

Course Resources:

British Literature - Course Syllabus



British Literature - Course Syllabus

Description:

Dedicated to creating effective and adaptable readers and writers, British Literature serves as a culmination of the English curriculum at Excel High School. It provides rigorous training in the foundations of English Language Arts skills and strategies, while using core English language foundations, to expand on and apply traditional concepts to modern, 21st-century demands. Offering practical lessons in techniques such as visualizing, making inferences and predictions and recognizing, organizational patterns in online texts, this course focuses on literature selections from Great Britain as its foundation.

Textbook: British Literature - Excel Education Systems, Inc.

Course objectives:

- Read increasingly complex British literature with fluency and comprehension.
- Develop advanced strategies for creating and analyzing oral and written communication.
- Apply advanced literary analysis and grammatical theories.
- Develop a critical literary approach to literature and communication.
- Practice and apply visual, listening, reading, and writing fluency skills.

Contents:

Semester A	Semester B
Module 1: Anglo-Saxon and Medieval Literature	Module 4: Romanticism
Module 2: British Literature During the Renaissance	Module 5: Realism and Naturalism
Module 3: British Restoration and 18th Century Literature	Module 6: Contemporary British Literature

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = under 59%

Grade Weighting

- Quizzes..... 35%
- Written Assignments 35%
- Final Exam..... 30%
- 100%

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 1: Anglo-Saxon and Medieval Literature <i>(updated 2/25/20)</i>	ELA.11.4.1.1(A) 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. ELA.11.4.2.2(A) 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.	Do attributes of a hero remain the same over time? How have cultural values changed over time? How is our understanding of historical cultures revealed through literature?	Students will: Identify the historical context of the Anglo-Saxon time period Identify cultural influences of the Anglo-Saxon time period Identify elements of an epic Identify qualities of an epic hero Analyze elements of Old	direct instruction - module pages: Introduction: Anglo-Saxon and Medieval Literature 1.1 The Epic Tradition 1.2 Common Life: Exeter Book 1.3 The Age of Chaucer	<i>Beowulf</i> <i>The Seafarer</i> <i>The Wanderer</i> <i>The Wife's Lament</i> <i>The Canterbury Tales: The Prologue</i> <i>The Pardoner's Prologue and Tale</i> <i>The Wife of Bath's Prologue and Tale</i> <i>LeMorte D'Arthur</i> Video - <i>Beowulf</i>	quizzes CYU's essay

<p>ELA.11.4.4.4(A) 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.)</p> <p>ELA.11.4.5.5(A) 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.</p> <p>ELA.11.4.6.6(A) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>ELA.11.4.10.10(A) By the end of grade 11, read and comprehend literature and other texts 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.</p> <ul style="list-style-type: none"> •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. <p>ELA.11.7.2.2(A) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> •Introduce a topic; organize complex ideas, concepts, and 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. •Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. •Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. •Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. •Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. •Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>ELA.11.7.4.4(A) Produce clear and coherent writing in which the development, organization, and style are</p>	<p>English poetry Analyze characteristics of an elegy Analyze characteristics of medieval romance Identify and analyze plot, conflict, and character development Analyze literary structure and author's purpose Summarize Paraphrase Make inferences Draw conclusions Write an expository essay</p>	<p>1.4 Medieval Romance guided reading worksheets videos note taking</p>	<p><i>Animated Video - The Canterbury Tales: Author Biography</i> <i>Video - Chivalry in the Middle Ages</i></p>
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appropriate to task, purpose, and audience.
(Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA.11.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, 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 on page 75.)

ELA.11.7.6.6(A)

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.

ELA.11.7.9.9(A)

Draw evidence from literary or informational texts to support analysis, reflection, and research.
•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”).
•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]”).

ELA.11.7.10.10(A)

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.
•Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.11.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
•Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
•Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

ELA.11.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
•Observe hyphenation conventions.
•Spell correctly.

ELA.11.11.3.3(A)

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.
•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.

