

Language Arts - Grade 11

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources & Materials
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.					
Goal 1.2: Acquire Concepts About Text	11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.	<ul style="list-style-type: none"> Identify the features/elements and the rhetorical devices of a variety of literature. Identify the text features/elements and the rhetorical devices of informational documents. 	<ul style="list-style-type: none"> List and define the essential elements of literature and informational documents. Identify examples of elements in a variety of literary passages and informational documents. List and define the essential rhetorical devices. Identify examples of rhetorical devices in a variety of literary passages. Identify main text features/elements and rhetorical devices on the ACT and SAT Explain how the author utilizes text features/elements and rhetorical devices to achieve rhetorical purpose. Incorporate use of features/elements and rhetorical devices in writing and/or other assignments. 	rhetoric • juxtaposition • figurative language • syntax • structure/organization • symbolism • point of view/perception • tone • style • mood • imagery • allusion • allegory • rhetorical purpose • text features	<ul style="list-style-type: none"> A simile is... <ol style="list-style-type: none"> Comparison using like or as Story with double meaning Something that alludes to something else Comparison not using like or as 	Prentice Hall Literature, Vol. 1, 2002 http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CL_TESTING_EOCT http://www.americanrhetoric.com/rhetoricaldevicesinsound.htm
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	No objectives at this grade level.					
Goal 1.5: Acquire Decoding Skills Using Syllabication	No objectives at this grade level.					
Goal 1.6: Acquire Decoding Skills Using Context	No objectives at this grade level.					
Goal 1.7: Acquire Fluency	No objectives at this grade level.					
Goal 1.8: Vocabulary and Concept Development	11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about unknown words.	<ul style="list-style-type: none"> Apply knowledge of roots and word parts to draw inferences about new words. 	<ul style="list-style-type: none"> Identify roots and word parts of unknown words. Use context clues to decipher meaning of unfamiliar vocabulary words based on roots and word parts. Evaluate the effect of etymology on meaning 	root words • suffix • prefix • connotation • denotation • infer • origin • etymology	<ul style="list-style-type: none"> Using a multiple choice test format, the student will be given ten sentences and will be asked to choose the appropriate definition to match the underlined root or word part. The student will demonstrate mastery of context clues, roots, and word parts. Sample from Emerson's <i>Self Reliance</i> : A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines. A. measurable thickness B. defines a fool C. steadfastness of thought over time D. an approach to completing a task 	Prentice Hall Literature, Vol. 1, 2002.
	11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.	<ul style="list-style-type: none"> Use context analysis (clues) to determine the meanings of unfamiliar and multiple-meaning words from American literature. 	<ul style="list-style-type: none"> Use context to decipher meaning of unfamiliar vocabulary words in American literature. Evaluate the effect of etymology on meaning 	analysis • synonyms • antonyms • homonyms • etymology • dialect	<ul style="list-style-type: none"> For each sentence consider whether the boldface word is used correctly or incorrectly. Sample referring to <i>The Declaration of Independence</i> : 1. Jefferson believed that King George needed to abdicate Benjamin Franklin in France. (Incorrect) 2. Jefferson wrote <i>The Declaration of Independence</i> during a colonial insurrection against the King. (Correct) 	McDougal Littell Literature, <i>Language of Literature</i> , 2000.

