



English 11

Course Description: English 11 is a year-long course satisfying the eleventh grade English requirement. This course will include all standards in the eleventh grade reading, writing, and speaking / listening and language strands in an integrated approach. Students will also satisfy the state American literature requirement.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up missed learning.

Essential Skills: Below are the four essential standards for English 11. All standards for grades 11-12 can be found at <https://doe.sd.gov/>

RL.1/RI.1: Cite evidence and inferences from the text.

W.4: Produce coherent writing with development, organization, and style appropriate to task, purpose, and audience.

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric identifying any false, exaggerated or distorted evidence.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Course Expectations: Although not everything is graded, learning is assessed daily. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assignments and assessments within teacher timelines. Deadlines are an important life skill!
4. Reading, writing, speaking, and listening are life skills. Although we may not always agree with each other, we will always be respectful to each other.

Grading

Learning (Practice) includes instructional activities in and outside of class and may not be used in grade determination.

Skyward Assessment (Grades) may include quizzes, learning checks, tests, reading, writing, speeches, and projects.

Final Grade	
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

Calculations:

Final Grade Calculation	
Cumulative Grade	95%
Final Exam(s)	5%

Central High School Courses:

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Instructional Resources: Prentice Hall Literature: the American Experience textbook, selections from the CHS ELA Library, Common Lit and various online resources.

Pacing Guide:

Course	11 th Grade English																																												
Weeks months	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36									
	Sept Oct Nov Dec Jan Feb Mar Apr May																																												
Units	To Be Determined in Individual PLC Groups																																												
Essential Standards	11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.									11-12.RL.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 to support thematic analysis.									11-12.W.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.									11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.									11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use hyphens and dashes correctly. b. Spell correctly; consult references as needed.								
	11-12.RL.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.									11-12.W.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.									11-12.RL.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 to support thematic analysis.									11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.									11-12.L.6 Acquire and accurately use general academic and subject-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.								
	11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.									11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, 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.)									11-12.W.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.									11-12.W.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.									11-12.SL.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								
	11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied. Integration of Knowledge and Ideas									11-12.RL.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 its overall rhetorical effectiveness.									11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.									11-12.L.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 as needed.																	
	11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.																																												