

## Overview of Year 11 Grade ELA - Curriculum

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE
NYS Module -2			NYS Module -1		NYS Module -3		NYS Module -4		

NYS Module 2	Understanding	Essential Question
<b>CCLS for ELA:</b>  CCRA.R8 CCRA.9 RL.11-12.2 RL.11-12.4 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.3 RI.11-12.4 RI.11-12.4 RI.11-12.6	<i>Scholars will understand that...</i> <ul style="list-style-type: none"> <li>• Rhetoric is used to convey an author’s purpose or point of view</li> <li>• Analyzing an author’s use of rhetoric brings a deeper understanding of the central ideas and structure of a text</li> <li>• An author’s choice of words is deliberately intended to support rhetoric</li> <li>• Paraphrasing and quoting relevant evidence from a text allows the practice of key informative/explanatory writing skills</li> <li>• Delineating evidence and reasoning in an argument assists in discerning a good point from a poorly supported one – it will directly impact their own writing of argument.</li> </ul>	<i>Scholars will consider such questions as...</i> <ul style="list-style-type: none"> <li>• What are the elements of a strong argument?</li> <li>• How do authors use word choice and rhetoric to develop ideas and advance their points of view and purposes?</li> <li>• What are the common/related central ideas and claims in the varied voices, experiences, and perspectives of the assigned text(s)?</li> </ul>

**Performance Task focused on Transfer:** In this two-day performance task, students will develop and present a claim about how a new text relates to at least two of the texts they have analyzed in this module. This assessment provides students with the opportunity to practice the speaking and listening skills they have developed throughout this module as they demonstrate their learning by presenting their claim to a small group and then engaging in an evidence-based, student-facilitated, small-group discussion.

**Common Formative Assessments:**

1. M2: U1—MUA—*Text Analysis—Multi-Paragraph Response*: Identify a central idea in a NF text. Analyze how the author uses figurative language or rhetoric to develop this central idea.
2. M2: U1—EUA—*Text Analysis—Multi-Paragraph Response*: Analyze how each author uses rhetoric to advance his point of view, and consider how each author’s use of rhetoric contributes to the power or persuasiveness of the texts.

NYS Module-1	Understanding	Essential Question
<p>Assessed Standards:</p> <p>CCRA.R.9            RL.11-12.2            RL.11-12.3            RL.11.12.5            RL.11-12.6            RI.11-12.2            RI.11-12.3            RI.11.12.6            W.11-12.2.a-f            SL.11-12.1.a-c            L.11-12.1            L.11-12.2            L.11-12.5</p>	<p><b>Literacy Understandings</b></p> <p><i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>• Close reading, including appropriate annotation techniques, helps to deepen the understanding of a text.</li> <li>• Authors develop central ideas intentionally through the use of literary elements.</li> <li>• The portrayal of a story or event is impacted by the point of view of the speaker.</li> <li>• Central ideas exist across multiple texts; different authors can develop similar or related central ideas.</li> <li>• Examining the treatment of a central idea across multiple texts can bring about new understandings.</li> <li>• Writing is most effective when supported by relevant evidence.</li> <li>• Writing is iterative process; revision is necessary to produce products we can be proud of.</li> </ul> <p><b>Thematic Concepts:</b></p> <p><i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>• Individuals and society construct expectations for the behavior and roles of different genders; this impacts the way people are treated.</li> <li>• A person's state of mind (including sanity) impacts their concept of what is morality or appropriate.</li> <li>• A person's expectations and beliefs impact whether or not they believe something is moral or appropriate.</li> <li>• A decision to take action or show restraint is influenced by a person's sense of morality and state of mind.</li> </ul>	<p><i>Scholars will ask questions, such as:</i></p> <ul style="list-style-type: none"> <li>• In what ways does this text present challenges or expand my understanding about an idea?</li> <li>• How is this part of the text related to bigger ideas the text addresses?</li> <li>• What parts of the text are most important in developing the characters or ideas?</li> </ul>
<p><b>Common Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1 EOU:</b> <i>Literary Analysis – Evidence Based Discussion/One Paragraph Response:</i> Development of the Duke's character throughout the poem.</li> <li>• <b>Unit 2 MU:</b> <i>Literary Analysis – Multi-Paragraph:</i> Character development of Hamlet in relation to other characters.</li> <li>• <b>Unit 2 EOU:</b> <i>Literary Analysis – Multi-Paragraph:</i> Interaction and development of two central ideas in <i>Hamlet</i>.</li> <li>• <b>Unit 3 MU:</b> <i>Literary Analysis – Multi-Paragraph:</i> Interaction and development of two or more central ideas in the excerpt from <i>A Room of One's Own</i>.</li> <li>• <b>Unit 3 EOU:</b> <i>Literary Analysis – Multi-Paragraph:</i> Intertextual connections: Relationship between Woolf's text and the character of Ophelia.</li> </ul>		