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Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.	<ul style="list-style-type: none"> Compare and contrast similar themes or topics by authors from different time periods or cultures emphasizing how the historical or cultural context shapes each author's point of view. 	<ul style="list-style-type: none"> Identify themes in various literary works from diverse time periods and/or cultures. Outline/summarize the major historical and/or cultural movements in American literature. Discuss the historical and/or cultural implications of specific literary works as they relate to the authors point of view. Compare and contrast similar themes or topics by author's of different time periods and/or cultures. Explain how the historical and/or cultural context shapes each author's point of view. 	theme • point of view • cultural implication • historical significance • compare and contrast • Major Periods: Native American • Puritan • Slavery/Civil War • Age of Reason/Enlightenment • Romanticism • Transcendentalism • Realism • Naturalism • Modernism • Post-Modernism	<ul style="list-style-type: none"> Sample question from <i>The Crucible</i>: <i>The Crucible</i> was produced in 1953, during Senator Joseph McCarthy's congressional investigation to root out suspected Communists in the State Department, the entertainment industry, and the US Army. In his pursuit of Communists, McCarthy sometimes accused individuals on the basis of flimsy evidence and innuendo. In what ways do you think <i>The Crucible</i> is a criticism of McCarthy and his ways? Support your opinion with details from the play. 	McDougal Littell Literature, Language of Literature, 2000. http://teachers.net/
	11.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	<ul style="list-style-type: none"> Apply reading strategies to self monitor for comprehension. 	<ul style="list-style-type: none"> Skim and scan for meaning to answer comprehension questions Predict outcomes based on foreshadowing and plot development. Visualize characters, events, and settings through writing or other methods. Demonstrate a personal connection by written or oral summary. Answer evaluation questions to prove comprehension (i.e.: study guides, T charts, reading journals, etc.) 	skim and scan • predict • foreshadowing • plot • visualize • personal connection • evaluate	<ul style="list-style-type: none"> The student will use a plot diagram for a short story 	http://www.cast.org/teachingeverystudent/toolkits/images/TMP_plotdiagram_large.jpg
	11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	<ul style="list-style-type: none"> Create outlines, notes, annotations, charts, and/or diagrams to clarify an understanding of text. 	<ul style="list-style-type: none"> Create an outline Demonstrate note taking proficiency by using an accepted practice. Demonstrate annotations using a variety of sources. Create charts and/or diagrams Utilize outlines, notes, annotations, charts, and/or diagrams to clarify an understanding of text. 	annotations • annotated bibliography	<ul style="list-style-type: none"> Create an outline using main ideas and subtopics on your chosen novel. 	http://www.albany.edu/eas/170/outline.htm
Goal 2.2: Acquire Skills to Comprehend Expository Text	11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).	<ul style="list-style-type: none"> Examine and break apart the connections among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature). 	<ul style="list-style-type: none"> Determine the relationship between the thesis and arguments and the supporting evidence/reasoning. Identify the major claim/ subclaims and supporting arguments of informational texts Discuss and identify the thesis of a variety of informational texts Compare the relationship of theses and arguments in two or more informational texts. 	thesis • argument • logical fallacy • faulty reasoning • claim • subclaim • deductive reasoning • editorial • promotional literature • concrete detail • commentary • hard evidence	<ul style="list-style-type: none"> The students will read an excerpt from a piece like Martin Luther King's "I Have a Dream" Speech. The teacher will formulate multiple-choice questions asking students to identify the author's perspective. 	www.americanrhetoric.com/speeches/mlkhaveadream.htm
	11.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	<ul style="list-style-type: none"> Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). 	<ul style="list-style-type: none"> Identify audience and purpose in a variety of communication formats. Define types of audience and purpose in a variety of communication formats. Compare and contrast different types of audience and purpose in a variety of communication formats. Evaluate how audience and purpose influences the author's approach. Demonstrate an awareness of audience and purpose through writing and/or speaking. 	audience • purpose • communication • author's approach	<ul style="list-style-type: none"> Students will define the purpose and audience of an informational graphic (political cartoon, advertisement, photos, charts, graphs) 	www.cagle.msnbc.com/politicalcartoons
	11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.	<ul style="list-style-type: none"> Examine, discuss, and analyze arguments in primary and/or secondary sources. 	<ul style="list-style-type: none"> Differentiate between primary and secondary sources Examine arguments Discuss arguments Analyze arguments 	primary source • secondary source • argument	<ul style="list-style-type: none"> The students are given sample sources and are asked to decipher whether they are primary sources or secondary source. 	http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm

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Goal 2.3: Acquire Skills for Comprehending Literary Text	11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: • Trace the development of the major periods of American literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.	Examine recognized works of literature that represent a variety of genres and traditions that: • Trace the development of the major periods of American literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.	* outline/summarize the major historical and/or cultural movements in American literature. * discuss the historical and/or cultural implications of specific literary works as they relate to the author's point of view. * compare and contrast similar themes or topics by author's of different time periods and/or cultures. * explain how the historical and/or cultural influence shapes the characters, plot, and setting.	theme • point of view • cultural implication • historical significance • compare and contrast • major periods: Native American Puritan Slavery/Civil War Age of Reason/Enlightenment Romanticism Transcendentalism Realism Naturalism Modernism Post-Modernism	Students are divided into small groups and are assigned various American major literary periods. Through discussion and resources students prepare an oral and visual presentation detailing their assigned period and explaining how the historical and/or cultural influences shape the literature of the period.	http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CL_TESTING_EOCT
	11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization.	• Determine how voice and narration affect characterization.	• Identify and define narrative point of view. • Examine the development of voice in various literary works • Critique how voice and narration affect characterization.	voice • narration • point of view • first person • second person • third person • limited • omniscient • dialogue • dialect • vernacular • colloquial • formal/informal diction	• Using questions from a study guide on Mark Twain's <i>Huckleberry Finn</i> , students are asked to analyze how voice and narration affect characterization.	
	11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.	• Investigate ways in which theme represents a view or comment on life using textual evidence to support the claim.	• Identify theme in various literary works. • Utilize concrete detail from the text to decipher the author's comments on life or society. • Evaluate the effectiveness of thematic development.	theme • concrete detail • author's comments • textual evidence • thematic development	• Referencing Nathaniel Hawthorne's <i>The Scarlet Letter</i> , students are asked to analyze.	http://owl.english.purdue.edu/owl/resource/607/01/
	11.LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language.	• Evaluate the significance of various literary devices, including irony, tone, and figurative language.	• Define literary devices. • Recognize examples of literary devices in various works. • Determine the effectiveness of particular literary devices in selected text.	irony • tone • figurative language • other devices as needed	• After reading Flannery O'Conner's <i>The Life You Save May Be Your Own</i> , students are asked to write a response on how Mr. Stiller's actions reflect irony when compared to his views on how to live a good life a good life. They also must recognize and reflect on the Gothic tone.	
	11.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.	• Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.	• Define aesthetic qualities. • Identify the components of style. • Discuss diction in terms of denotation, connotation, and word choice. • Identify and evaluate figurative language • Explain how diction and figurative language impact tone, mood, and theme.	aesthetic qualities • style • diction • denotation • connotation • figurative language • tone • mood • theme	• Which of the following sentences best summarizes Dickinson's poem. "There's a certain Slant of light." a. The afternoon church service depresses the speaker b. The speaker expresses a wish to die c. A winter day reminds the speaker of her mortality d. The speaker is too depressed to go outside.	Works from Emily Dickinson
Standard 3: Writing Process						
Goal 3.1: Acquire Prewriting Skills	11.LA.3.1.1 Generate ideas using a variety of strategies.	• Brainstorm ideas using a variety of strategies.	• Create word lists • Compose using free writing activities • Create graphic organizers • Discuss ideas orally • Engage in small group discussion and activities • 5Ws	word lists • free writing • graphic organizers	• Create a graphic organizer	teachervision.fen.com
	11.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	• Develop main ideas or thesis statements appropriate to a type of writing.	• Identify and evaluate main ideas and thesis statements in a variety of written texts. • Recognize diverse types of thesis and appropriate applications in various modes of writing. • Create main ideas and thesis statements.	evaluation • main ideas • thesis statement • modes of writing	• Tasha plans to write a research paper on football. Predict which sentence will be the best thesis statement for a three-page paper? A. Soccer is more popular than football in most countries. B. Football teams have eleven members on both offense and defense. C. High schools should abolish football. D. Bear Bryant once said that Joe Namath was his favorite football player.	teachervision.fen.com

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	11.LA.3.1.3 Apply organizational strategies to plan writing.	• Apply organizational strategies to plan writing.	<ul style="list-style-type: none"> • Discuss organizational strategies • Develop graphic organizers • Create outline 	graphic organizers • outline • spatial • chronological • etc.	<ul style="list-style-type: none"> • Which of the following sentences illustrates spatial order? A. First, be sure that the fabric you are using is clean and flat on a large surface. B. The most important part of sewing is actually cutting out the pattern, since this will determine the kind of dress you are making. C. The dress begins at the top with a Peter-Pan collar, followed by the shirt waist, and ends with a flared shirt. 	teachervision.fen.com
	11.LA.3.1.4 Match format to purpose and audience.	• Match format to purpose and audience.	<ul style="list-style-type: none"> • Determine the purpose and audience • Identify appropriate format for intended purpose and audience. 	purpose • audience • format	<ul style="list-style-type: none"> • Read and discuss "Sinners in the Hands of an Angry God". What is Edwards's purpose and who is his audience? 	
