



Standards Based Map 11th Grade ELA

*****Units can be taught out of order, depending on the teacher preference**

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Unit 1: Informational Text and Writing	<p>ELA.11.R.C2.4 determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how madison defines faction in <i>federalist no. 10</i>).</p> <p>ELA.11.R.C2.5 in informational text,</p>	<p>ELA.11.R.C2.4: I can determine why an author uses specific words and phrases in informational texts.</p> <p>ELA.11.R.C2.5:</p>	<p>How does an author create a certain effect in his/her informative work? Is it effective? What is the purpose?</p> <p>How can one analyze a question, research to support</p>	<p>Figurative Connotative Structure Exposition Rhetoric Integrate Evaluate Seminal Compensate Arbitrary Verify Perspective Magnitude Succumb Transitory</p>	<p>Students will start the year exploring the ideas that have helped shape our nation through studying informational texts suggested by the CCSS. Suggested activities</p>	<p><i>Narrative of the Life of Frederick Douglass</i></p> <p><i>Federalist Paper #10</i></p> <p><i>Gettysburg Address</i></p> <p><i>I have a Dream Speech</i></p>	<p>Class Discussion</p> <p>Short written response</p> <p>Peer discussion</p> <p>Research paper (editing, peer review, etc.)</p>	

	<p>analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</p> <p>ELA.11.R.C2.6 determine an author’s point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>I can analyze the structure of an exposition for effectiveness.</p> <p>ELA.11.R.C2.6: I can analyze the effectiveness of rhetoric in an informational text</p>	<p>his/her position, and create a well-developed written document?</p> <p>How have our nation’s values been shaped and reflected in our seminal US documents?</p> <p>What steps must be taken to organize and publish a well-developed informational text? What rhetorical devices can be used to help support that position? What supporting evidence can be used and properly cited to support a position?</p>	Faction	<p>include but are not limited to: flipped classroom reading assignments, close reading, jig saw, Socratic circles, Venn Diagrams for comparison.</p> <p>Students will then explore one of the concepts highlighted in these texts in a research project. Examples of projects could be a letter to a senator, research paper, or a historical narrative research paper.</p>	<p><i>Jim Crow Laws</i></p> <p><i>JFK Inaugural Speech</i></p> <p><i>Self-Reliance</i></p> <p><i>Sinners in the Hands of an Angry God</i></p> <p><i>Kelly Gallagher’s "Article of the Week"</i></p>		
	<p>integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ELA.11.R.C3.3</p>	<p>ELA.11.R.C3.3: I can integrate and evaluate multiple sources of information to help address a question.</p>						
	<p>delineate and evaluate the reasoning in seminal U.S. informational texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and</p> <p>ELA.11.R.C3.4</p>	<p>ELA.11.R.C3.4: I can evaluate the reasoning in seminal US texts for legal reasoning and arguments for public advocacy.</p>						

	<p>ELA.11.R.C3.5 analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. informational documents of historical and literary significance (including <i>The Declaration of Independence</i>, the <i>Preamble to the Constitution</i>, the <i>Bill of Rights</i> and Lincoln's <i>Second Inaugural Address</i>) for their themes, purposes and rhetorical features.</p>	<p>ELA.11.R.C3.5: I can analyze foundational US informational documents for theme, purpose, and rhetoric.</p>						
	<p>ELA.11.W.C9.2 write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection organization and analysis of content.</p> <ul style="list-style-type: none"> • introduce a topic; organize complex ideas, concepts and 	<p>ELA.11.W.C9.2, C10.1-3, C15.1-2, C16.1, C17.1-3 I can organize and write a coherent informational piece explaining my position on a</p>						

	<p>information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none">• develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.• use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.• use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.• establish and maintain a formal style and	<p>topic. I can edit, revise, and publish this piece.</p>						
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	<p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> • provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 							
<p>ELA.11.W.C10.1</p>	<p>produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</p>							
<p>ELA.11.W.C10.2</p>	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most</p>							

	<p>significant for a specific purpose and audience (Editing for conventions should demonstrate command of all Language objectives up to and including grade 11).</p> <p>ELA.11.W.C10.3 use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>ELA.11.L.C15.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. • resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English</i>) 							
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	<p><i>Usage, Garner's Modern American Usage</i>) as needed.</p> <p>ELA.11.L.C15.2 demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • observe hyphenation conventions. • spell correctly. <p>ELA.11.L.C16.1 apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • vary syntax for effect by consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>ELA.11.L.C17.1 determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>							
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	<p>based on grade 11 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">• use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue <p>120</p> <p>to the meaning of a word or phrase.</p> <ul style="list-style-type: none">• identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).• consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage.• verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in							
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	<p>ELA.11.L.C17.2</p> <p>a dictionary). demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">• interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.• analyze nuances in the meaning of words with similar denotations.							
	<p>ELA.11.L.C17.3</p> <p>acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>							