NYS Module -3	Understanding	Essential Question
<p>Assessed Standards:</p> <p>CCRA.R.8  RI.11-12.1a  RI.11-12.2  RI.11-12.6  W.11-12.1.a-e  W.11-12.2.a,b,d-f  W.11-12.4  W.11-12.5  W.11-12.7  W.11-12.8  W.11-12.9  SL.11-12.1.d  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6  L.11-12.1  L.11-12.2  L.11-12.5</p>	<p><b>Literacy Understandings</b></p> <p><i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>• Textual analysis raises questions that can act as sources of inquiry for further exploration.</li> <li>• Research is a non-linear process where the inquiry focus and evidence based perspectives will be revised and refined over time.</li> <li>• Not all sources are valid or relevant. All sources should be evaluated.</li> <li>• An evidence based claim is strengthened by developing additional supporting claims.</li> <li>• An evidence based claim is strengthened by analyzing and addressing associated counter claims.</li> <li>• An effective claim is supported by multiple types of evidence (direct, indirect, summarizing, paraphrasing, etc.)</li> </ul>	<p><i>Scholars will ask questions, such as:</i></p> <ul style="list-style-type: none"> <li>• What is worth knowing more about?</li> <li>• Why should or shouldn't I trust what this source is saying?</li> <li>• How does this new information change my perspective?</li> <li>• How can I support a convincing argument?</li> </ul>
<p><b>Performance Task:</b></p> <p><b>Performance Task:</b> <i>Research –based Presentation</i></p> <p>Scholars will build on the analysis they did for their research-based argument paper by producing a three to five minute presentation. Scholars will distill and reorganize their research for a specific audience and offer essential points of the research in an engaging presentation that demonstrates command of content and uses formal spoken English. The presentation should make strategic use of the chosen format to enhance and add interest to the research findings. The presentation will be evaluated on the strength of its findings, quality of the supporting evidence, and clarity of the line of reasoning.</p> <p><b>Common Assessments:</b></p> <p><b>Unit 1 EOU: P1. Literary Analysis – Evidence Based Discussion/One Paragraph Response:</b> Interaction and development of two central ideas in a text.</p> <p><b>Unit 1 EOU: P2. Research Process – Areas of Inquiry:</b> Articulating two to three distinct areas of investigation and where they emerge from the text.</p> <p><b>Unit 2 EOU: Research Process – Portfolio:</b> Includes: Research Journal, one-page synthesis of developing perspectives, Evidence-Based Perspective on problem-based question.</p> <p><b>Unit 3 EOU: Research Process – Research Based Argument Paper:</b> final draft of that presents a precise claim that is supported by relevant and sufficient evidence and valid reasoning.</p>		

NYS Module 4	Understanding	Essential Question
<p><b>RL.11-12.2</b>  <b>RL.11-12.3</b>  <b>RL.11-12.5</b>  <b>RL.11-12.6</b>  <b>W.11-12.2 a-f</b>  <b>W.11-12.3.a,b</b>  <b>W.11-12.4</b>  <b>W.11-12.5</b>  W.11-12.6  W.11-12.9.a  <b>SL.11-12.1.a, c</b>  SL.11-12.1.d  <b>L.11-12.1</b>  <b>L.11-12.2</b>  L.11-12.4.a  L.11-12.5</p>	<p><i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>The way in which an author chooses to structure a narrative (time order, flashback, foreshadowing..) has an effect on our reading and understanding of the narrative</li> <li>The way in which an author chooses to focus the narration of the story (narrative POV, narrative's voice) influences our reading and understanding of the narrative</li> <li>The way in which an author chooses to develop a character (characterization) through exposition, description, internal conflict, and/or evolution influences our reading and understanding of the narrative</li> <li>The way in which characters interact and change has an impact on the story and its meaning</li> </ul>	<p><b>EQ: How do authors use narrative techniques to craft writing?</b></p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What choices do I notice the author making?</li> <li>How do the author's choices and techniques influence my reading of the work and the meaning that emerges for me?</li> <li>How can I support my claims about meaning with specific textual evidence?</li> </ul>
<p><b>Performance Task focused on Transfer:</b></p> <ul style="list-style-type: none"> <li><b>Mid-Assessment ORR:</b> Students choose a specific part of "On the Rainy River" and analyze how it contributes to the overall meaning and structure of the text.</li> <li><b>Mid-Assessment TRC:</b> Choose one of the elements of "The Red Convertible" (e.g., setting, how the action is ordered, individual character development, or the symbolic red convertible) and explain how the element impact Lyman and Henry's relationship.</li> <li><b>End of the Unit Assessment:</b> Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.</li> </ul> <p><b>Common Assessments:</b></p> <ul style="list-style-type: none"> <li>Mid-Assessment ORR</li> <li>End of the Unit Assessment ORR and TRC</li> </ul> <p><b>Criteria for Grading:</b></p> <p>Assessments should be accurately paraphrased and include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement. Paragraphs should be organized to support a central claim. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language, domain-specific vocabulary, proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and an objective tone.</p>		