





11th Grade English



Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Ongoing semesters 1 and 2	Reading Literature. (Choose from the following texts: The United States and Literature (textbook) Prentice Hall: The American Experience ("Big Red") Adventures of Huckleberry Finn The Crucible The Great Gatsby Slaughterhouse Five Call of the Wild Black Boy The Catcher in the Rye Of Mice and Men The Old Man and the Sea The Scarlet Letter The Chocolate War Go Ask Alice	Key Ideas and Details 1. State what the text says explicitly and what it implies. 2. Determine themes, central ideas and their development; summarize. 3. Analyze authors' choices regarding elements of a story. Craft and Structure 4. Determine meaning of words and phrases. 5. Analyze authors' choices regarding structure. 6. Analyze point of view. Integration of Knowledge and Ideas 7. Analyze multiple interpretations of texts. 8. (Not Applicable)	OBSOLETE	1. Cite and analyze text, draw inferences from text. Determine where text leaves matters uncertain. (*** = Continued development through various novel units and literary research paper. See literary appendix.) 2. Determine and analyze development of multiple themes and how they interact and build on one another. 3. Analyze development of literary elements. 4. Examine use of connotative and figurative language and how word choice affects meaning and tone. 5. Analyze how authors' structure of specific parts of a text affect overall structure, meaning, and aesthetics. 6. Distinguish between what is directly stated and what is really meant (e.g. satire, sarcasm, irony, or understatement.) 7. Evaluate how each version interprets the source of one American Play (11th) and Shakespearean play (12th). (Ex: Maltese Falcon, The Chocolate War, The Crucible, One Flew over...) 8 (N/A)	Think-Pair- Shares; Talk- Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	plot; characterization; point of view; irony; satire; epistle; symbolism; conflict; theme; mood; tone; imagery; inference; figurative language; dialogue; dialect; foreshadowing; genre; poetry and drama terms



11th Grade English



Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
	The Five People You Meet in Heaven A Separate Peace The Heart is a Lonely Hunter A Raisin in the Sun The Bean Trees Poe: "The Cask of Amontillado" "The Fall of the House of Usher" "Black Cat" "The Raven" "A Tell Tale Heart" Poetry: Dickinson and Whitman Supplemental literature of choice)	9. Analyze how the themes of contemporary texts and texts from different time periods build on one another. Range of Reading and Level of Text Complexity 10. Read and comprehend grade-level appropriate literature with scaffolding as needed.		9. Demonstrate knowledge of foundational American literature and how the same period treats similar themes and topics. (Literary movements covered in Adv. Am. Lit., and novels linked to specific literary movements. 10. Read grade-level texts. (See grade-level lit appendix in this section.)		



11th Grade English



Month	<u>Content</u> Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
Example Sept/Jan						
Ongoing semesters 1 and 2	<p>Reading Informational Text. (Choose from the following texts: Current events and news articles Ben Franklin's autobiography Patrick Henry's "Speech in the Virginia Convention" Thomas Paine's "The Crisis" The Declaration of Independence Presidential addresses to students Abigail Adams' "Letter to her Daughter from the New White House" Quotes from monuments in D.C. (needs to be researched)</p>	<p>Key Ideas and Details 1. State what the text says explicitly and what it implies. 2. Determine central ideas and their development; summarize. 3. Analyze developmental structure.</p> <p>Craft and Structure 4. Determine meaning of words and phrases. 5. Analyze authors' choices regarding structure. 6. Determine author's point of view.</p> <p>Integration of Knowledge and Ideas 7. Analyze multiple sources of information. 8. Evaluate claims and assess reasoning. 9. Analyze historical and literary significance of foundational US documents.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend grade- level appropriate literary nonfiction with scaffolding as needed.</p>	<p>OBSOLETE</p> <p>Page 3 of 7</p>	<p>1. Cite and analyze text, draw inferences from text; determine what is left uncertain. 2. Analyze development of central idea over course of text and how it is shaped by specific details; provide objective summary. 3. Analyze how author unfolds analysis or series of ideas/events including order, development, and connections. 4. Examine use of connotative, figurative, and technical language; analyze how word choice affects meaning and tone; examine how author refines meaning of key terms over the course of the text. 5. Analyze how ideas or claims are developed and refined by particular sentences, paragraphs, or other sections. 6. Determine author's point of view or purpose; evaluate author's use of rhetoric; analyze how style and content contribute to power, persuasiveness, and beauty, 7. Integrate different media or formats in order to address a question. 8. Delineate and evaluate reasoning in foundational US texts including the application of Constitutional principles and use of legal reasoning. 9. Examine the significance of foundational US documents and analyze their themes, purposes, and rhetorical features (17th- 19th centuries). 10. Read grade-level texts.</p>	<p>Think-Pair- Shares; Talk- Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)</p>	<p>analysis; inference; voice; audience; summary; reasoning; opposing viewpoints; fallacies; validity; purpose; aesthetics</p>



