



Course Title: **11-12: Strand A English Curriculum and Scales**

Description:

Strand A will have a persuasive and nonfiction emphasis. This will be covered across reading, writing, language, speaking, and listening skills.

Experiences in Literature and Writing I

Experiences in Literature and Writing 1 provides students with a variety of reading and writing using fiction. Readings and writings may include: writing reflections, narrative writing, real world writing, journaling, analyzing literature, short stories, etc.

Heroes

The qualities of heroes and their impact on a culture will be defined in this course. Students will study their own heroic journey through the analysis of fictional and non-fictional hero stories. We will work towards a deeper understanding of how the individual can have a powerful impact on our world, and how the heroic acts of individuals can inspire all of us using numerous media (newspapers, magazines articles, and other pieces of non-fictional works). Reading may be drawn from a variety of areas including myths, legends, and contemporary culture. Writings may include personal narrative or memoir writing, persuasive writing, and informative writing.

Life Long Learner II

The Life Long Learner II course provides students a study of a wide selection of informational reading with an additional focus on research project and visual literacy. Reading may include graphic design, movie analysis, and documentaries. Students also learn forms of writing in the working world. Writings may include resumes, job applications, and business forms.

Life-Skills English

Life Skills English is designed to develop an understanding of reading, comprehension, and utilizing written language. These skills correlate with life skills needed during their high school career as well as their post-secondary transition. Students will utilize these skills in a variety of ways.

Modern History Through Literature and Writing

This course explores the major twentieth century historical, political, and social events through historical readings with an emphasis on nonfiction. Students will look at the context of these events and how they influenced the author's perspective and writing. Students will analyze text through writing a rhetorical analysis and a persuasive research paper.

Power of Persuasion in Literature and Writing

This is a nonfiction course that will explore the persuasive techniques authors use. Students will read a variety of essays, articles, and nonfiction readings to analyze the author's intent in influencing the audience. Student experiences may include persuasive research writing, rhetorical analysis, persuasive speeches and other formative learning opportunities to analyze and provide written response.

Sports Lit & Writing

This nonfiction course will explore sports trends and issues through writing and reading. Students may study a variety of articles, memoirs, documentaries, and advertisements. Emphasis of writing will be on research and analyzing rhetoric. Students will be able to explore the historical and culture aspects of sports.



COMPREHENSION

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Engages in Complex Texts</u>	<ul style="list-style-type: none">By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Students will engage in a variety of complex texts that support their growth as a reader.



	<p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.11-12.10) (DOK 1,2)</p> <ul style="list-style-type: none"> By the end of grade 11, 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RI.11-12.10) (DOK 1,2)</p>	
<p><u>Analysis of Informational Text</u></p>	<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1) (DOK 1,2,3) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (RI.11-12.2) (DOK 2,3,4) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) (DOK 2,3) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the 	<p>Students will analyze central ideas through an author’s literary choices in informational text.</p>



	<p>meaning of a key term or terms over the course of a text. (RI.11-12.4) (DOK 1,2,3)</p> <ul style="list-style-type: none">• 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. (RI.11-12.5) (DOK 2,3,4)• Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6) (DOK 2,3,4)• Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. (RI.11-12.8) (DOK 2,3,4)• Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9) (DOK 2,3)• Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3) (DOK 2,3,4)	
WRITING		
Reporting Topic	Grade Level Standards	Competency Statement
<u>Argumentative Writing</u>	<ul style="list-style-type: none">• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1) (DOK 3,4)<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 claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (W.11-12.1a)	Students will write an argumentative essay that supports a claim with relevant evidence and valid reasoning.



	<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. (W.11-12.1b) ○ 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. (W.11-12.1c) ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.11-12.1d) ○ Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1e) ● Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9) (DOK 2,3,4) <ul style="list-style-type: none"> ○ Apply grades 11–12 Reading standards 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"). (W.11-12.9a) ○ Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional 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., The Federalist, presidential addresses]"). (W.11-12.9b) 	
<u>Informative/Explanatory Writing</u>	<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and 	Students will write an informative/explanatory essay that



	<p>accurately through the effective selection, organization, and analysis of content. (W.11-12.2) (DOK 3,4)</p> <ul style="list-style-type: none">○ Introduce a topic; organize complex ideas, concepts, and 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. (W.11-12.2a)○ 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. (W.11-12.2b)○ 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. (W.11-12.2c)○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2d)○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.11-12.2e)○ 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). (W.11-12.2f) <ul style="list-style-type: none">● Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9) (DOK 2,3,4)<ul style="list-style-type: none">○ Apply grades 11–12 Reading standards 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"). (W.11-12.9a)○ Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning	<p>conveys complex ideas clearly and accurately.</p>
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	<p>in seminal U.S. texts, including the application of constitutional 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., The Federalist, presidential addresses]". (W.11-12.9b)</p>	
<u>Writing Process</u>	<ul style="list-style-type: none"> • 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 standards 1–3 above.) (W.11-12.4) (DOK 3,4) • 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 Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 1,2,3,4) • 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. (W.11.12.6) (DOK 1,2) • 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. (W.11-12.10) (DOK 1,2,3,4) 	<p>Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose, and audience.</p>
<u>Research</u>	<ul style="list-style-type: none"> • 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. (W.11-12.7) (DOK 2,3,4) • 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 	<p>Students will research to gather and evaluate accurate and credible sources.</p>



	<p>the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8) (DOK 1,2,3,4)</p> <ul style="list-style-type: none"> 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. (RI.11-12.7) (DOK 3,4) 	
<h2>Language</h2>		
Reporting Topic	Grade Level Standards	Competency Statement
<u>Language</u>	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1) (DOK 1,2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2) (DOK 1) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.11-12.3) (DOK 1,2,3) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (L.11-12.4) (DOK 1,2) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5) (DOK 2,3) Acquire and use accurately a range of 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 	Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.



	important to comprehension or expression. (L.11-12.6) (DOK 1,2)	
<h2 style="text-align: center;">Speaking and Listening</h2>		
Reporting Topic	Grade Level Standards	Competency Statement
Speaking and Listening	<ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.11-12.1) (DOK 1,2,3) <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 evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (SL.11-12.1a) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (SL.11-12.1b) 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. (SL.11-12.1c) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1d) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order 	<p>Students will engage in speaking and listening in a variety of formal and informal contexts.</p>



	<p>to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2) (DOK 3,4)</p> <ul style="list-style-type: none">• 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 addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4) (DOK 1,2,3)• 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. (SL.11-12.5) (DOK 1,2,3)• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) (SL.11-12.6) (DOK 1,2)	
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