

Grade 11 English Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver <i>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.</i> → Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions. → Facilitate group discussions and collaborative projects. → Use real-world scenarios and hands-on activities. → Highlight the importance of effort, persistence, and continuous learning. → Provide regular feedback and encourage reflection.	Work Ready <i>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.</i> → Set high standards for punctuality, responsibility, professionalism, and task completion. → Use project-based learning and collaborative assignments. → Emphasize clear written and verbal communication. → Offer practical exercises like mock interviews and resume workshops. → Integrate technology and teach digital literacy.
Respectful <i>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.</i> → Demonstrate personal, interpersonal, and professional skills. → Show respect for diversity. → Model respect through active listening and empathy. → Set clear expectations for respectful interactions. → Promote collaboration and group discussions. → Celebrate respectful behavior. → Address disrespect promptly and constructively.	Skilled Socially <i>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.</i> → Show awareness of global responsibility to others and the environment. → Participate in community involvement. → Design cooperative group projects and team activities → Set expectations for respect and give regular feedback. → Facilitate discussions on inclusivity, kindness, and respect. → Model positive interactions and recognize strong social skills.
A Critical Thinker <i>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.</i> → Encourage critical thinking individually and collaboratively. → Design lessons that challenge assumptions and explore diverse viewpoints. → Use open-ended questions, rigorous activities, and cross-curricular projects. → Integrate project-based learning and real-world problem-solving. → Offer reflective opportunities like journaling and discussions. → Cultivate an environment that values curiosity and inquiry.	An Effective Communicator <i>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.</i> → Communicate effectively using oral, written, visual, artistic, and technical modes. → Include group discussions, presentations, and peer reviews. → Promote active listening and thoughtful responses. → Offer clear guidelines and constructive feedback. → Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success Using Assessments 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	Conducting Direct Instruction Lessons 6. Chunking content 7. Processing content 8. Recording and representing content Conducting Practicing and Deepening Lessons 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning Conducting Knowledge Application Lessons 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims Using Strategies That Appear in All Types of Lessons 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	Using Engagement Strategies 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students Implementing Rules and Procedures 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures Building Relationships 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control Communicating High Expectations 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Literacy Vision

The vision for literacy in the Connecticut Technical Education and Career System (CTECS) is to cultivate a literate and productive student body who are college and/or career ready. The vision at CTECS is to develop relevant, lifelong reading and writing habits in our students that will enhance their learning pathway and prepare them for success in a global community.

English Curriculum Philosophy

The CTECS English Curriculum 24-25 revision was modeled after the CSDE English Language Arts (ELA) Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CTECS Grade 11 CT Core Standards Alignment](#)
- [CONNECTICUT CORE STANDARDS ENGLISH LANGUAGE ARTS, 6–12
STANDARDS PROGRESSION](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in
History/Social Studies, Science, and Technical Subjects](#)
- [24-25 English Curriculum Prioritized Standards by Grade Level and Unit](#)

Grade 11 English Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	RI.11-12.2 RI.11-12.6 W.11-12.1 W.11-12.1b W.11-12.1c W.11-12.1d SL.11-12.1 SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.3	RL.11-12.4 RL.11-12.5 W.11-12.3 W.11-12.3c W.11-12.3d L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.4a L.11-12.4c L.11-12.5 L.11-12.5b	RL.11-12.2 RL.11-12.7 W.11-12.2 W.11-12.2c W.11-12.2d W.11-12.2e W.11-12.8 SL.11-12.4 L.11-12.1 L.11-12.1b	RI.11-12.7 W.11-12.7 W.11-12.8 SL.11-12.2

Grade 11 English Curriculum Unit 1

Priority Standards Addressed in Unit 1

RI.11-12.2

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.11-12.6

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.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1b

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.11-12.1c

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.11-12.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

SL.11-12.1

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.11-12.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c

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.11-12.1d

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.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Transfer Goal: Aligned to District Vision of a Graduate:

A Problem Solver

- Collaborative
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.9-10.1d
- can persevere and adapt
 - W.11-12.1b
 - W.11-12.1d
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d

A Critical Thinker

- applies unbiased analysis and evaluation
 - RI.11-12.2
 - RI.11-12.6
 - W.11-12.1
 - W.11-12.1b
 - W.11-12.1c
 - W.11-12.1d
 - SL.11-12.1
 - SL.11-12.1c
 - SL.11-12.3
- evaluates sources of information for reliability
 - RI.11-12.2
 - RI.11-12.6
 - W.11-12.1
 - W.11-12.1b
 - W.11-12.1c
 - SL.11-12.1
 - SL.11-12.1c
 - SL.11-12.1d
 - SL.11-12.3
- willingness to adapt to new information and question things
 - RI.11-12.6
 - W.11-12.1

- W.11-12.1b
- W.11-12.1c
- SL.11-12.1
- SL.11-12.1b
- SL.11-12.1c
- SL.11-12.1d
- SL.11-12.3
- makes rational decisions based on application of evidence and observation
 - RI.11-12.6
 - W.11-12.1
 - W.11-12.1b
 - W.11-12.1c
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d
 - SL.11-12.3

