

**Portales Municipal Schools
CURRICULUM MAP**

Subject:	Language Arts	2009	Grade Level:	11
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Essential Questions: How can different literary elements impact a particular piece of writing? How can authors use different literary genres to express their ideas? How do propaganda and bias improperly influence written material? What is the value of peer editing and peer review of student work? Why is good grammar use important across the academic curriculum? What are the skills and strategies necessary for completing the writing process?					
Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	Benchmark I-A: Listen to, read, react to and analyze information	PS 3. Respond to informational texts	Reading for understanding (comprehension) <ul style="list-style-type: none"> • Strategies • Engagement • Reflection • Preparation • Paraphrasing • Supporting details • Connections • Purpose • Tone • Biases • Messages 	Students will identify characteristics of an essay Students will explore the key idea of nature, identify and analyze mood, read poetry Students will explore the key idea of nonconformity, analyze essays, read essays and a magazine article, evaluate ideas ASSESSMENT: Best Practices Toolkit: Differentiated Instruction, p. 31-38; Resource Manager Copy Master: Note Taking, p. 113 Mood, p. 103-104; Question Support, p. 107; Paraphrase, p. 105-106 Essay, p. 151-152; Evaluate Ideas, p. 153-154	Literary Analysis Workshop: The Art of the Essay American Romanticism <i>Snowbound</i> <i>The First Snowfall</i> <i>Walden</i> <i>A Civil Disobedience</i> <u>McDougall Littell Literature New Mexico: Resource Manager</u> Electronic Resources : Class Zone.com
	Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology based information	PS 1. Demonstrate an understanding of the conventions of language PS 2. Reorganize concepts and details PS 3. Recognize how new information changes personal perspective PS 4. Understand complex dialogues PS 5. Accurately interpret information PS 6. Use an array of media and technologies	<ul style="list-style-type: none"> • Advantages and disadvantages of new organization • Stylistic effect of dialogues • Culturally specific ambiguities, subtleties, contradictions, ironies, and nuances • Charts, diagrams, tables 	Students will view a film clip from The Crucible to understand the challenges of adapting the original play for the big screen, compare the differences in dialogue between the play and the film Students will explore the key idea of self-improvement, analyze the characteristics of an autobiography, read an autobiography, aphorisms, read a magazine article, make inferences about the author ASSESSMENT: Media Analysis Summary, p. 329-330; Close Viewing, p. 331 Characteristics of an Autobiography, p. 437-438; Make Inferences about the Author, p. 439-440	Media Study: The Cricible Writers of the Revolution <i>The Autobiography (Benjamin Franklin)</i> <u>McDougall Littell Literature New Mexico: Resource Manager, Standards Lesson File</u> Electronic Resources : Class Zone.com

