

**Bemidji Area Schools**  
**English Language Arts**  
**Grade 11 American Literature Outcomes**

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
11	4. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. 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.	<ul style="list-style-type: none"> <li>• PowerPoint notes on Native American oral literature</li> <li>• Textbook selection of Native American myths/legends</li> <li>• Media Center selections</li> </ul>	Reflect on seminar questions, divide into small groups, go to media center and research indigenous culture – share information, cite MLA format, compose oral presentation
11	4. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. 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.	<ul style="list-style-type: none"> <li>• “Huswifery” – Edward Taylor</li> <li>• Informational article on early American spinning wheels/weaving</li> </ul>	Essay: Select passage from poem and info text. How are themes revealed in different genres? What techniques/lit. vices are used? Cite 3 pieces of textual evidence
11	4. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. 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).	<ul style="list-style-type: none"> <li>• <u>The Crucible</u> – A. Miller and</li> <li>• Film version</li> </ul>	Essay or class discussion: Is John Proctor a tragic figure? Why or why not? 3 pieces of textual evidence for support.
11	4. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. 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.)	<ul style="list-style-type: none"> <li>• “Lovesong of J. Alfred Prufrock” – T.S. Eliot</li> </ul>	Oral presentation: Break into small groups and analyze “Prufrock” in terms of Eliot’s use of figurative language and diction (connotations) as it relates to themes of Modernism. Present to class.

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1 1	4. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. 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.	<ul style="list-style-type: none"> <li>• “A Rose for Emily” – W. Faulkner</li> </ul>	Essay: What are the effects of Faulkner’s writing this short story outside of conventional chronological order? Cite 3 pieces of textual evidence in support.
1 1	4. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. 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).	<ul style="list-style-type: none"> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> </ul>	Essay: How does Fitzgerald address the issue of moral bankruptcy in <u>The Great Gatsby</u> ? Use 3 pieces of textual evidence for support.
1 1	4. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<ul style="list-style-type: none"> <li>• <u>The Crucible</u> – A. Miller and</li> <li>• Film version</li> </ul>	Essay or class discussion: Is John Proctor a tragic figure? Why or why not? 3 pieces of textual evidence for support.
1 1	4. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)	N/A	N/A
1 1	4. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including <b>American Indian and other diverse cultures’ texts</b> and how two or more texts from the same period treat similar themes or topics.	<ul style="list-style-type: none"> <li>• “Here Follow Some Verses” – Anne Bradstreet</li> <li>• “Sinners in the Hands of an Angry God” – Jonathan Edwards</li> </ul>	Essay: Does Bradstreet’s poetry typify or differ from other Puritan literature? Cit 3 pieces of textual evidence.

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11	4. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>10. By the end of grade 11, read and comprehend literature <b>and other texts</b> 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> <p>By the end of grade 12, read and comprehend literature <b>and other texts</b> including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b></p> <p><b>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</b></p>	<ul style="list-style-type: none"> <li>• PowerPoint notes on Native American oral literature</li> <li>• Textbook selection of Native American myths/legends</li> <li>• Media Center selections</li> </ul>	Reflect on seminar questions, divide into small groups, go to media center and research indigenous culture – share information, cit MLA format, compose oral presentation
11	5. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. 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.	<ul style="list-style-type: none"> <li>• “Self Reliance” – R. Emerson</li> </ul>	Agree or disagree with this Emerson quote: “Whoso would be a man must be a nonconformist.” Use 3 pieces of textual evidence for support.
11	5. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. 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.		

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11	5. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. 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.	<ul style="list-style-type: none"> <li>• “Of Plymouth Plantation” – W. Bradford</li> <li>• “Sinners in the Hands of an Angry God” – J. Edwards</li> <li>• Contemporary essay on religion in America (SIRS)</li> </ul>	<p>Essay: How can contemporary approaches to religion in America be traced to Puritan origins? Cite 3 pieces of textual evidence.</p>
11	5. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. 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 <i>faction</i> in <i>Federalist</i> No. 10).		
11	5. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. 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.		
11	5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. 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.		
11	5. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. 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.	<ul style="list-style-type: none"> <li>• “Of Plymouth Plantation” – W. Bradford</li> <li>• “Sinners in the Hands of an Angry God” – J. Edwards</li> <li>• Contemporary essay on religion in America (SIRS)</li> </ul>	<p>Essay: How can contemporary approaches to religion in America be traced to Puritan origins? Cite 3 pieces of textual evidence.</p>