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - W.11-12.1
 - W.11-12.1b
 - W.11-12.1c
 - W.11-12.1d
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d
- command of the language; written and verbal
 - W.11-12.1
 - W.11-12.1b
 - W.11-12.1c
 - W.11-12.1d
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d
- actively listens
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d
 - SL.11-12.3

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - W.11-12.1
 - W.11-12.1b
 - W.11-12.1c

- W.11-12.1d
- SL.11-12.1
- SL.11-12.1b
- SL.11-12.1c
- SL.11-12.1d
- ability to work as part of a team
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d
- interacts with diverse audiences in a manner appropriate for the setting
 - W.11-12.1b
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d
- empathizes with and values others
 - W.11-12.1b
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d

Respectful

- communicates with care and professionalism
 - W.11-12.1
 - W.11-12.1b
 - W.11-12.1c
 - W.11-12.1d
 - SL.11-12.1
 - SL.11-12.1b
 - SL.11-12.1c
 - SL.11-12.1d

Big Ideas:

- An author develops central ideas that support ideas or claims.
- Understanding the effective use of rhetoric helps identify an author's point of view. Style and content also contribute to rhetorical effectiveness.
- Writer's support claims in argumentative writing and use various writing techniques and devices, as well as strong syntax and appropriate vocabulary to achieve the text's purpose.
- Active discourse leads to greater understanding. Advance preparation helps ensure we can make valuable contributions individually and in groups.

Essential Questions:

- Why does an author develop central ideas within a text?

- Why is it necessary to analyze how style and content create effective rhetoric?
- Why is it important to incorporate strong writing technique in argument writing?
- Why is it important to actively initiate and participate in discussions?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
RI.11-12.2 • Objective • Subjective • Complex themes	RI.11-12.2 • Analyze idea development. • Cite textual support. • Evaluate interconnected themes. • Construct an objective summary
RI.11-12.6 • Rhetorical strategies • Methods of persuasion • Author's point of view	RI.11-12.6 • Explain how the author's point of view is conveyed in the text. • Explain how point of view influences the main argument (claim). • Explain an author's purpose. • Analyze the use of stylistic elements and persuasive methods.
W.11-12.1 • Writing process • Research process • Logical conclusions • Argument • Analysis of topic • Substantive text • Valid reasoning • Sufficient evidence	W.11-12.1 • Introduce precise, knowledgeable claim(s), and establish their significance.
W.11-12.1b • Claims and counterclaims • Appearance of bias • Relevant evidence	W.11-12.1b • Develop claim(s) and counterclaims fairly and thoroughly, with relevant evidence that anticipates the audience.
W.11-12.1c • Cohesion • Transitions	W.11-12.1c • Create cohesion, and clarify the relationships between claim(s) and reasons, evidence, and claims and counterclaims.
W.11-12.1d • Formal style • Objective tone	W.11-12.1d • Use formal writing style with words, phrases, clauses, and varied syntax.

• Syntax	
SL.11-12.1 • Collaborative discussions • Research evidence	SL.11-12.1 • Prepare to participate in one-on-one, teacher-led, and collaborative discussions. • Express ideas clearly,
SL.11-12.1b • Civil discourse	SL.11-12.1b • Achieve goals and deadlines. • Be empathetic toward others.
SL.11-12.1c • Probing question • Creative perspective	SL.11-12.1c • Listen to and respond thoughtfully to other points-of-view. • Cite text evidence when appropriate.
SL.11-12.1d • Diverse perspective • Synthesis • Contradictions	SL.11-12.1d • Recognize when additional research may be necessary.
SL.11-12.3 • Point of view • Use of evidence • Rhetoric assessment • Organizational patterns • Intended audience • Tone • Transitions • Stance • Premise	SL.11-12.3 • Identify the main points in a presentation. • Evaluate the speaker's rhetorical choices, including persuasive techniques and rhetorical devices. • Evaluate whether the speaker's choices are appropriate for the intended audience. • Evaluate how the speaker's word choice, point of view, delivery, and tone affects the audience on an intellectual level and/or emotional level.
Academic Vocabulary • Devices • Ethos • Claim* • Thesis statement* • Transitions* • Conventions* • Bias* • Stance • Entertain • Premise • <u>Persuasive</u> appeals	

Content Vocabulary

- Analyze*
- Objective
- Central idea*
- Subjective
- Rhetoric
- Rhetorical devices
 - Pathos
 - Logos
- Rhetorical question
- Repetition
- Anecdote
- Anaphora
- Antithesis
- Argument*
- Style*
- Point of view/perspective*
- Author's purpose*
- Syntax
- Relevant evidence*
- Tone*
- Concluding statement*
- Counterclaims*
- Evidence*
- Media
- Purpose*
 - Persuade
 - Inform
- Point of view*
- Organizational patterns*
- Inductive reasoning
- Deductive reasoning

Resources:

Technology:

- **Smarter Tools for Teachers:**
 - <https://smartertoolsforteachers.org/>
 - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
 - <https://www.readwritethink.org/>
 - The free-to-use platform created by the National Council of Teachers of

English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

Engage NY Resources:

- [Grade 11 Module 1: Unit 3](#)
- [Grade 11 Module 2: Unit 1, 2 & 3](#)

Achieve the Core Resources:

- ["A Few Don'ts by an Imagiste"](#)
- ["I Am an American Day" by Learned Hand](#)

Suggested Texts:

- "What to the Slave is the Fourth of July?" by Frederick Douglass
- "Give Me Liberty or Give Me Death" by Patrick Henry
- "A More Perfect Union" by Barack Obama
- "Luckiest Man" by Lou Gehrig
- "2005 Stanford Commencement Speech" by Steve Jobs
- "1976 DNC Address" By Barbara Jordan
- "Declaration of Human Rights" By Eleanor Roosevelt
- "Ain't I a Woman?" by Sojourner Truth
- "Address to William Henry Harrison" by Chief Tecumseh
- "Sinners in the Hands of an Angry God" by Jonathan Edwards
- "Speech to the Virginia Convention" by Patrick Henry
- "Declaration of Sentiments of the Seneca Falls Woman's Rights Convention" by Elizabeth Cady Stanton
- "Nobel Lecture" by Mother Theresa
- "Marshall Plan Speech" by George Catlett Marshall
- "Testimony before the Senate Hearings on the Equal Rights Amendment" by Gloria Steinem
- "Every Man a King" by Huey P. Long
- "Conservation as a National Duty" by Theodore Roosevelt
- "Speech on Slavery" by Abraham Lincoln
- "Remarks on Trayvon Martin Ruling" by Barack Obama
- "Address to Congress on Women's Suffrage" by Carrie Chapman Catt

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.

- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In Performance Matters
 - Unit 1: CFA 1
 - Unit 1: CFA 2

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- In Actively Learn (access through ClassLink)
 - Unit 1/2: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 11, ELA Literacy Assessments, Reading, Fiction & Nonfiction:

- ["Inaugural Address, 1801" by Thomas Jefferson](#)
- ["Is It a Crime for a Citizen of the United States to Vote?" By Susan B. Anthony](#)
- ["Living Like Weasels" by Annie Dillard](#)

Interim Assessment Blocks (IABs)

- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*
- *Grade High School, Block 7: Argumentative Performance Task*

Focused Interim Assessment Blocks (FIABs)

- *Grade 11, Claim 1, Target 9 - Reading: Central Ideas*
- *Grade 11, Claim 1, Target 11 - Reading: Reasoning & Evidence*
- *Grade 11, Claim 1, Target 12 - Reading: Analysis Within or Across Texts*
- *Grade 11 Claim 2, Target 6a - Writing: Write Brief Texts*
- *Grade 11 Claim 2, Target 6b - Writing: Revise Brief Texts*
- *Grade 11, Claim 3, Target 4 - Speaking & Listening: Listen/Interpret*

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

HS-PS1-2 Matter and its Interactions

Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

Performance Expectation Grade: High School (9-12)

HS-PS1-5 Matter and its Interactions

Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Performance Expectation Grade: High School (9-12)

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences

(similarities, differences and associations)

- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Grade 11 English Curriculum Unit 2

Priority Standards Addressed in Unit 2

RL.11-12.4

Determine the meaning of words and phrases as they are used in the 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.)

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to 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.

W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3c

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).

W.11-12.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

L.11-12.3

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.

L.11-12.3a

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a

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.

L.11-12.4c

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.

L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5b

Analyze nuances in the meaning of words with similar denotations.

Transfer Goal: Aligned to District Vision of a Graduate:**A Problem Solver**

- can persevere and adapt
 - RL.11-12.4
 - L.11-12.3
 - L.11-12.4
 - L.11-12.4a
- identifies multiple solutions and selects the most sensible approach
 - RL.11-12.4
 - W.11-12.3
 - L.11-12.3
 - L.11-12.4
 - L.11-12.4a

A Critical Thinker

- evaluates sources of information for reliability
 - L.11-12.3a
 - L.11-12.4
- willingness to adapt to new information and question things
 - RL.11-12.4
 - RL.11-12.5
 - L.11-12.4
 - L.11-12.4a
 - L.11-12.4c
 - L.11-12.5b

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - W.11-12.3
 - W.11-12.3c
 - W.11-12.3d
 - L.11-12.3
 - L.11-12.3a
- able to use multiple modes of communication
 - W.11-12.3
 - W.11-12.3c
 - W.11-12.3d
- command of the language; written and verbal
 - RL.11-12.4
 - RL.11-12.5
 - W.11-12.3
 - W.11-12.3c
 - W.11-12.3d
 - L.11-12.3
 - L.11-12.3a
 - L.11-12.4
 - L.11-12.4a
 - L.11-12.5
 - L.11-12.5a
- actively listens
 - L.11-12.3