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<p>Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems</p>	<p>PS 2. Use critical analysis</p>	<p>Literary Elements</p> <ul style="list-style-type: none"> • Conflict • Suspense • Point of view • Characterization • Dialogue • Figures of speech • Effects of sounds • Word choice • Ambiguity • Contradiction • Irony • Parody • Satire • Culture 	<p>Students will explore the key ideas of origin, villains, heritage, why some survive, slavery, leadership, hardship, analyze characteristics of a creation myth, read a creation myth, develop strategies for reading folk literature, analyze the characteristics of a trickster tale, read a trickster tale, predict, analyze characteristics of a memoir, read a memoir, analyze text structure, analyze the influence of historical context, read an eyewitness report, use strategies for reading primary sources, analyze a slave narrative, read a slave narrative, analyze descriptive details, analyze narrator, read a historical narrative, use strategies for reading older texts, analyze cultural characteristics, read a chronicle, summarize</p> <p>ASSESSMENT:</p> <p>Creation Myths, p. 27-28, Reading Folk Literature, p. 29-30; Trickster Tales, p. 47-48; Predict, p. 49-50; Memoir, p. 67-68; Analyze Structure, p. 69-70; Historical Context, p. 103-104; Reading a Primary Source, p. 105-106; Slave Narrative, p. 127-128; Analyze Details, p. 129-130; Narrator, p. 151-152; Reading Older Texts, p. 153-154; Cultural Characteristics, p. 175-176; Summarize, p. 177-178</p>	<p>Early American Writing</p> <p><i>The World on Turtle's Back</i> <i>Coyote and the Buffalo</i> <i>The Way to Rainy Mountain</i> <i>La Relacion</i> <i>The Interesting Narrative of the Life of Olaudah Equiano</i> <i>The General History of Virginia Of Plymouth Plantation</i></p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p>
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Essential Questions: How can different literary elements impact a particular piece of writing? How can understanding word roots improve comprehension and understanding of written material? What is the value of peer editing and peer review of student work? Why is good grammar use important across the academic curriculum? What are the skills and strategies necessary for completing the writing process?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	Benchmark III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures	PS 1. Analyze literary works	<ul style="list-style-type: none"> • Arguments • Concepts • Perspectives • Clarity • Consistency 	<p>Students will explore the key ideas of deception, experience and skepticism, death, and ambition, analyze irony, voice, and the characteristics of a tall tale, read an autobiography, a memoir, and a tall tale, predict, paraphrase, evaluate dialect, analyze theme, read a short story, analyze author’s perspective, analyze tone, make inferences about characters</p> <p>Students will explore the key idea of western expansion, view an image collection to analyze how visual elements are used to convey naturalist images and to interpret and evaluate messages in those images, create a personal landscape to express an interpretation of a natural space.</p> <p>ASSESSMENT:</p> <p>Irony, p. 29-30; Voice, p. 53-54; Tall Tale, p. 73-74, Predict, p. 31-32; Paraphrase, p. 55-56; Understand Dialect, p. 75-76; Theme, p. 197-198; Analyze Author’s Perspective, p. 199-200; Tone, p. 269-270; Make Inferences about Characters, p. 271-272</p> <p>Viewing Guide, p. 141; Close Viewing, p. 142; Media Activity, p. 143; Produce your Own Media, p. 144</p>	<p>Regionalism and Naturalism</p> <p><i>The Autobiography of Mark Twain</i> <i>The Law of Life</i> <i>April Showers</i></p> <p>Media Study: American Landscapes</p> <p><u>McDougall Littell Literature New Mexico: Resource Manager, Standards Lesson File</u></p> <p>Electronic Resources :</p> <p>Class Zone.com MediaSmart DVD</p>

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	<p>Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.</p>	<p>PS 1. Use argument</p> <p>PS 2. Synthesize and organize information</p> <p>PS 3. Analyze the works of others</p>	<p>Written Composition</p> <ul style="list-style-type: none"> • Schaffer vocabulary <ul style="list-style-type: none"> ○ Pre-writing ○ Rough Draft ○ Topic Sentence ○ Concrete Detail ○ Commentary ○ Conclusion • Interpret information • Defend a point of view • Address concerns of opposition • Logical strategies <ul style="list-style-type: none"> ○ Deductive and inductive reasoning ○ Syllogisms ○ Analogies • Techniques <ul style="list-style-type: none"> ○ Rhetorical devices ○ Parallelism ○ Hypothetical situations ○ Irony ○ Concrete images • Sense of completion • Inform/Persuade an audience • Consistency <ul style="list-style-type: none"> ○ Facts ○ Ideas ○ Tone ○ Voice • Development of argument or plot • Clarity and conciseness 	<p>Students will analyze a student model that reflects the key traits of a problem-solution essay, use the writing process to produce a problem-solution essay, revise and edit using a rubric for problem-solution essays, plan and create a website considering audience and choosing appropriate visuals.</p> <p>ASSESSMENT:</p> <p>Prewriting/Editing, p. 323-327; Writing Rubric, p. 328, Publishing with Technology, p. 329; Writing Support, p. 330</p>	<p>Writing Workshop: Problem-Solution Essay</p> <p><u>McDougall Littell Literature New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com Easy Planner DVD Writing Center at ClassZone.com Write Smart CD</p>
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