ELA.11.11.4.4(A)

Curriculum Map - English Language Arts - British Literature

	<p>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.</p> <ul style="list-style-type: none"> •Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. •Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). •Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. •Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>ELA.11.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. •Analyze nuances in the meaning of words with similar denotations. <p>ELA.11.11.6.6(A) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
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Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
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Months 1-12

<p>Module 2: British Literature During the Renaissance <i>(updated 7/10/20)</i></p>	<p>ELA.11.4.1.1(A) 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.</p> <p>ELA.11.4.2.2(A) 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.</p> <p>ELA.11.4.3.3(A) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.4.4.4(A) 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.)</p>	<p>How are people transformed through their relationship with others? What is the relationship between decisions and consequences? What is the purpose of religion? What are the qualities of a good leader? What are enduring questions, that writers sought answers to in the past, that are still relevant today?</p>	<p>Students will: Identify the historical context of the Renaissance Identify cultural influences of the Renaissance Compare the structure of Shakespearean and Petrarchan sonnets Analyze poetic structure of sonnet, blank verse, metaphysical, and cavalier Identify and analyze rhyme scheme, end rhyme, exact rhyme, slant rhyme Identify and analyze characteristics and conventions of Shakespearean drama Evaluate an argument Interpret examples of paradox, allusion,</p>	<p>direct instruction - module pages: Introduction: British Literature During the Renaissance 2.1 Shakespeare Sonnets 2.2 Shakespearean Tragedy 2.3 Humanism 2.4 Spirituality guided reading worksheets videos note taking</p>	<p><i>Shakespeare Sonnets: 18,29,116,130</i> <i>The Tragedy of Macbeth</i> <i>The Prince</i> <i>Paradise Lost</i> <i>Valediction</i> <i>On My First Son</i> <i>Song: To Celia</i> Video - <i>Shakespearean Sonnet Rhyme Scheme</i> Video -<i>Niccolo Machiavelli Biography</i> Video - <i>A Valediction Forbidding Mourning</i> Video - <i>Song to Celia</i></p>	<p>quizzes CYU's</p>
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ELA.11.4.5.5(A)

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.

ELA.11.4.6.6(A)

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELA.11.4.10.10(A)

By the end of grade 11, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

ELA.11.5.1.1(A)

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.

ELA.11.5.2.2(A)

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.

ELA.11.5.3.3(A)

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.

ELA.11.5.4.4(A)

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 meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

ELA.11.5.5.5(A)

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.

ELA.11.5.6.6(A)

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.

ELA.11.5.10.10(A)

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. 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.

foreshadowing, irony

Summarize

Paraphrase

Make inferences

Cite evidence

ELA.11.11.3.3(A)

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.

- 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.

ELA.11.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.11.11.5.5(A)

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

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

ELA.11.11.6.6(A)

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.

ELA.11.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA.11.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA.11.12.3.3(A)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA.11.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Curriculum Map - English Language Arts - British Literature

	<p>ELA.11.12.5.5(A) Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>ELA.11.12.10.10(A) By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.</p>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
<p>Module 3: British Restoration and 18th Century Literature <i>(updated 7/10/20)</i></p>	<p>ELA.11.4.1.1(A) 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.</p> <p>ELA.11.4.2.2(A) 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.</p> <p>ELA.11.4.3.3(A) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.4.4.4(A) 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.)</p> <p>ELA.11.4.5.5(A) 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.</p> <p>ELA.11.4.6.6(A) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>ELA.11.4.10.10(A) By the end of grade 11, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.11.5.1.1(A)</p>	<p>What are the responsibilities of individuals and society regarding health issues? What is creativity and how is it important for our culture? How are some words more powerful than other words?</p>	<p>Students will: Identify the historical context of the Restoration and 18th Century time period Identify cultural influences of the Restoration and 18th Century time period Analyze characteristics of nonfiction: biographies, diaries, essays, and journals Identify and interpret satire and verisimilitude Analyze voice, tone, and diction Analyze elements of an argument Identify and analyze author's purpose Make inferences Draw conclusions Cite evidence Write an expository essay</p>	<p>direct instruction - module pages: Introduction: British Restoration and 18th Century Literature 3.1 Social Observations and Satire 3.2 The Age of Johnson/Rise of Women Writers guided reading worksheets note taking</p>	<p><i>A Journal of the Plague Year</i> <i>Gulliver's Travels</i> <i>A Dictionary of the English Language</i> <i>An Encounter with King George III</i> Video - <i>A Journal of the Plague Year</i> by <i>Daniel Defoe</i> Video - <i>What is Satire?</i> Video - <i>The Age of the Dictionary</i></p>	<p>quizzes CYU's essay</p>

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.