	11.LA.3.1.5 Produce a piece of writing within a set period of time.	• Produce a piece of writing within a set period of time.	<ul style="list-style-type: none"> • Produce a piece of writing to generate ideas within a time period 	free write • timed writing	<ul style="list-style-type: none"> • Produce a piece of writing to generate ideas within a time period 	
Goal 3.2: Acquire Skills for Writing a Draft	11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	• Use the ideas generated and organized through prewriting to write a draft.	<ul style="list-style-type: none"> • Write a draft using ideas from graphic organizer and/or outline. 	draft • prewrite • graphic organizer • outline	<ul style="list-style-type: none"> • Using the writing process, write a rough draft 	
	11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. B3	• Arrange ideas in a cohesive, meaningful working draft.	<ul style="list-style-type: none"> • Identify various types of sequencing • Establish an effective introduction, body, and conclusion. • Incorporate effective transitional words and/or phrases. 	sequencing • chronological order • order of importance • cause and effect • problem/solution • spatial • classification • cohesive • introduction • body • conclusion • transitional words and phrases	<ul style="list-style-type: none"> • If you were to organize a paragraph on reasons why people should stop smoking, which of the following methods would you use? A. Chronological B. Spatial C. Topical D. Cause and Effect 	
Goal 3.3: Acquire Skills for Revising a Draft	11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.	• Revise draft for meaning, clarity, and effective organization.	<ul style="list-style-type: none"> • Use editing marks to help revise sample sentences and paragraphs. • Revise draft for meaning, clarity, and effective organization using learned editing marks. 	editing marks • organization • meaning • clarity	<ul style="list-style-type: none"> • Read the following sentences: <i>I was walking down my street. I saw something shiny in the grass.</i> Combine these sentences in as many correct ways as you can. 	
	11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	• Add relevant details and delete irrelevant or redundant information.	<ul style="list-style-type: none"> • Add relevant details. • Delete irrelevant or redundant information. 	irrelevant • redundant	<ul style="list-style-type: none"> • Analyze the following paragraph for irrelevant and redundant details. 	http://apcentral.collegeboard.com/apc/public/exam/exam_questions/index.html
	11.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	• Use transitional words and phrases to clarify meaning and improve organization.	<ul style="list-style-type: none"> • Use transitional words and phrases to clarify meaning and improve organization. 	transitional words and phrases	<ul style="list-style-type: none"> • Construct sentences using transitions correctly. 	
	11.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	• Use a variety of sentence structures to improve sentence fluency and enhance style.	<ul style="list-style-type: none"> • Identify various sentence structures • Identify active and passive voice • Vary sentence beginnings • Improve sentence fluency and enhance style through use of various structures 	sentence structure • simple • compound • complex • compound-complex • active/passive • style	<ul style="list-style-type: none"> • Revise the rough draft using a variety of sentence structures to improve sentence fluency and enhance style. 	
	11.LA.3.3.5 Use literary models to refine writing style.	• Use literary models to refine writing style.	<ul style="list-style-type: none"> • Use literary models to compare personal writing samples and incorporate new ideas into a draft. 	literary models	<ul style="list-style-type: none"> • Use literary models to improve students' writing. 	