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Unit 2: Argumentative Text and Writing	<p>ELA.11.R.C2.4 determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>federalist no. 10</i>).</p> <p>ELA.11.R.C2.5 in informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure</p>	<p>ELA.11.R.C2.4: I can determine why an author uses specific words and phrases in argumentative texts.</p> <p>ELA.11.R.C2.5: I can analyze the structure of an argument for effectiveness.</p> <p>ELA.11.R.C2.6: I can analyze</p>	<p>Why does an author choose specific words/phrases, structure, rhetoric to help emphasize his/her point in a text? Is it effective? What is the purpose?</p> <p>How can one analyze a question, form an opinion, and deliver a well-developed argument supporting his/her position?</p>	<p>Fallacies: Slippery Slope Hasty Generalization Post hoc ergo propter hoc Genetic Fallacy Begging the Claim Circular Argument Either/Or Ad Hominem Ad Populum Red Herring Straw Man Moral Equivalence</p>	<p>Students continue to explore informational texts, but with a focus on argumentative pieces. By learning logical fallacies or other persuasive strategies, students will understand both effective and non-effective ways to interpret and present an argument.</p> <p>One way this</p>	<p><i>The Declaration of Independence</i></p> <p><i>Speech at VA Convention</i></p> <p><i>George W Bush speech after 9/11</i></p> <p><i>Letter from Birmingham Jail</i></p> <p><i>Any court cases</i></p> <p><i>Kelly Gallegher's "Article of the Week"</i></p>	<p>Class Discussion</p> <p>Short written response</p> <p>Peer discussion</p> <p>Research project (editing, peer review, etc.)</p> <p>Class Debate</p> <p>Letter writing campaign</p>	

	<p>ELA.11.R.C2.6 makes points clear, convincing and engaging. determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>ELA.11.R.C3.3 integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ELA.11.R.C3.4 delineate and evaluate the reasoning in seminal U.S. informational texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes</p>	<p>the effectiveness of rhetoric in an argumentative text</p> <p>ELA.11.R.C3.3: I can evaluate multiple sources of information to help create an argument.</p> <p>ELA.11.R.C3.4: I can evaluate the reasoning in seminal US texts for legal reasoning and arguments for public advocacy.</p>	<p>How have our nation's values been shaped and reflected in our seminal US documents which reflect sound and logical arguments?</p>		<p>could be done is through a class debate, a student panel presenting their position to an audience while defending their position. Students could also write a letter for or against a policy to targeted audience.</p> <p>Have students analyze super bowl commercials for logical fallacies.</p> <p>Have students analyze political commercials and speeches for logical fallacies.</p>			
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	<p>and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>ELA.11.R.C3.5 analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. informational documents of historical and literary significance (including <i>The Declaration of Independence</i>, the <i>Preamble to the Constitution</i>, the <i>Bill of Rights</i> and Lincoln's <i>Second Inaugural Address</i>) for their themes, purposes and rhetorical features.</p>	<p>ELA.11.W.C9.1, C10.1-3, C15.1-2, C16.1, C17.1-3</p> <p>ELA.11.SL.C13.1, C14.1-3</p> <p>I can organize and write a coherent informational piece explaining my position on a topic. I can edit, revise, and publish this</p>						
	<p>ELA.11.W.C9.1 write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing 							

	<p>claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p> <ul style="list-style-type: none">• develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.• use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.• establish and maintain a formal style and objective tone while attending to the norms and	<p>piece.</p> <p>I can organize an argumentative presentation with a small group of peers.</p> <p>I can present my argument to an audience using appropriate technology and presentation skills.</p>						
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	<p>conventions of the discipline in which they are writing.</p> <p>ELA.11.W.C11.1 conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA.11.W.C11.2 gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to</p>							
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	ELA.11.W.C11.3	<p>maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none">• apply <i>grade 11 Reading objectives</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).• apply <i>grade 11 Reading objectives</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional							
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		<p>principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]).</p>							
	ELA.11.SL.C13.1	<p>initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 11 topics, texts and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">• come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to							

	<p>evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none">• work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.• propel conversations by posing and responding to 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; and promote divergent and creative perspectives.							
	<p>ELA.11.SL.C14.1 present information, findings and supporting evidence, conveying</p>							