11th Grade English



Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Ongoing semesters 1 and 2	Writing.	<p>Text Types:</p> <ol style="list-style-type: none"> 1. Argumentative / Persuasive: Reasons and evidence 2. Informative / Explanatory / Analytical 3. Narrative / Creative <p>Production and Distribution:</p> <ol style="list-style-type: none"> 4. Knowing audience and development 5. Practicing the writing process: brainstorming, drafting, editing, revising, publishing 6. Technology use <p>Research and Presentation:</p> <ol style="list-style-type: none"> 7. Answer a question or solve a problem with research 8. Use multiple sources: assess sources, avoid plagiarism, use formal citation 9. Draw evidence from literary or informational texts <p>Range of Writing:</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames for a range of tasks, purposes, and audiences 	OBSOLETE	<p>Text Types:</p> <ol style="list-style-type: none"> 1,2,3: Outlining, continuing thesis development, topic sentences, explanation and analysis of details, transitions 2: Literary analysis essays 2: Essay tests <p>Production and Distribution</p> <ol style="list-style-type: none"> 4: Adult audience 5: Writing process 5: Word choice and sentence structure, 5: Setting up quotes (in the research paper) 6: Word processing, internet research <p>Research and Presentation:</p> <ol style="list-style-type: none"> 8: Citing sources 7,8,9: Research paper (MLA) 8: Works Cited page <p>Range of Writing:</p> <ol style="list-style-type: none"> 10: ICE, reader response, lit analysis essay tests 	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	<p>rubric; outline; thesis; introduction; topic sentence; attention getter; conclusion; word choice; body; clincher; tone (emphasis on formality); quotation; citation; plagiarism; transitions; organization</p>



11th Grade English



Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Ongoing semesters 1 and 2	Speaking and Listening	<p>Comprehension / Collaboration</p> <ol style="list-style-type: none"> 1. Participate effectively in a range of collaborative discussions. <ol style="list-style-type: none"> a. Be prepared with background knowledge b. Work collaboratively c. Participate in productive classroom discussions d. Respond thoughtfully to diverse perspectives 2. Integrate information from diverse media formats 3. Evaluate another speaker <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Present information clearly 5. Make strategic use of digital media 6. Adapt a speech to a variety of contexts and tasks 	OBSOLETE	<ol style="list-style-type: none"> 1. Participate in class, small group, and partner discussions, building on others' ideas. (Ex: think-pair-share, square share, random name drawing, etc.) 2. Look, listen, incorporate, and evaluate information from various sources to solve problems. (Ex: textbooks, note-taking skills, various presentations, et.) 3. Evaluate a speaker's point of view, reasoning, and use of evidence; and assess the speaker's emphasis, tone, and links among ideas. (Ex: TED Talk evaluations, peer discussions, , etc.) 4. Present information for audience understanding, address opposing perspectives, match substance and style to purpose and audience. (Ex: small group whiteboard presentations, 5. Use digital media to enhance understanding. (Ex: Prezi, PowerPoint, student-produced movies, chapter display presentations and evaluations [Catcher in the Rye], etc.) 6. Adapt speech to meet the needs of different audiences. (Speaking skills.) 	<p>Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)</p>	<p>body language; voice; use of evidence; opposing perspectives; rhetoric; ideas; summary; rhetorical questions; sarcasm, parody, and satire</p>

11th Grade English





Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						

Ongoing semesters 1 and 2	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. 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. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	OBSOLETE	Identify subjects, predicates, phrases, and clauses Identify prepositional phrases Parallel structure in complex sentences Sentence Variety (style & voice) Comma: (reinforce previous material) Set off phrases at end of sentence that refer back to prior subject Near end of sentence to set of contrasted coordinated elements Use at end of sentence to indicate distinct pause or shift Apostrophes: (reinforce previous material) plurality Semicolons and colons (reinforce previous material) Dashes, hyphens, parentheses Spelling Pronoun agreement: (reinforce previous material) Ambiguous pronouns ("The motorcycle hit the tree, but it was not damaged.") Subject-verb agreement: (reinforce previous material)	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	parts of speech; subject-verb agreement; pronoun-antecedent agreement; parallelism; synonyms and antonyms; punctuation; point of view (person); comma usage

11th Grade English



Month Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
		6. 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.		Verb forms and voice: (reinforce previous material) Passive/active voice (Need to develop good lessons and strategies to teach this.) Homophones: (reinforce previous material) lie, lay Vocabulary: (reinforce previous material) Figurative language: (reinforce previous material) paradox		