	11.LA.3.3.6 Conference with others to improve writing.	• Conference with others to improve writing.	<ul style="list-style-type: none"> • Engage in peer editing • Use writing rubric to provide feedback • Discuss and provide feedback 	peer editing • rubric • feedback	<ul style="list-style-type: none"> • Have students edit and revise their work concentrating on the logic of organization and transitions. Have them rewrite the draft and incorporate changes as they go along. They should use peer review and self-editing notes. Have them read the paper aloud to identify errors. 	
Goal 3.4: Acquire Skills for Editing a Draft	11.LA.3.4.1 Use editing marks to indicate errors in conventions.	• Use editing marks to indicate errors in conventions.	<ul style="list-style-type: none"> • Use editing marks to edit sample sentences and paragraphs. • Revise draft for meaning, clarity, and effective organization using learned editing marks. 	editing marks • organization • meaning • clarity • revision	<ul style="list-style-type: none"> • Use correct editing marks in the following sentences. 	

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	11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	<ul style="list-style-type: none"> Edit for correct punctuation, spelling, grammar, and usage errors. 	<ul style="list-style-type: none"> Utilize editing tools Utilize reference resources Utilize editing marks Examine writing samples for correct punctuation, spelling, grammar, and usage errors 	spell check • dictionary • thesaurus • reference resources • usage • editing marks	<ul style="list-style-type: none"> "In the future, bridge made of steal and concreat may be replace with bridges made of ordinary sand that his been spun into glass fibers." The Spell check feature of a word-processing program can locate two spelling errors in this sentence: concrete and ordinary. Four other spelling errors cannot be located by a spell check. Locate these errors and explain why they escape detection by the computer. 	
Goal 3.5: Acquire Skills to Publish Writing	11.LA.3.5.1 Publish improved draft.	<ul style="list-style-type: none"> Publish improved draft. 	<ul style="list-style-type: none"> Turn in revised and polished draft. 	draft • revision • publish	<ul style="list-style-type: none"> Create a final draft check sheet for each student to use prior to turning in polished draft. 	
	11.LA.3.5.2 Share writing with intended audience.	<ul style="list-style-type: none"> Share writing with intended audience. 	<ul style="list-style-type: none"> Share writing with intended audience. 	intended audience	<ul style="list-style-type: none"> Show completed text to intended audience. 	
	11.LA.3.5.3 Use appropriate technology to produce a final draft.	<ul style="list-style-type: none"> Use appropriate technology to produce a final draft. 	<ul style="list-style-type: none"> Determine the format for the given assignment Utilize the appropriate technology/programs to format final draft 	format (MLA, APA) • technology • word processing	<ul style="list-style-type: none"> Use the MLA format rules to determine which of the following is correct or not. 	www.MLA.org
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	11.LA.4.1.1 Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.	<ul style="list-style-type: none"> Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood. 	<ul style="list-style-type: none"> Explore various narrative examples to determine pacing, action, time, and mood. Create fictional, autobiographical, or biographical narratives using pacing, action, time, and mood. 	fiction • autobiography • biography • pacing • action • time • mood • narrative	<ul style="list-style-type: none"> Write an eulogy 	
	11.LA.4.1.2 Write original creative works including prose and poetry.	<ul style="list-style-type: none"> Write original creative works including prose and poetry. 	<ul style="list-style-type: none"> Explore various examples of prose and poetry. Develop original creative works including prose and poetry. 	prose • poetry • creative writing	<ul style="list-style-type: none"> "Till the bridge you will need be form'd till the ductile anchor hold, Till the gossamer thread you fling catch somewhere, oh my soul." Whitman. Translate the meaning of this passage. 	