	<p>a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.</p> <p>ELA.11.SL.C14.2 make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.</p> <p>ELA.11.SL.C14.3 adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (see</p>							
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	grade 11 language objectives for specific expectations.)							
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Unit 3: American Lit	<p>ELA.11.R.C1.1 cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA.11.R.C1.2 determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of</p>	<p>ELA.11.R.C1.1: I can understand both the implied as well as the explicit meaning of a literary text.</p> <p>ELA.11.R.C1.2: I can see and compare similar ideas or themes through multiple literary works.</p>	<p>How can a reader interpret a piece of literature and support that finding through textual evidence?</p> <p>Why are there reoccurring theme or central ideas throughout American Literature?</p> <p>Why would the author choose to present the ideas in a</p>	<p>Objective Subjective Figurative Literal Summary Theme Setting Freytag's Pyramid Characterization Allegory Metaphor Archetype Cataloguing Assonance Consonance Alliteration Hyperbole Comedic Tragic Irony Satire Sarcasm</p>	<p>Have students provide alternate endings to plays or stories.</p> <p>Have students compare similar themes through comparative writing or an overlay story with characters.</p> <p>Have students write journals from the</p>	<p><i>Death of a Salesman</i></p> <p><i>A Raisin in the Sun</i></p> <p><i>Hamlet</i></p> <p><i>Taming of the Shrew</i></p> <p><i>The Importance of Being Earnest</i></p> <p><i>Song of Myself</i></p> <p><i>Because I Could Not Stop For Death</i></p>	<p>In class discussions</p> <p>Venn Diagrams</p> <p>Character Journals</p> <p>Alternate endings</p> <p>Socratic Circles</p> <p>Comparative activities (essays, presentations, ect.)</p> <p>Poetry Porfolios</p>	

	<p>the text.</p> <p>ELA.11.R.C1.3 analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>ELA.11.R.C1.3 I can analyze an author’s word choice and see the impact that those choices make on a piece of literature.</p>	<p>piece of literature in a specific way?</p> <p>How does the author’s word choice help create meaning or tone?</p> <p>How can a student plan, write, and edit clear narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>		<p>perspective of characters using that character’s voice and tone.</p> <p>Have students compare “Hunger Games” or “Divergent” to <u>Anthem</u>.</p> <p>Have students create a poem portfolio where they do an in depth analysis of a specific poet, poetic style, or other central idea. Students present findings to class.</p> <p>Have students compare “Twilight Zone: An</p>	<p><i>A Dream Deferred</i></p> <p><i>I Know Why the Caged Bird Sings</i></p> <p><i>Mending Wall</i></p> <p><i>Of Mice and Men</i></p> <p><i>Anthem</i></p> <p><i>The Crucible</i></p> <p><i>The Bluest Eye</i></p> <p><i>House on Mango Street</i></p> <p><i>Moby Dick</i></p> <p><i>An Occurrence at Owl Creek Bridge</i></p> <p><i>The Yellow Wallpaper</i></p> <p><i>A Rose for Emily</i></p> <p><i>The Cask of</i></p>		
	<p>ELA.11.R.C2.1 determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (include Shakespeare as well as other authors.)</p>	<p>ELA.11.R.C2.1 I can see how an author makes specific choices in how to order events, create characters or settings, and how to resolve a story to create a certain effect or impact on the reader of the piece of literature.</p>						
	<p>ELA.11.R.C2.2 analyze how an author’s choices concerning how to structure specific parts of a literary text (e.g., the choice of where to</p>							

	<p>begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>ELA.11.R.C2.3 analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony or understatement).</p> <p>ELA.11.R.C3.1 analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>ELA.11.R.C3.2 demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of</p>				<p>Occurrence At Owl Creek Bridge” to Ambrose’s original.</p> <p>Students compare family and values in “Everyday Use” and “A Raisin in the Sun”.</p> <p>Students compare a chosen scene in “A Raisin in the Sun” play to both movie adaptation’s treatment of the same scene.</p>	<p><i>Amontillado</i></p> <p><i>A White Heron</i></p> <p><i>Everyday Use</i></p>		
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	<p>American literature, including how two or more literary texts from the same period treat similar themes or topics.</p> <p>ELA.11.R.C4.2 by the end of the year, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELA.11.W.C9.3 write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or 	<p>ELA.11.W.C9.3 I can write a narrative that incorporates good story development, description, characterization, dialogue, and theme, showing my understanding of the prewriting, writing, editing, and publishing stages of the writing process.</p>						
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	<p>events.</p> <ul style="list-style-type: none">• use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.• use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).• use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.• provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.							
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	<p>ELA.11.W.C10.1 produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</p> <p>ELA.11.W.C10.2 develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of all Language objectives)</p>							
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	<p>ELA.11.W.C10.3 up to and including grade 11). use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>							
	<p>ELA.11.W.C12.1 write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</p>							
	<p>ELA.11.SL.C14.1 present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are</p>							