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - RL.11-12.4
 - W.11-12.3
 - W.11-12.3c
 - W.11-12.3d
 - L.11-12.3a
- interacts with diverse audiences in a manner appropriate for the setting
 - L.11-12.3

Respectful

- communicates with care and professionalism
 - RL.11-12.4
 - W.11-12.3
 - W.11-12.3c
 - W.11-12.3d
 - L.11-12.3
 - L.11-12.3a
 - L.11-12.5

Big Ideas:

- An author makes purposeful choices about language that impact interpretation of text.
- An author makes purposeful choices about the structure of the writing that impact interpretation of text.
- It is important to use various writing techniques and devices, as well as strong syntax and appropriate vocabulary to engage readers with details and structure in narrative writing.
- Figurative language, word relationships, and nuances convey meaning and maintain reader interest.

Essential Questions:

- How do an author's language choices impact meaning?
- How do an author's structural choices impact meaning?
- Why is it important to incorporate strong writing technique in narrative writing?
- Why is it important to demonstrate understanding of figurative language, word relationships, and nuances in word meanings?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
RL.11-12.4 • Appropriate sources for finding the meanings of unfamiliar words and phrases	RL.11-12.4 • Provide examples of connotative meaning and figurative language. • Analyze how word use impacts tone and/or meaning. • Provide examples and analyze the use of words with multiple meanings.
RL.11-12.5 • Structure • Structural choices	RL.11-12.5 • Analyze the textual structure examining author's choices in developing plot elements. • Draw conclusions about how the structure contributes to aesthetic impact.
W.11-12.3 • Development of a narrative • Development of other creative texts • Plot development • Narrative techniques • Literary devices • Conclusion	W.11-12.3 • Create an engaging introduction that involves the reader. • Create a smooth flow of experiences, images, or events. • Incorporate storytelling techniques, dialogue, description, reflection, and/or

	multiple plot lines and characterizations. • Create an appropriate ending for the piece.
W.11-12.3c • Sequence events • Tone (author's attitude toward a subject or character)	W.11-12.3c • Use a variety of techniques to order events. • Select and develop a point-of-view that impacts the tone and outcome of the text.
W.11-12.3d • Sensory language (what a person can see, touch, taste, hear, and/or feel)	W.11-12.3d • Incorporate strong language and sensory details.
L.11-12.3 • Formal language • Casual language • Context • References • Style	L.11-12.3 • Know when it's appropriate to use formal or casual language. • Choose writing style that is appropriate for intended purpose.
L.11-12.3a • Syntax	L.11-12.3a • Analyze varying syntax and style when interpreting language. • Apply varied syntax to sentences to achieve a desired effect while maintaining clarity.
L.11-12.4 • Word patterns • Vernacular	L.11-12.4 • Select the appropriate meaning of a word in its context. • Use a variety of strategies to verify meanings of unknown words
L.11-12.4a • Context • Connotation • Denotation • Inference • Parts of speech	L.11-12.4a • Differentiate between connotation and denotation of a word in context.
L.11-12.4c • Print references • Online references • Glossary • Parts of speech • Etymology • Standard usage	L.11-12.4c • Use trusted reference materials to find meaning, part of speech, etymology, and standard usage.

Irregular usage	
L.11-12.5 - Hyperbole - Onomatopoeia - Simile - Metaphor - Personification - Idiom - Euphemism - Nuance - Oxymoron - Paradox - Connotation - Denotation	L.11-12.5 - Analyze the role of figurative language within a text. - Analyze the effect of nuances in writing and speech.
L.11-12.5b - Analyze - Interpret - Nuance - Denotation	L.11-12.5b Determine the meaning of figurative language (idioms, metaphors, similes, etc.).
Academic Vocabulary Context clues Denotation <u>Plot</u> structure Inciting <u>incident</u> <u>Resolution</u> * Creative writing <u>Scripts</u> Transitions* Literary <u>devices</u> Characterization <u>Context</u> *clues <u>Standard</u> usage Paradox Content Vocabulary Figurative language Connotation Diction Aesthetics/aesthetic impact Plot structure Exposition Inciting <u>incident</u> /conflict Rising action Climax Falling action Genre	

Narrative* writing
Creative writing
 Poetry
 Memoirs
 Scripts
 Songs
 Blogs
 Other creative forms
Fiction and nonfiction
Sensory language*
Point of view*
Theme*
Flashback*
Figurative language
Style*
Syntax
Clarity
Formal language
Casual language
Inference*
Etymology
Multiple-meaning* words
Parts of speech
Irregular usage
Print references*
Online references *
Glossary
Word patterns
Vernacular
Nuance
Hyperbole
Idiom
Euphemism
Oxymoron
Onomatopoeia
Simile*
Metaphor*
Personification
Analyze*
Interpret*

Resources:

Technology:

- **Smarter Tools for Teachers:**
 - <https://smartertoolsforteachers.org/>
 - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.

- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
 - <https://www.readwritethink.org/>
 - The free-to-use platform created by the National Council of Teachers of English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

Engage NY Resources:

- [Grade 11 Module 1: Unit 2](#)
- [Grade 11 Module 4: Unit 2](#)

Achieve the Core Resources:

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Suggested Texts:

- “The Yellow Wallpaper” by Charlotte Perkins Gilman
- “A Rose for Emily” by William Faulkner
- *I Am Not Your Perfect Mexican Daughter* by Erika Sanchez
- *The Things They Carried* by Tim O'Brien
- “The Sniper” by Liam O’Flaherty
- “The Veldt” by Ray Bradbury
- “Fall of the House of Usher” by Edgar Allen Poe
- “Tell Tale Heart” by Edgar Allen Poe
- *The Great Gatsby* by F. Scott Fitzgerald
- *Frankenstein* by Mary Shelley
- *The Hate U Give* by Angie Thomas
- *Miracle’s Boys* by Jacqueline Woodson
- *The Battle of Jericho* by Sharon M. Draper
- *Of Mice and Men* by John Steinbeck
- “The Minister’s Black Veil” by Nathaniel Hawthorne
- “Don’t Pass Me By” by Eric Gansworth
- “The Legend of Sleepy Hollow” by Washington Irving
- *The Boy in the Striped Pajamas* by John Boyne

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.

- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In Performance Matters
 - Unit 2: CFA 1
 - Unit 2: CFA 2
- In Performance Matters
 - Gr 11 Unit 1 & 2 Summative

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- In Actively Learn (access through ClassLink)
 - Unit 1/2: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 11, ELA Literacy Assessments, Reading, Fiction & Nonfiction:

- ["Pride and Prejudice" by Jane Austen](#)
- ["Luck" by Mark Twain](#)
- ["Living Like Weasels" by Annie Dillard](#)

Interim Assessment Blocks (IABs)

- *Grade High School, Block 1: Read Literary Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*

Focused Interim Assessment Blocks (FIABs)

- *Grade 11, Claim 1, Target 3 - Reading: Word Meanings*
- *Grade 11, Claim 1, Target 7 - Reading: Language Use*
- *Grade 11, Claim 1, Target 6 - Reading: Text Structures & Features*
- *Grade 11 Claim 2, Target 1a - Writing: Write Brief Texts*
- *Grade 11 Claim 2, Target 1b - Writing: Revise Brief Texts*
- *Grade 11, Claim 2, Target 8 - Writing: Language and Vocabulary Use*
- *Grade 11, Claim 1, Target 3 - Reading: Word Meanings*
- *Grade 11, Claim 1, Target 10 - Reading: Word Meanings*

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

HS-PS2-1 Motion and Stability: Forces and Interactions

Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Performance Expectation Grade: High School (9-12)

HS-PS2-3 Motion and Stability: Forces and Interactions

Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving

- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Grade 11 English Curriculum Unit 3

Priority Standards Addressed in Unit 3

RL.11-12.2

Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

RL.11-12.7

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.)

W.11-12.2

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.

W.11-12.2c

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.11-12.2d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e

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.11-12.8

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 maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL.11-12.4

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.

L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b

Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

Transfer Goal: Aligned to District Vision of a Graduate:

A Critical Thinker

- applies unbiased analysis and evaluation
 - RL.11-12.2
 - RL.11-12.7
 - W.11-12.8
- evaluates sources of information for reliability
 - RL.11-12.7
 - W.11-12.8
- willingness to adapt to new information and question things
 - RL.11-12.7
 - W.11-12.8
 - L.11-12.1b
- makes rational decisions based on application of evidence and observation
 - W.11-12.8
 - L.11-12.1b

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - W.11-12.2
 - W.11-12.2c
 - W.11-12.2d
 - W.11-12.2e
 - W.11-12.8
 - SL.11-12.4
 - L.11-12.1
- able to use multiple modes of communication
 - W.11-12.2
 - W.11-12.2e

- W.11-12.8
- SL.11-12.4
- L.11-12.1
- command of the language; written and verbal
 - W.11-12.2
 - W.11-12.2c
 - W.11-12.2d
 - W.11-12.2e
 - W.11-12.8
 - SL.11-12.4
 - L.11-12.1
 - L.11-12.1b
- actively listens
 - RL.11-12.7

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - W.11-12.2
 - W.11-12.2c
 - W.11-12.2d
 - W.11-12.2e
 - W.11-12.8
 - SL.11-12.4
 - L.11-12.1
- interacts with diverse audiences in a manner appropriate for the setting
 - W.11-12/8
 - SL.11-12.4

Respectful

- communicates with care and professionalism
 - RL.11-12.2
 - W.11-12.2
 - W.11-12.2c
 - W.11-12.2d
 - W.11-12.2e
 - W.11-12.8
 - SL.11-12.4
 - L.11-12.1

Big Ideas:

- An author develops multiple themes that interact and build on each other to create a more interesting and complex piece of literature.
- Multiple interpretations/versions of a story in a variety of artistic mediums reflect varying viewpoints, offer a window into another way of understanding the message, and may provide different forms of accessibility that make the story more engaging and relatable.
- It is important to develop ideas in expository writing with an organized structure and specific vocabulary to achieve the purpose for the writing.