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	<ul style="list-style-type: none"> Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. 	<ul style="list-style-type: none"> Identify expository writing samples Develop a working draft that includes a main idea and supporting details. Develop a working draft with an effective introduction, body, and conclusion. 	expository writing • working draft • main idea • supporting details • introduction • body • conclusion	<ul style="list-style-type: none"> Compose an informational or research-based paper including supporting details 	
	11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.	<ul style="list-style-type: none"> Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. 	<ul style="list-style-type: none"> Select a researchable topic Identify sources (print and electronic) Make a working bibliography Evaluate sources for validity Synthesize sources effectively Take notes using summary, paraphrase, and direct quotation Avoid plagiarism Develop a thesis statement Create an organizational structure (i.e., outline, graphic organizer) Draft research paper, integrating summaries, paraphrases, and direct/indirect quotations into original ideas Revise and edit paper Cite sources in the text Prepare the list of works cited Proofread and publish the final draft 	working bibliography • valid source • relevance • reliability • synthesis • summary • paraphrase • direct/indirect quote • plagiarism • integration • works cited • original ideas • researchable • thesis statement	<ul style="list-style-type: none"> Using a research paper guide, create a Works Cited Page for the following three sources: (Give the students the information and allow them to sort it according to MLA cited format) 	

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	11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.	<ul style="list-style-type: none"> Write technical or scientific text that includes precise language appropriate for topic and audience. Write résumés and cover letters, that includes precise language appropriate for topic and audience. 	<ul style="list-style-type: none"> Identify and apply conventions of technical and scientific writing. Select an objective. Complete an audience analysis. Identify main ideas. Support main ideas by identifying the process and steps to complete the objective. Write, edit, and publish a technical and/or scientific draft. Identify audience. Select appropriate format. Follow the appropriate format conventions. Create a cover letter interpreting resume, announcing objective, and stating qualifications. 	technical writing • scientific writing • conventions • objective • audience analysis • process • format(s) • cover letter • resume • qualifications • active verbs	<ul style="list-style-type: none"> The student reads a job application of a specific person. The teacher then creates a series of questions asking what parts have been filled out correctly or incorrectly. 	
Goal 4.3: Acquire Persuasive Writing Skills	11.LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments.	<ul style="list-style-type: none"> Write persuasive compositions that acknowledge and refute opposing arguments. 	<ul style="list-style-type: none"> Define and identify persuasive appeals Select a controversial topic Identify arguments on both sides of the issue through research Decipher between strong and weak arguments Develop position and arguments Support position and arguments with research, reading, observation, and experience Refute opposing arguments Include a strong introduction and thesis Incorporate concrete details correctly, following appropriate conventions (i.e. paraphrasing, quoting, summarizing, signal/lead in phrases) Develop commentary for concrete details Write a conclusion that highlights major persuasive points 	persuasive appeals • ethos (ethical/persona) • pathos (emotional) • logos (logic/reasoning) • controversial topic • argumentation • research • observation • experience • refutation • conventions • commentary • concrete detail • highlights	<ul style="list-style-type: none"> Have your students write a persuasive essay explaining the fact that cheaters only cheat themselves; remind them to convince their readers. Students should make their points clearly and logically using good examples to support their opinions. 	
Goal 4.4: Acquire Skills for Literary Response	11.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.	<ul style="list-style-type: none"> Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. 	<ul style="list-style-type: none"> Identify elements of literature Select devices or elements to analyze in a specific work Compose a thoughtful, debatable claim based upon chosen devices or elements Gather applicable evidence from the text to support chosen claim Compose a solid thesis that maps out the paper and makes the claim Incorporate concrete detail and commentary to support claim Utilize appropriate in-text citations Create a works cited page 	elements of literature • devices • elements • analysis • debatable claim • evidence • concrete detail • commentary • in-text citations/parenthetical citations • works cited page	<ul style="list-style-type: none"> Critique the author's style, voice, and purpose 	
	11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	<ul style="list-style-type: none"> Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. 	<ul style="list-style-type: none"> Identify and define style and stylistic devices Discuss literature to develop an awareness and appreciation for differing styles Write responses to literature demonstrating awareness and appreciation for the author's style Evaluate a writer's style 	style • stylistic devices • awareness • appreciation	<ul style="list-style-type: none"> Write a critique of the author's style and purpose. 	
Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	No objectives at this grade level.					
Goal 5.2: Acquire Spelling Skills	No objectives at this grade level.					

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Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources & Materials
Goal 5.3: Acquire Skills for Sentence Structure	11.LA.5.3.1 Apply correct and varied sentence types in writing.	• Apply correct and varied sentence types in writing.	<ul style="list-style-type: none"> • Define sentence structure and sentence types. • Compose correct and varied sentence types in writing. 	declarative • exclamatory • interrogative • imperative • simple sentence • compound sentence • complex sentence • compound/complex sentence	<ul style="list-style-type: none"> • Read and classify the following sentence as simple, compound, complex, compound-complex. Toni is the best artist in the group, and she will illustrate the report. A. Simple B. Compound C. Complex D. Compound-complex 	
	11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.	• Edit for agreement, word usage, parallel structure, and fluency.	<ul style="list-style-type: none"> • Identify and edit various agreement errors in sample sentences and paragraphs: • Identify and edit agreement errors associated with various types of pronouns. • Identify and edit subject/verb agreement errors. • Identify and edit word usage errors. • Identify and edit parallel structure errors. • Identify and edit fluency problems 	indefinite pronouns • personal pronouns-antecedents • person/gender • reflexive pronouns • subject/verb • word usage • parallel structure • fluency • active voice • passive voice	<ul style="list-style-type: none"> • Proof read and edit subject-verb agreement within your writing. 	
Goal 5.4: Acquire Skills for Using Conventions	11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	• Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	<ul style="list-style-type: none"> • Write and edit sentences and paragraphs, controlling subject verb agreement • Write and edit sentences and paragraphs, controlling verb tense • Write and edit sentences and paragraphs, controlling parallel structure • Write and edit sentences and paragraphs, controlling clauses 	editing • control • subject verb agreement • verb tense • parallel structure • clauses • verbals	<ul style="list-style-type: none"> • Rewrite the sentence so that it has parallel structure. <i>Succeeding in life requires discipline, conscientious dedication, and having a confident attitude.</i> 	
	11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	• Demonstrate in writing the correct use of punctuation and capitalization.	• Write and edit sentences and paragraphs, using correct punctuation and capitalization	editing • punctuation • capitalization	<ul style="list-style-type: none"> • Write and edit sentences and paragraphs using correct punctuation and capitalization. 	
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.	• Demonstrate how language and delivery affect the mood and tone of oral communication and make an impact on the audience.	<ul style="list-style-type: none"> • Distinguish between formal and informal language • Identify nonverbal communication and how it affects delivery • Recognize and adjust pacing of delivery for effect • Use inflection in presentation and delivery • Compare and contrast impact of audience types 	formal and informal language • nonverbal communication • delivery • audience • pacing • inflection		
	9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	• Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	<ul style="list-style-type: none"> • Discuss the speaker's purpose • Discuss the speaker's point of view using peer evaluations • Identify the speaker's content and attitude • Evaluate the speaker's delivery • Generate questions to ask the speaker 	attitude • purpose • evaluate • open ended questions • close ended questions • clarifications • evaluation • questions • questions of fact • questions of value • questions of policy • cross examination		
	9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.	• Formulate conclusions about the ideas under discussion, and support those conclusions with convincing evidence.	<ul style="list-style-type: none"> • Assess the author's use of pathos, ethos, and logos • Identify the speaker's purpose and audience • Evaluate the speaker's ideas and support his/her conclusion with evidence 	evidence • evaluate • pathos • ethos • logos • purpose • audience		
	9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.	• Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.	• Critique the speaker using set standards (i.e. rubric)	critique • rubric		
	9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).	• Examine the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).	<ul style="list-style-type: none"> • Determine the type of argument used • Validate the usefulness of the argument based on types of arguments 	ethos • pathos • logos • argument		

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Goal 6.2: Acquire Speaking Skills	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.	<ul style="list-style-type: none"> Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. 	<ul style="list-style-type: none"> Identify appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources Choose the appropriate technique 	anecdotes • authoritative sources		
	9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	<ul style="list-style-type: none"> Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. 	<ul style="list-style-type: none"> Identify elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) Use these elements in formulating rational arguments 	classical speech forms • rational arguments		
