze impact on literary terminology	Tone Mood Theme			Glencoe Literature, Unit 6 Theme 12	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups, genders, etc. should be used.
R.10.11.23	Analyze literary elements, such as setting, plot, theme, characterization and narration in a work	*Identify setting, plot, theme, characterization and point of view *Analyze literary elements of a work	Allusion Symbolism			Glencoe Literature, Unit 5 Theme 8	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups, genders, etc. should be used.

<b>SLE</b>	<b>STANDARDS</b>	<b>TASK ANALYSIS</b>	<b>VOCABULARY</b>	<b>STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>	<b>MCO'S</b>
R.10.11.24	Analyze the impact of irony on a text	*Identify irony *Analyze impact of irony	Irony			Glencoe Literature, Unit 6 Theme 12	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups, genders, etc. should be used.
R.10.11.25	Analyze several of an author's works that deal with a single issues	*Analyze several works on the same issue for literary elements				Glencoe Literature, Unit 6 Theme 12	(e) Multicultural literature and literature by authors from diverse ethnic/culture groups, genders, etc. should be used.

# Pulaski County Special School District Curriculum Guide

## 11th Grade English (QUARTER 4) DRAFT

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
OV.1.11.2	Present a formal multi-media presentation that supports judgment with sound evidence and well-chosen details	<ul style="list-style-type: none"> <li>*Define visual aid</li> <li>*Give examples of various kinds of aids</li> <li>*Decide purpose of aid</li> <li>*Determine kind of visual aid appropriate for specific action and audience and consider available technology</li> </ul>	Evidence			Glencoe Writer's Choice, Unit 31	
OV.1.11.3	Perform a variety of speaking activities, such as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches and comparison of genre across eras	<ul style="list-style-type: none"> <li>*Define monologue</li> <li>*Give examples of a monologue</li> <li>*Create a monologue</li> <li>*Perform a monologue</li> </ul>	Monologue			Glencoe Writer's Choice, Unit 29	(e) Selected sections presented should be diverse in culture, ethnicity and gender.
OV.2.11.4	Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence and effectiveness of delivery	<ul style="list-style-type: none"> <li>*Define logical fallacy, relevance, clarity</li> <li>*Identify elements of an effective delivery</li> <li>*Critique communication for effective delivery</li> </ul>	Relevance Clarity Logical fallacy			Glencoe Writer's Choice, Unit 29	(e, s) While listening to speakers, students may list important points for analysis and discussion.
OV.3.11.1	Describe the possible cause/effect relationships between mass media coverage and public opinion trends	<ul style="list-style-type: none"> <li>*List (discuss) various types of media</li> <li>*Identify advantages and disadvantages for each</li> <li>*Compare each type</li> </ul>				Glencoe Writer's Choice, Unit 30.2	(e, s) Students should examine a variety of media types for stereotyping, prejudices and racial appeal.
OV.3.11.2	Use appropriate criteria to evaluate media with emphasis on prejudice, censorship and disinformation	<ul style="list-style-type: none"> <li>*Define prejudice, censorship and disinformation</li> <li>*Identify prejudice, censorship and disinformation</li> <li>*Evaluate media with prejudice, censorship and disinformation</li> </ul>	Prejudice Censorship Disinformation			Glencoe Writer's Choice, Unit 30.2	(e, s) Students should examine a variety of media types for stereotyping, prejudices and censorship.
W.5.11.2	Write expository compositions, including analytical essays and research reports that: assemble and convey evidence in support the thesis; make distinctions between the relative value and significance of data, facts and ideas; and employ visual aids when appropriate	<ul style="list-style-type: none"> <li>*Write a clever thesis for an expository composition</li> <li>*Support the thesis with relevant main points or reasons</li> <li>*Support main points or reasons with relevant evidence</li> </ul>	Evidence Relative value Data Facts Ideas			Glencoe Writer's Choice, Unit 7	(e) Students should create writing samples that reflect their own cultures and viewpoints, as well as those of others.
R.9.11.8	Analyze point of view and its influence on elements of the text (e.g. tone, theme and purpose)	<ul style="list-style-type: none"> <li>*Identify point of view</li> <li>*Analyze point of view's influence on other literary elements</li> </ul>	Point of view			Glencoe Literature p. 1042	(e) Multicultural literature and literature by authors from diverse ethnic/cultures groups.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
R.9.11.9	Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments	*Identify fallacies *Evaluate author's use of fallacies *Challenge/defend fallacies	Fallacy Inductive Deductive			Glencoe Writer's Choice, Unit 6.5	(e, r) Selections should include various cultures and ethnic groups.
R.9.11.13	Analyze author's use of archetypes (universal modes or patterns) drawn from myths and traditions in literature, film, political speeches and religious writings	*Defend archetypes *Identify archetypes *Analyze use of archetypes	Archetype			Glencoe Literature p. 618	(e) Multicultural literature and literature by authors from diverse ethnic/cultures group should be used.
R.10.11.11	Read a variety of dramatic selections, including modern review	*Expose students to a variety of dramatic selections, including modern dramas *Discuss drama, differences in comedy and tragedy	Drama			Glencoe Literature, Unit 6 Theme 10	(e) Multicultural literature and literature by authors from diverse ethnic/cultures group should be used.
R.10.11.12	Compare drama to stage, film or television adaptations	*Analyze/compare drama to modern adaptations				Glencoe Literature, Unit 6 Theme 10	(e) Works by authors from various cultures, ethnic groups and socioeconomic backgrounds will be examined.
R.10.11.13	Describe the dramatic conventions or devices used by playwrights to present ideas	*Identify dramatic conventions or devices				Glencoe Literature, Unit 6 theme 10	(e) Plays examined should include culturally and ethnically diverse authors, subjects or characters.
R.10.11.14	Analyze an author's use of dramatic conventions	*Identify dramatic conventions *Analyze author's use of dramatic conventions	Stage direction Soliloquy Monologue			Glencoe Literature, Unit 6 theme 10	(e) Multicultural literature and literature by authors from diverse ethnic/cultures group should be used.
R.10.11.15	Compare and contrast the effects of dramatic elements of plays from various cultures	*Define the elements of character, setting and plot *Explain how the elements work together to create meaning *Identify the elements within given works of drama *Analyze elements in given works of drama	Dramatic elements			Glencoe Literature, Unit 6 theme 10	Students may look at excerpts of plays from various cultures.
R.10.11.16	Recognize and examine the elements of modern drama	*Identify elements of modern drama *Analyze elements of modern drama				Glencoe Literature, Unit 6 theme 10	(e) Multicultural literature and literature by authors from diverse ethnic/cultures group should be used.
R.10.11.17	Compare and contrast the hero of modern drama	*Identify modern hero and tragic hero *Compare/contrast modern hero and tragic hero	Tragic hero			Glencoe Literature p. 996	(e) Students may compare and contrast two heroes from a culture other than their own.
IR.12.11.1	Formulate original, open-ended questions to explore, narrow and select a topic	*Define open-ended questions *Identify open-ended questions *Brainstorm open-ended questions	Evaluate open-ended questions			Glencoe Writer's Choice, Unit 7	Students may choose a research topic related to another culture.