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11	5. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<ul style="list-style-type: none"> <li>• “Declaration of Independence” – T. Jefferson</li> <li>• “Gettysburg Address” – A. Lincoln</li> </ul>	Class discussion on similarities of two speeches
11	5. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	<ul style="list-style-type: none"> <li>• “Of Plymouth Plantation” – W. Bradford</li> <li>• “Sinners in the Hands of an Angry God” – J. Edwards</li> <li>• Contemporary essay on religion in America (SIRS)</li> </ul>	Essay: How can contemporary approaches to religion in America be traced to Puritan origins? Cite 3 pieces of textual evidence.
11	5. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>10. 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.</p> <p>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.</p> <p><b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b></p>	<ul style="list-style-type: none"> <li>• “An Account of an Experience with Discrimination” S. Truth</li> <li>• Literary analysis text of Kate Chopin’s fiction, and her life experiences</li> <li>• Informational texts on race and gender in late 19<sup>th</sup> century America</li> </ul>	Essay: Compare and contrast S. Truth and K. Chopin’s life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use 3 pieces of evidence from texts for support.

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1 1	7. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>• “The Crisis: No. 1” – T. Paine</li> <li>• “Speech to the Virginia Convention” – P. Henry</li> <li>• “Declaration of Independence” T. Jefferson</li> <li>• “An Account of an Experience with Discrimination” S. Truth</li> <li>• Literary analysis text of Kate Chopin’s fiction, and her life experiences</li> <li>• Informational texts on race and gender in late 19<sup>th</sup> century America</li> </ul>	<p>Essay: Imagine that you are an American colonist. Write a letter to a family member or friend <u>persuading</u> him or her to join your fight for American independence. Use 3 pieces of textual evidence for support.</p> <p>Essay: Compare and contrast S. Truth and K. Chopin’s life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use 3 pieces of evidence from texts for support.</p>

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11	7. WRITING	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>2. 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> <p>a. 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.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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>	<ul style="list-style-type: none"> <li>• “Huswifery” – Edward Taylor</li> <li>• Informational article on early American spinning wheels/weaving</li> <li>• “Of Plymouth Plantation” – W. Bradford</li> <li>• “Sinners in the Hands of an Angry God” – J. Edwards</li> <li>• Contemporary essay on religion in America (SIRS)</li> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> <li>• “A Rose for Emily” – W. Faulkner</li> </ul>	<p>Essay: Select passage from poem and info text. How are themes revealed in different genres? What techniques/lit. vices are used? Cite 3 pieces of textual evidence</p> <p>Essay: How can contemporary approaches to religion in America be traced to Puritan origins? Cite 3 pieces of textual evidence.</p> <p>Essay: How does Fitzgerald address the issue of moral bankruptcy in <u>The Great Gatsby</u>? Use 3 pieces of textual evidence for support.</p> <p>Essay: What are the effects of Faulkner’s writing this short story outside of conventional chronological order? Cite 3 pieces of textual evidence in support.</p>

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11	7. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use <b>literary and</b> narrative techniques, such as dialogue, pacing, <b>rhythm, repetition, rhyme</b>, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, <b>figurative and</b> sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (<b>when appropriate to the genre</b>) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <b>or creative text</b>.</p>	<ul style="list-style-type: none"> <li>• <u>Walden</u> – H. Thoreau</li> <li>• “Nature” – R. Emerson</li> <li>• “Self Reliance” – R. Emerson</li> </ul>	<p>Essay: Write a narrative explaining your relationship to the world and your adherence to Transcendentalism. Try to imitate/emulate Thoreau/Emerson’s style.</p>