	9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	<ul style="list-style-type: none"> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. 	<ul style="list-style-type: none"> Identify props, visual aids, graphs, and electronic media Select the prop, etc., that best enhances the appeal and accuracy of the presentation 	props • visual aids • graphs • electronic media		
	9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.	<ul style="list-style-type: none"> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. 	<ul style="list-style-type: none"> Identify audience Select the appropriate verbal and nonverbal techniques for the audience 	voice • gesture • eye contact • kinetics • proximity		
	9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.	<ul style="list-style-type: none"> Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. 	<ul style="list-style-type: none"> Utilize the following for clarity and specificity: interesting language, formal expression, standard English and technical language 	clarity • specificity • word choice • technical language		
	9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.	<ul style="list-style-type: none"> Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. 	<ul style="list-style-type: none"> Listen to a famous speech Discuss rhetorical devices Identify the rhetorical devices being used Evaluate the features that makes these speeches memorable 	metaphor • alliteration • imagery • allusion • simile • and other figurative language • symbolism • repetition		
	9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.	<ul style="list-style-type: none"> Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. 	<ul style="list-style-type: none"> Dramatize a narrative Prepare an introduction of the narrative 	narrative • dramatize • sequence of events		
	9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives.	<ul style="list-style-type: none"> Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. 	<ul style="list-style-type: none"> Compose an expository speech that includes supporting evidence Deliver the speech 	expository • evidence • claim • perspective		
	9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.	<ul style="list-style-type: none"> Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. 	<ul style="list-style-type: none"> Identify a piece of literature that expresses an opinion Formulate a judgment or demonstrate an understanding of the ideas within the passage Support the judgment/understanding using evidence from the piece and from other works 	judgment • opinion • evidence		
	9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.	<ul style="list-style-type: none"> Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. 	<ul style="list-style-type: none"> Identify logic and reasoning Organize ideas into a coherent format Deliver a logical persuasive argument 	logic • pathos • ethos • logos • inductive • deductive • syllogism • fallacy • analogy • reasoning		
9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.	<ul style="list-style-type: none"> Deliver multimedia presentations that incorporate information from a wide range of media. 	<ul style="list-style-type: none"> Choose mode of multimedia presentation Prepare a multimedia presentation Present a multimedia presentation 	multimedia			
Goal 6.3: Acquire Viewing Skills	9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).	<ul style="list-style-type: none"> Examine strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language). 	<ul style="list-style-type: none"> Identify examples of strategies used in media Categorize strategies Create an example 	media • strategies • inform • persuade • entertain • transmit • culture • stereotyping • special effects		

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	9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	<ul style="list-style-type: none"> Determine the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. 	<ul style="list-style-type: none"> Observe variety of media presentations Identify message Determine the impact of the message 	impact • democratic process • influence • attitudes • images • shaping		
	9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.	<ul style="list-style-type: none"> Differentiate the techniques used in media messages for a particular audience and evaluate their effectiveness. 	<ul style="list-style-type: none"> Identify various media techniques used Apply knowledge of techniques to evaluate their effectiveness Form an opinion based on evaluations of techniques 	media techniques • propaganda • surveys • interviewing • censorship and audience appropriateness		
	9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.	<ul style="list-style-type: none"> Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. 	<ul style="list-style-type: none"> Select a current event that is covered in more than one media genre Survey a variety of media genres (i.e. televised news, news magazines and documentaries, and online information) Compare and contrast the ways in which the different genres cover the same event 	current event • documentary • periodical		
	9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.	<ul style="list-style-type: none"> Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. 	<ul style="list-style-type: none"> Discuss personal likes and dislikes View a presentation on a topic Establish standards of personal censorship Synthesize information to form an opinion Create an aesthetically pleasing presentation 	aesthetic • appropriateness • ethics • personal responsibility • censorship		