

LANGUAGE ARTS

Grade Eleven

2010



Office of Curriculum

Montgomery County Public Schools

Communication: Speaking, Listening, Media Literacy

- 11.1** The student will make informative and persuasive presentations.
- Gather and organize evidence to support a position.
 - Present evidence clearly and convincingly.
 - Address counterclaims.
 - Support and defend ideas in public forums.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - Monitor listening and use a variety of active listening strategies to make evaluations.
 - Use presentation technology.
 - Collaborate and report on small-group learning activities.
- 11.2** The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
 - Use media, visual literacy, and technology skills to create products.
 - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - Determine the author's purpose and intended effect on the audience for media messages.

Reading

- 11.3** The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - Use context, structure, and connotations to determine meanings of words and phrases.
 - Discriminate between connotative and denotative meanings and interpret the connotation.
 - Identify the meaning of common idioms.
 - Identify literary and classical allusions and figurative language in text.
 - Extend general and specialized vocabulary through speaking, reading, and writing.
 - Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 11.4** The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- Describe contributions of different cultures to the development of American literature.
 - Compare and contrast the development of American literature in its historical context.
 - Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - Analyze the social or cultural function of American literature.
 - Analyze how context and language structures convey an author's intent and viewpoint.
 - Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - Read and analyze a variety of American dramatic selections.

- Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
- Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

- 11.5** The student will read and analyze a variety of nonfiction texts.
- Use information from texts to clarify understanding of concepts.
 - Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - Generalize ideas from selections to make predictions about other texts.
 - Draw conclusions and make inferences on explicit and implied information using textual support.
 - Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - Identify false premises in persuasive writing.
 - Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

Writing

- 11.6** The student will write in a variety of forms, with an emphasis on persuasion.
- Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
 - Organize ideas in a sustained and logical manner.
 - Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - Revise writing for clarity of content, accuracy and depth of information.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
 - Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.
- 11.7** The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - Distinguish between active and passive voice.
 - Differentiate between in-text citations and works cited on the bibliography page.
 - Adjust sentence and paragraph structures for a variety of purposes and audiences.
 - Proofread and edit writing for intended audience and purpose.

Research

- 11.8** The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- Use technology as a tool to research, organize, evaluate, and communicate information.

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- b) Narrow a topic and develop a plan for research.
- c) Collect information to support a thesis.
- d) Critically evaluate quality, accuracy, and validity of information.
- e) Make sense of information gathered from diverse sources by identifying misconceptions, and supporting main ideas, conflicting information, point of view or bias.
- f) Synthesize and present information in a logical sequence.
- g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h) Revise writing for clarity of content, accuracy, and depth of information.
- i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/ paragraph structure.
- j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.