- It is important to know where to find relevant information from multiple sources so that the evidence supporting the research claim is reliable.
- An effective presentation conveys a distinct perspective that listeners can follow, is well-organized, is geared to a specific audience, and has evidence that is properly referenced and cited.

Essential Questions:

- Why does an author develop multiple themes within a text?
- Why do multiple interpretations of a story exist, and why consider more than one?
- Why is it important to incorporate strong writing technique in informative/ explanatory writing?
- Why is it important to know where to find relevant information from multiple sources?
- What makes an effective presentation?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
RL.11-12.2 ● Difference between objective and subjective ● Complex themes	RL.11-12.2 ● Analyze theme development. ● Cite textual support. ● Evaluate interconnected themes in a text. ● Construct an objective summary.
RL.11-12.7 ● Interpretation of source text ● Artistic mediums (audio, live performance, video recording, digital media, etc.)	RL.11-12.7 ● Compare and contrast the various artistic mediums and adaptations of a source text. ● Evaluate the various artistic mediums and adaptations of a source text.
W.11-12.2 ● Effective introduction, body, conclusion ● Concrete ideas including significant and relevant facts ● Formatting styles ● Objective tone ● Audience	W.11-12.2 ● Introduce and organize complex ideas. ● Incorporate formatting, graphics, and multimedia to aid comprehension. ● Incorporate significant and relevant facts to develop the topic. ● Provide an effective conclusion.
W.11-12.2c ● Syntax ● Transitions ● Cohesion	W.11-12.2c ● Use transitions and syntax to create a cohesive whole ● Build on ideas to create a complex whole.

W.11-12.2d • Literary devices • Domain specific vocabulary	W.11-12.2d • Convey understanding through appropriate use of precise language, domain-specific vocabulary, and comparative techniques.
W.11-12.2e • Formal style • Norms and conventions of the discipline	W.11-12.2e • Establish and maintain formal style and objective tone appropriate to the specific discipline.
W.11-12.8 • Citation of sources • Plagiarism • Credible sources • Relevance • Citation style guidelines (MLA, APA, etc.).	W.11-12.8 • Analyze sources for credibility and relevance. • Cite correctly the source in a standard format. • Demonstrate ability to support ideas with source material. • Prove understanding of the steps required to gather, assess, and integrate relevant information.
SL.11-12.4 • Organizational structure • Intellectual property • Transitions • Logical structure • Distinct perspective • Substance • Style	SL.11-12.4 • Generate an effective presentation for a variety of tasks and audiences. • Analyze when to adapt speech. • Respect intellectual property.
L.11-12.1 • Conventions of grammar • Conventions of usage • Conventions of mechanics	L.11-12.1 • Use a variety of well-constructed sentence types with correct spelling, punctuation, and patterns. • Correct common errors within grammatical constructs. • Apply prior knowledge of conventions and adapt as they change.
L.11-12.1b • Resources (dictionaries, style guides, online resources)	L.11-12.1b • Apply a variety of strategies and resources to clarify and correct contested usage issues.
Academic Vocabulary • Thesis statement* • Transitions* • Artistic <u>medium</u> • Literary <u>devices</u>	

- Citation
- Audience
- Authoritative
- Paraphrase
- Database
- Intellectual property
- Alternative Perspectives*
- Substance
- Conventions

Content Vocabulary

- Analyze*
- Central idea*
- Theme*
- Objective
- Subjective
- Interpretation*
- Source text
- Adaptation
- Syntax
- Informative and/or explanatory text*
- Literary devices
 - metaphor*
 - simile*
 - analogy*
- Domain-specific vocabulary
- Cohesion
- Multimedia
- Graphics
- Formatting
- Evaluate
- Plagiarism*
- Purpose*
- Relevance*
- Integrate*
- Summarize*
- Search engine
- Opposing Perspectives*
- Organization*
- Style*
- Contested usage
- Definitions
- Pronunciations
- Etymology
- Spelling

Resources:

Technology:

- **Smarter Tools for Teachers:**

- <https://smartertoolsforteachers.org/>

- Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.

- **Actively Learn:**

- <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)

- **SORA**

- <https://soraapp.com/library/ctecsct> (Access through ClassLink)

- **ReadWriteThink**

- <https://www.readwritethink.org/>

- The free-to-use platform created by the National Council of Teachers of English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

Engage NY Resources:

- [Grade 11 Module 1: Unit 1](#)
- [Grade 11 Module 2: Unit 2](#)

Achieve the Core Resources:

- ["Living Like Weasels" by Annie Dillard](#)

Suggested Texts:

- *The Crucible* by Arthur Miller
- *Hamilton* by Lin Manuel Miranda
- *A Streetcar Named Desire* by Tennessee Williams
- *A Raisin in the Sun* by Lorraine Hansberry
- *Macbeth* by William Shakespeare
- *Othello* by William Shakespeare
- *A Doll's House* by Henrik Ibsen
- "The Raven" by Edgar Allen Poe
- "I Hear America Singing" by Walt Whitman
- Song of Myself 1, 2, 6, 10, 33, 52 by Walt Whitman
- "Tell all the Truth but tell it slant" by Emily Dickinson
- "Success is counted sweetest" by Emily Dickinson
- "Scottsboro" by Langston Hughes
- "On Being Brought from Africa to America" by Phyllis Wheatley
- "Culture and the Universe" by Simon J. Ortiz
- "A Rose for Emily" by William Faulkner
- "The Lovesong of J. Alfred Prufrock
- "We Wear the Mask" by Paul Laurence Dunbar
- "Parsley" by Rita Dove
- "Let America be America Again" by Langston Hughes

Cross Cycle Tasks:**Suggestions:**

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments:****REQUIRED:**

- In Performance Matters
 - Unit 3: CFA 1
 - Unit 3: CFA 2

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:**REQUIRED:**

- In Actively Learn (access through ClassLink)
 - Unit 3/4: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author

- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 11, ELA Literacy Assessments, Reading, Fiction & Nonfiction:

- ["Pride and Prejudice" by Jane Austen Mini-assessment](#)
- ["The Minister's Black Veil" by Nathaniel Hawthorne and "The Pit and the Pendulum" by Edgar Allan Poe Mini-assessment](#)

Interim Assessment Blocks (IABs)

- *Grade High School, Block 1: Read Literary Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*
- *Grade High School, Block 6: Explanatory Performance Task*

Focused Interim Assessment Blocks (FIABs)

- *Grade 11, Claim 1, Target 2 - Reading: Central Ideas*
- *Grade 11 Claim 2, Target 3a - Writing: Write Brief Texts*
- *Grade 11 Claim 2, Target 3b - Writing: Revise Brief Texts*
- *Grade 11 Claim 2, Target 6a - Writing: Write Brief Texts*
- *Grade 11 Claim 2, Target 6b - Writing: Revise Brief Texts*
- *Grade 11, Claim 2, Target 8 - Writing: Language and Vocabulary Use*
- *Grade 11, Claim 2, Target 9 - Writing: Edit*

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

HS-PS2-1 Motion and Stability: Forces and Interactions

Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Performance Expectation Grade: High School (9-12)

HS-PS2-3 Motion and Stability: Forces and Interactions

Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*

Performance Expectation Grade: High School (9-12)

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

1.3.b Evaluate Information:

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

1.3.c Curate Information:

Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.3.d Real World Issues:

Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment

- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Grade 11 English Curriculum Unit 4

Priority Standards Addressed in Unit 4

RI.11-12.7

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.

W.11-12.7

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.11-12.8

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 maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Transfer Goal: Aligned to District Vision of a Graduate:

A Problem Solver

- identifies multiple solutions and selects the most sensible approach
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
 - SL.11-12.2

A Critical Thinker

- applies unbiased analysis and evaluation

- RI.11-12.7
- W.11-12.7
- W.11-12.8
- SL.11-12.2
- evaluates sources of information for reliability
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
 - SL.11-12.2
- willingness to adapt to new information and question things
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
 - SL.11-12.2
- makes rational decisions based on application of evidence and observation
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
 - SL.11-12.2

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
- able to use multiple modes of communication
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
- command of the language; written and verbal
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
 - SL.11-12.2

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
 - SL.11-12.2
- interacts with diverse audiences in a manner appropriate for the setting
 - W.11-12.8

Respectful

- communicates with care and professionalism
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8

- SL.11-12.2

Work Ready

- motivated to continue learning
 - RI.11-12.7
 - W.11-12.7
 - W.11-12.8
 - SL.11-12.2

Big Ideas:

- To get a full picture, students need to integrate information from multiple sources.
- It is important to be able to write both short and more sustained research projects because some research tasks may require single or multiple sources.
- It is important to know where to find relevant information from multiple sources so that the evidence supporting the research claim is reliable.
- It is important to follow a standard format for citation to avoid any appearance of plagiarism and provide a system of verification of the evidence used.
- The integration of multiple sources of information allows for a more thorough understanding and supports accuracy.

Essential Questions:

- Why should students evaluate multiple sources of information?
- Why is it important to be able to write short or more sustained research projects?
- Why is it important to know where to find relevant information from multiple sources?
- Why is it important to follow a standard format for citation?
- What is the impact of integrating multiple sources of information in a variety of formats?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
RI.11-12.7 ● Interpretation of source text ● Presentation mediums (print, audio, live performance, video recording, digital media, etc.)	RI.11-12.7 ● Evaluate the effectiveness of sources needed to answer questions. ● Integrate multiple sources from a variety of mediums in order to address a question or solve a problem.
W.11-12.7 ● Research-based inquiry ● Self-generated questions ● Synthesis of multiple sources	W.11-12.7 ● Generate solutions to an inquiry based on research. ● Synthesize multiple sources.