ELA.11.5.2.2(A)

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.

ELA.11.5.3.3(A)

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.

ELA.11.5.4.4(A)

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 meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

ELA.11.5.5.5(A)

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.

ELA.11.5.6.6(A)

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.

ELA.11.5.10.10(A)

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. 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.

ELA.11.7.2.2(A)

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.

- 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.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are

writing.

- 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).

ELA.11.7.4.4(A)

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.)

ELA.11.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, 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 on page 75.)

ELA.11.7.6.6(A)

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.

ELA.11.7.7.7(A)

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.

ELA.11.7.9.9(A)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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”).
- 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]”).

ELA.11.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.11.11.1.1(A)

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

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

ELA.11.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.

ELA.11.11.3.3(A)

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.

- 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.

ELA.11.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.11.11.5.5(A)

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

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

ELA.11.11.6.6(A)

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.

ELA.11.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA.11.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA.11.12.3.3(A)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA.11.12.4.4(A)

Curriculum Map - English Language Arts - British Literature

	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>ELA.11.12.5.5(A) Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>ELA.11.12.10.10(A) By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.</p>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
<p>Module 4: Romanticism <i>(updated 2/25/20)</i></p>	<p>ELA.11.4.1.1(A) 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.</p> <p>ELA.11.4.2.2(A) 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.</p> <p>ELA.11.4.3.3(A) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.4.4.4(A) 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.)</p> <p>ELA.11.4.5.5(A) 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.</p> <p>ELA.11.4.6.6(A) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>ELA.11.4.10.10(A) By the end of grade 11, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives</p>	<p>Where do people look for truth? Where do people, past and present, turn to, in order to make sense of their lives? Where does the meaning of poetry reside?</p>	<p>Students will: Identify the historical context of the Age of Romanticism Identify cultural influences during the Age of Romanticism Analyze characteristics of romantic style poetry Analyze poetic style and patterns Identify and analyze poetic sound devices Interpret figurative language and symbolism Identify, analyze, and visualize imagery Summarize Paraphrase Make inferences Write a persuasive essay</p>	<p>direct instruction - module pages: Introduction: Romanticism 4.1 A Change of Heart 4.2 The Lake Poets 4.3 The Late Romantics guided reading worksheets video note taking</p>	<p>from <i>Songs of Innocence: The Lamb, The Chimney Sweeper, The Little Boy Lost, The Little Boy Found</i> from <i>Songs of Experience: The Tyger, The Chimney Sweeper, the Sick Rose</i> <i>Tintern Abbey</i> <i>Composed upon Westminster Abbey, September 3, 1802</i> <i>I Wandered Lonely As a Cloud</i> <i>She Walks in Beauty</i> <i>When We Two Parted</i> <i>Childe Harold's Pilgrimage</i> Video - mini-biography: <i>William Blake</i></p>	<p>quizzes CYU's essay</p>

and pluralistic viewpoints.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

ELA.11.7.1.1(A)

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

- 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.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELA.11.7.4.4(A)

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.)

ELA.11.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, 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 on page 75.)

ELA.11.7.6.6(A)

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.

ELA.11.7.7.7(A)

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.

ELA.11.7.8.8(A)

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.

ELA.11.7.9.9(A)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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”).
- 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]”).

ELA.11.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.11.11.1.1(A)

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

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

ELA.11.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.

ELA.11.11.3.3(A)

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.

- 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.