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11	7. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. 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.)	<ul style="list-style-type: none"> <li>• <u>Huck Finn</u> – M. Twain or</li> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> <li>• 3 secondary sources (Media Center/lab)</li> </ul>	Research paper: Select one of the texts studies and write a research paper in which you trace enduring significance of the work through contemporary American history citation of 3 secondary sources.
11	7. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , 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.)		
11	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. 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.	<ul style="list-style-type: none"> <li>• <u>Huck Finn</u> – M. Twain</li> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> </ul>	Oral presentation: Create a multimedia (PowerPoint) presentation that summarizes one of the novels we’ve read and present questions that it raises about American themes.
11	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. 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.	<ul style="list-style-type: none"> <li>• <u>Huck Finn</u> – M. Twain or</li> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> <li>• 3 secondary sources (Media Center/lab)</li> </ul>	Research paper: Select one of the texts studies and write a research paper in which you trace enduring significance of the work through contemporary American history citation of 3 secondary sources.

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11	7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. 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.	<ul style="list-style-type: none"> <li>• <u>Huck Finn</u> – M. Twain or</li> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> <li>• 3 secondary sources (Media Center/lab)</li> </ul>	Research paper: Select one of the texts studies and write a research paper in which you trace enduring significance of the work through contemporary American history citation of 3 secondary sources.
11	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p>	<ul style="list-style-type: none"> <li>• “Here Follow Some Verses” – Anne Bradstreet</li> <li>• “Sinners in the Hands of an Angry God” – Jonathan Edwards</li> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> <li>• “The Crisis: No. 1” – T. Paine</li> <li>• “Speech to the Virginia Convention” – P. Henry</li> <li>• “Declaration of Independence” T. Jefferson</li> <li>• “An Account of an Experience with Discrimination” S. Truth</li> <li>• Literary analysis text of Kate Chopin’s fiction, and her life experiences</li> <li>• Informational texts on race and gender in late 19<sup>th</sup> century America</li> <li>• “Lovesong of J. Alfred</li> </ul>	<p>Essay: Does Bradstreet’s poetry typify or differ from other Puritan literature? Cit 3 pieces of textual evidence.</p> <p>Essay: How does Fitzgerald address the issue of moral bankruptcy in <u>The Great Gatsby</u>? Use 3 pieces of textual evidence for support.</p> <p>Essay: Imagine that you are an American colonist. Write a letter to a family member or friend <u>persuading</u> him or her to join your fight for American independence. Use 3 pieces of textual evidence for support.</p> <p>Essay: Compare and contrast S. Truth and K. Chopin’s life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use 3 pieces of evidence from texts for support.</p> <p>Oral presentation: Break into small groups and analyze “Pruffrock” in</p>

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				<p>Prufrock” – T.S. Eliot</p> <ul style="list-style-type: none"> <li>• <u>Walden</u> – H. Thoreau</li> <li>• “Nature” – R. Emerson</li> <li>• “Self Reliance” – R. Emerson</li> <li>• “Self Reliance” – R. Emerson</li> <li>• “A Rose for Emily” – W. Faulkner</li> </ul>	<p>terms of Eliot’s use of figurative language and diction (connotations) as it relates to themes of Modernism. Present to class.</p> <p>Essay: Write a narrative explaining your relationship to the world and your adherence to Transcendentalism. Try to imitate/emulate Thoreau/Emerson’s style.</p> <p>Agree or disagree with this Emerson quote: “Whoso would be a man must be a nonconformist.” Use 3 pieces of textual evidence for support.</p> <p>Essay: What are the effects of Faulkner’s writing this short story outside of conventional chronological order? Cite 3 pieces of textual evidence in support.</p>
11	7. WRITING	10. 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.	10. 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. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	<ul style="list-style-type: none"> <li>• <u>Huck Finn</u> – M. Twain or</li> <li>• <u>The Great Gatsby</u> – F. Scott Fitzgerald</li> <li>• 3 secondary sources (Media Center/lab)</li> <li>• Daily quotation</li> <li>• Daily question</li> <li>• Daily word of the day</li> </ul>	Research paper: Select one of the texts studies and write a research paper in which you trace enduring significance of the work through contemporary American history citation of 3 secondary sources.