	● Demonstrate understanding of the topic.
W.11-12.8 ● Citation of sources ● Plagiarism ● Credible sources ● Relevance ● Citation style guidelines (MLA, APA, etc.).	W.11-12.8 ● Analyze sources for credibility and relevance. ● Cite correctly the source in a standard format. ● Demonstrate ability to support ideas with source material. ● Prove understanding of the steps required to gather, assess, and integrate relevant information.
SL.11-12.2 ● Multiple resources ● Diverse media ● Discrepancies ● Credibility ● Accuracy	SL.11-12.2 ● Evaluate a source to identify its usefulness and credibility when making a point or an argument. ● Integrate multiple sources from diverse formats and media to make a point or an argument.
Academic Vocabulary ● Citation ● Audience* ● Authoritative ● Paraphrase* ● Database ● Quantitatively ● <u>Sustained</u> research ● <u>Self-generated</u> question ● Synthesis Content Vocabulary ● Credibility of sources* ● Inquiry ● Investigation ● Evaluate ● Plagiarism* ● Purpose* ● Relevance* ● Integrate* ● Summarize* ● Search engine ● Sources ● Media ● Accuracy ● Discrepancy	

Resources:

Technology:

- **Smarter Tools for Teachers:**
 - <https://smartertoolsforteachers.org/>
 - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
 - <https://www.readwritethink.org/>
 - The free-to-use platform created by the National Council of Teachers of English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

Engage NY Resources:

- [Grade 11 Module 3: Unit 1](#)
- [Grade 11 Module 3: Unit 2](#)

Achieve the Core Resources:

- [Federalist Papers No.10](#)

Suggested Texts: (With Research topics that can be addressed)

Novels with Research Topics:

- *The Fault in Our Stars* by John Greene - Euthanasia, Assisted Suicide (Right to Die)
- *I Must Betray You* by Ruta Sepetys - Censorship, Communism, Loss of Freedom
- *Go Ask Alice* by Anonymous - Teen Drug Use, Addiction
- *Speak* by Laurie Halse Anderson- Outcast, Trauma, Sexual Assault, Bullying
- *Just Mercy* by Bryan Stevenson - Equal Justice Initiative
- *Race Against Time* by Sandra Neil Wallace, Richard Wallace - Civil Rights, Social Justice, Jim Crow
- *Girl in Pieces* by Kathleen Glasgow - Loss, Mental Health
- *Thirteen Reasons Why* by Jay Asher- Suicide, Mental Health, Sexual Assault, Bullying
- *If I Stay* by Gayle Foreman - Resilience
- *if he had been with me* by Laura Nowlin - Death, Teen Pregnancy, Mental Health

Article Sources for Research:

- "The Fallacy of Success" by G.K. Chesterton
- [Social Issues Articles from Harvard Faculty](#)
- [Pakistan's Tree Tsunami Fights Climate Change- Actively Learn](#)

- Will Fossil Fuels Be Used in the Future? - Actively Learn
- If assisted dying is legalized, who gets to decide whose life is worth living? - Actively Learn
- It Takes a Body to Understand the World—What ChatGPT and Other AI Don't Understand - Actively Learn
- It's naive to think college athletes have time for school - Actively Learn
- Historic Supreme Court Decisions by Topic by Cornell Law School
- Maybe Mean Girls' Mental Games Have a Purpose by Erika Engelhaupt
- When Good People Do Bad Things by Ann Trafton

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In Actively Learn (access through ClassLink)
 - Unit 4: CFA 1
 - Unit 4: CFA 2
- In Performance Matters
 - Gr 11 SAT RW Spring Benchmark

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples

- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- In Performance Matters
 - Gr 11 Unit 3 & 4 Summative

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 11, ELA Literacy Assessments, Reading, Fiction & Nonfiction:

- [Stalagmite Trio](#)

Interim Assessment Blocks (IABs)

- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*
- *Grade High School, Block 5: Research*

Focused Interim Assessment Blocks (FIABs)

- *Grade 11, Claim 1, Target 11 - Reading: Reasoning & Evidence*
- *Grade 11, Claim 1, Target 13 - Reading: Text Structures & Features*
- *Grade 11 Claim 2, Target 3a - Writing: Write Brief Texts*
- *Grade 11 Claim 2, Target 3b - Writing: Revise Brief Texts*
- *Grade 11 Claim 2, Target 6a - Writing: Write Brief Texts*
- *Grade 11 Claim 2, Target 6b - Writing: Revise Brief Texts*
- *Grade 11, Claim 3, Target 4 - Speaking & Listening: Listen/Interpret*
- *Grade 11, Claim 4, Target 2 - Research/Inquiry: Analyze/Integrate Information*
- *Grade 11, Claim 4, Target 3 - Research/Inquiry: Evaluate Information/Sources*

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HS-ETS1-1 Engineering Design

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Performance Expectation Grade: High School (9-12)

HS-ETS1-2 Engineering Design

Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Performance Expectation Grade: High School (9-12)

HS-ETS1-3 Engineering Design

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

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- Hairdressing and Cosmetology
- Information Technology
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