ELA.11.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its

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	<p>precise meaning, its part of speech, its etymology, or its standard usage.</p> <ul style="list-style-type: none"> •Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>ELA.11.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. •Analyze nuances in the meaning of words with similar denotations. <p>ELA.11.11.6.6(A) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
<p>Module 5: Realism and Naturalism <i>(updated 7/10/20)</i></p>	<p>ELA.11.4.1.1(A) 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.</p> <p>ELA.11.4.2.2(A) 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.</p> <p>ELA.11.4.3.3(A) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.4.4.4(A) 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.)</p> <p>ELA.11.4.5.5(A) 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.</p> <p>ELA.11.4.6.6(A) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>ELA.11.4.10.10(A) By the end of grade 11, read and comprehend literature and other texts including stories,</p>	<p>How are people transformed through their relationships with others? What are individual's responsibilities to the community, as well as, the community's responsibility to individuals? How is language powerful?</p>	<p>Students will: Identify the historical context of the Victorian time period Identify cultural influences of the Victorian time period Identify characteristics of fictional realism Identify characteristics of fictional naturalism Analyze plot development Analyze point of view Identify and analyze speaker, mood, and tone in poetry Determine rhyme scheme and rhythm in poetry Identify theme Summarize Paraphrase Make inferences Compare and contrast Synthesize</p>	<p>direct instruction - module pages: Introduction: Realism and Naturalism in British Literature 5.1 Victorian Poetry 5.2 Victorian Style Fiction 5.3 Poetic Rhyme Scheme guided reading worksheets videos note taking</p>	<p><i>Sonnet 43</i> <i>Remembrance</i> <i>Christmas Storms and Sunshine</i> <i>To an Athlete Dying Young</i> <i>When I Was One-and Twenty</i> Video - <i>Point of View/Narrator</i> Video - <i>To An Athlete Dying Young</i></p>	<p>quizzes CYU's</p>

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	<p>dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. <p>ELA.11.11.3.3(A) 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.</p> <ul style="list-style-type: none"> •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. <p>ELA.11.11.4.4(A) 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.</p> <ul style="list-style-type: none"> •Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. •Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). •Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. •Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>ELA.11.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. •Analyze nuances in the meaning of words with similar denotations. <p>ELA.11.11.6.6(A) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						

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<p>Module 6: Contemporary British Literature <i>(updated 7/10/20)</i></p>	<p>ELA.11.4.1.1(A) 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.</p> <p>ELA.11.4.2.2(A) 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.</p> <p>ELA.11.4.3.3(A) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.4.4.4(A) 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.)</p> <p>ELA.11.4.5.5(A) 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.</p> <p>ELA.11.4.6.6(A) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>ELA.11.4.10.10(A) By the end of grade 11, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.11.5.1.1(A) 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.</p> <p>ELA.11.5.2.2(A) 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.</p> <p>ELA.11.5.3.3(A) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the</p>	<p>How does family play a role in shaping our values and beliefs? Can war ever be justified? How does an individual's point of view affect the way they deal with conflict? Based solely on reading a text, what can readers discover about author's intentions?</p>	<p>Students will: Identify the historical context of the contemporary time period Identify cultural influences of the contemporary time period Identify and analyze the development of themes/central ideas Analyze impact of author's choice regarding plot development Identify and analyze speech techniques including: clear narrative, rhetorical devices, persuasive techniques, overstatements Identify author's purpose Identify author's perspective Determine difference between what is directly stated and actual intended meaning Analyze cause and effect Summarize Paraphrase Make inferences Draw conclusions Write an informative essay</p>	<p>direct instruction - module pages: Introduction: Contemporary British Literature 6.1 Modernism 6.2 Winston Churchill 6.3 Postwar Authors guided reading worksheets video note taking</p>	<p><i>The Rocking-Horse Winner</i> <i>Araby</i> <i>Winston Churchill Speech: May 19.1940</i> <i>The Distant Past</i> <i>A Devoted Son</i> Video - <i>Be Ye Men of Valor, May 19, 1940</i></p>	<p>quizzes CYU's essay</p>
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course of the text.

ELA.11.5.4.4(A)

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 meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

ELA.11.5.5.5(A)

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.

ELA.11.5.6.6(A)

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.

ELA.11.5.10.10(A)

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. 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.

ELA.11.7.2.2(A)

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.

- 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.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).

ELA.11.7.4.4(A)

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.)

ELA.11.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, 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 on page 75.)

ELA.11.7.6.6(A)

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.

ELA.11.7.7.7(A)

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.

ELA.11.7.8.8(A)

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.

ELA.11.7.9.9(A)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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”).

- 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]”).

ELA.11.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.11.11.1.1(A)

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

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

ELA.11.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.

- Spell correctly.

ELA.11.11.3.3(A)

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.

- 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.

ELA.11.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.11.11.5.5(A)

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

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

ELA.11.11.6.6(A)

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.

ELA.11.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA.11.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA.11.12.3.3(A)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA.11.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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ELA.11.12.5.5(A)

Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

ELA.11.12.10.10(A)

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

ELA.11.5.7.7(I)

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.