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
IR.12.11.2	Establish a focus for research and design a research plan to answer a specific question or defend a position	*Define and identify research focus *Define and identify research plan *Identify specific questions/position to research				Glencoe Writer's Choice, Unit 7	(e) Students should be provided with research topics which reflect cultural and ethnic diversity.
IR.12.11.3	Access multiple sources, using a variety of research tools	*Evaluate different research tools and sources (i.e., internet, interviews, pamphlets, media, library tools, etc.) *Access multiple sources	Primary sources Secondary sources			Glencoe Writer's Choice, Unit 7	(e) Sources used for research should include specialized references (e.g. <i>Black Writers series</i> )
IR.12.11.4	Compare the credibility of authors and the reliability of sources for strengths and limitations (e.g., analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusion)	*Identify credibility and reliability *Compare/contrast sources	Reliability Credibility			Glencoe Writer's Choice, Unit 7	(e) Sources used for research should include specialized references (e.g. <i>Black Writers series</i> )
IR.12.11.5	Analyze methods to verify the accuracy and usefulness of information by explaining the effect of ambiguity, contradiction, paradox, irony, incongruencies and/or overstatement/understatement on the reader	*Analyze sources for usefulness	Ambiguity Contradiction Paradox Irony Incongruency			Glencoe Writer's Choice, Unit 7	(e) Sources used for research should include specialized references (e.g. <i>Black Writers series</i> )
IR.12.11.6	Summarize and critique sources to evaluate their usefulness and accuracy	*Evaluate sources through summary and critique	Accuracy			Glencoe Writer's Choice, Unit 7	(e) Sources used for research should include specialized references (e.g. <i>Black Writers series</i> )
IR.12.11.7	Compile and organize information from a variety of relevant primary and secondary sources	*Compile and analyze information from multiple sources				Glencoe Writer's Choice, Unit 7	(e) Sources used for research should include specialized references (e.g. <i>Black Writers series</i> )
IR.12.11.8	Interpret the meaning and consequences of plagiarism	*Define plagiarism *Identify consequences of plagiarism	Plagiarism			Glencoe Writer's Choice, Unit 7	
IR.12.11.9	Organize information and use a style manual such as MLA or APA to create: <ul style="list-style-type: none"> <li>Note cards or other note-taking forms</li> <li>Formal outline</li> <li>Works cited page or resource sheet</li> <li>Thesis statement</li> <li>Parenthetical citations within text</li> <li>Title page or style heading</li> </ul>	*Assimilate information and use a style such as MLA or APA to create <ul style="list-style-type: none"> <li>-note cards</li> <li>-formal outlines</li> <li>-works cited page or resource page</li> <li>-thesis statement with a prescribed time and/or length requirements as appropriate</li> </ul>	Works cited citations			Glencoe Writer's Choice, Unit 7	

SLE	STANDARDS	TASK ANALYSIS	VOCABULARY	STRATEGIES	ASSESSMENTS	RESOURCES	MCO'S
IR.12.11.10	Summarize, paraphrase and/or quote relevant information	*Define summarize, paraphrase and quote *Demonstrate differences	Relevant			Glencoe Writer's Choice, Unit 7	
IR.12.11.11	Create a formal research paper, synthesizing multiple primary and secondary sources that include: <ul style="list-style-type: none"> <li>• Evidence in support of a clear thesis statement and related claims</li> <li>• Paraphrasing and summarizing with accuracy and fidelity to the range of arguments and evidence supporting or refuting the thesis, as appropriate</li> <li>• Quotations, paraphrases and other information correctly cited and documented using a standard format</li> <li>• Provides clear and effective conclusions</li> </ul>	*Define oral presentations *Define reports *Define essays with structured items *Generate research products, such as oral presentations, reports and essays that structure ideas in a sustained and logical fashion	Evidence Paraphrase Summarize Accuracy Fidelity			Glencoe Writer's Choice, unit 7	(e) Students should be provided with research topics which reflect cultural and ethnic diversity.