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11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, <b>including those by and about Minnesota American Indians</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> <li>• “Here Follow Some Verses” – Anne Bradstreet</li> <li>• “Sinners in the Hands of an Angry God” – Jonathan Edwards</li> <li>• PowerPoint notes on Native American oral literature</li> <li>• Textbook selection of Native American myths/legends</li> <li>• Media Center selections</li> </ul>	<p>Essay: Does Bradstreet’s poetry typify or differ from other Puritan literature? Cit 3 pieces of textual evidence.</p> <p>Reflect on seminar questions, divide into small groups, go to media center and research indigenous culture – share information, cit MLA format, compose oral presentation</p>

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<ul style="list-style-type: none"> <li>View documentary <u>Alone in the Wilderness</u> and</li> <li>Find examples of Transcendentalism</li> </ul>	Small group oral presentations/sharing of information found in film
11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Evaluate a speaker's point of view, reasoning, <b>intended audience</b> , and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> <li>"Earth on Turtle's Back" – Onandaga Myth</li> <li>"When Grizzlies Walked Upright" – Modoc Myth</li> <li>"Navajo Origin Legend"</li> <li>Media Center research on Native American myths/legends</li> </ul>	Speech: <ul style="list-style-type: none"> <li>What culture excerpt is from</li> <li>Why/how it exemplifies Native American oral tradition</li> <li>Field questions from classmates/teacher</li> </ul>
11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<b>4. While respecting intellectual property</b> , present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (e.g., <b>persuasion, argumentation, debate</b> ).	<ul style="list-style-type: none"> <li>"Earth on Turtle's Back" – Onandaga Myth</li> <li>"When Grizzlies Walked Upright" – Modoc Myth</li> <li>"Navajo Origin Legend"</li> <li>Media Center research on Native American myths/legends</li> <li>"Lovesong of J. Alfred Prufrock" – T.S. Eliot</li> </ul>	Speech: <ul style="list-style-type: none"> <li>What culture excerpt is from</li> <li>Why/how it exemplifies Native American oral tradition</li> <li>Field questions from classmates/teacher</li> </ul> Oral presentation: Break into small groups and analyze "Prufrock" in terms of Eliot's use of figurative language and diction (connotations) as it relates to themes of Modernism. Present to class.

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> <li>• “Earth on Turtle’s Back” – Onandaga Myth</li> <li>• “When Grizzlies Walked Upright” – Modoc Myth</li> <li>• “Navajo Origin Legend”</li> <li>• Media Center research on Native American myths/legends</li> </ul>	Speech: <ul style="list-style-type: none"> <li>– What culture excerpt is from</li> <li>– Why/how it exemplifies Native American oral tradition</li> <li>– Field questions from classmates/teacher</li> </ul>
11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts, <b>audiences</b> , tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 75 for specific expectations.) <ol style="list-style-type: none"> <li>a. <b>Apply assessment criteria to evaluate oral presentations by self and others.</b></li> </ol>		
11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. <b>Critically analyze information found in electronic, print, and mass media and use a variety of these sources.</b>	7. <b>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</b> <ol style="list-style-type: none"> <li>a. Evaluate the aural, visual, and written images and other special effects used in mass media for their ability to inform, persuade, and entertain.</li> <li>b. Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.</li> <li>c. Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media.</li> <li>d. Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</li> </ol>	Review	Review

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
11	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	8. As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire). a. Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses. b. Publish the work and share with an audience.	<ul style="list-style-type: none"> <li>• Parody of a piece of literature (e.g. Poe’s “The Raven”) <ul style="list-style-type: none"> <li>▪ PowerPoint presentation combining: <ul style="list-style-type: none"> <li>a. Written</li> <li>b. Visual</li> </ul> </li> </ul> </li> </ul>	Students will present their PowerPoint presentations to class.
11	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i> ) as needed.	Review/assess with major assignments	Review/assess with major assignments
11	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	Review/assess with major assignments	Review/assess with major assignments

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
11	11. LANGUAGE	3. 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.	3. 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. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Review/assess with major assignments	Review/assess with major assignments
11	11. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ). c. 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. d. 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).	Review/assess with major assignments	Review/assess with major assignments



Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
11	11. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• “A Rose for Emily” – W. Faulkner</li> </ul>	<p>Essay: What are the effects of Faulkner’s writing this short story outside of conventional chronological order? Cite 3 pieces of textual evidence in support.</p>
11	11. LANGUAGE	6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	6. 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.	Review/Assess with major assignments	Review/Assess with major assignments