	<p>addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.</p> <p>ELA.11.L.C15.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. • resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>ELA.11.L.C15.2 demonstrate command of the conventions of standard English</p>							
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	<p>capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • observe hyphenation conventions. • spell correctly. 							
	<p>ELA.11.L.C16.1 apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • vary syntax for effect by consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 							
	<p>ELA.11.L.C17.1 determine or clarify the meaning of unknown and multiple-meaning</p>							

	<p>words and phrases based on <i>grade 11 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">• use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue							
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Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Unit 4: Shakespear	<p>ELA.11.R.C1.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.R.C1.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.R.C2.1 Determine the meaning of words and phrases as they are used in a variety of literary</p>	<p>ELA.11.R.C1.3: I will know words and phrases have figurative and connotative meanings.</p> <p>ELA.11.R.C1.3 I will know author/director choice impacts how elements of the story develop and relate.</p> <p>ELA.11.R.C2.1 I will know author/director</p>	How do different artists (authors, playwrights, directors, etc.) interpret source text?	<p>Students will determine the meaning of words and phrases as they are used in literary text through a variety of vocabulary strategies. Students will demonstrate their acquisition of those words through incorporation in class discussions and various writing activities.</p> <p>Use the Frayer Model to assure students’ understanding of the words aesthetic, analyze and source text.</p> <p>http://wvde.state.wv.us/strategybank/FrayerModel.html.</p> <p>Vocabulary instruction in this lesson focuses on teacher and student</p>	<p><i>Pre-launch:</i></p> <p>Provide copies of Act I of <i>Hamlet</i> for students to annotate the text as they read, double-check access to the electronic version of <i>Hamlet</i> or have copies available for all students. Borrow, purchase or locate one of the following films: The Lion King, Gladiator, Strange Brew—or a video clip where famous lines from Hamlet are spoken. Such as the following or acceptable student finds: In Billy Madison, near the end when Billy and Eric are competing, Eric is reciting a piece from</p>	<p>HamletRubric.doc</p> <p>HamTextDep.doc</p> <p>HamletTime.doc</p> <p>http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf</p>	<p>Discussion</p> <p>Journal Writing</p> <p>Written Communication</p> <p>“Ham it Up” Rubric</p> <p>Practice Presentation</p>	

	<p>texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)</p> <p>ELA.11.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 11 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively, come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research</p>	<p>choice of structure impacts the meaning as well as the aesthetic impact.</p> <p>ELA.11.SL.C13.1</p> <p>I will understand being prepared stimulates a thoughtful, well-reasoned exchange of ideas.</p>		<p>selected vocabulary. As students read and annotate the various texts, they will identify unknown words for which they are unable to elicit the definition through contextual clues. Following the teacher reading of the text, the students will share vocabulary about which they have questions and the teacher will incorporate a discussion of identified words that 40% of students are unfamiliar with during the text dependent questioning activity. The teacher may facilitate students' understanding of chosen words using context clues, reference materials or root analysis. The teacher may opt to use additional vocabulary strategies that can be found on Teach 21.</p>	<p>Hamlet and Billy interrupts by finishing the piece. In <i>The Addams Family</i> (1991), Wednesday and Pugsley perform a scene from Hamlet for a school play. Tom Stoppard's popular play (and subsequent movie) <i>Rosencrantz and Guildenstern Are Dead</i> depicts the two title characters contemplating their roles as minor players in a bigger drama. Occasional scenes are taken directly from <i>Hamlet</i>. Tom Stoppard also has a short entitled <i>The Fifteen Minute Hamlet</i> The fifteen minute version is followed by an even shorter version.</p>			
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	<p>on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>The following objectives are taught throughout the units, but these objectives are not expected to be mastered until the end of year:</p> <p>ELA.11.R.C4.1</p> <p>By the end of the year, read and comprehend literature, including stories, drama and poetry, independently and proficiently at the high end of the grades 11-CCR text complexity band.</p> <p>ELA.11.R.C4.2</p> <p>By the end of the year, read and comprehend literary nonfiction independently and</p>	<p>I will understand how word choice impacts the reader/listener.</p> <p>I will be able to Initiate collaborative discussions with diverse partners.</p> <p>I will be able to participate effectively in collaborative discussions with diverse partners.</p> <p>I will be able to analyze multiple</p>						
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	<p>proficiently at the high end of the grades 11-CCR text complexity band.</p> <p>ELA.11.W.C12.1 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</p> <p>ELA.11.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 11 Language objectives for specific expectations.)</p> <p>ELA.11.L.C17.1 Determine or clarify the meaning of unknown and multiple-</p>	<p>interpretations of a drama.</p>						
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	<p>meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">• use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.• identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).• consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its, its etymology or its standard usage.							
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	<ul style="list-style-type: none">• verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>ELA.11.L.C17.3 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>							
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