

Wylie ISD Curriculum

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| Subject Area | English Language Arts | | Bundle #: | 1 |
| Grade/Level | 11 th Grade | | Weeks: | 1 |
| Overview | | | | |
| Introduction to Native American myths, Columbus, and Puritan writings | | | | |
| TEKS - Texas Knowledge & Skills | | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | | |
| (11.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to: | 4D Represent information in a variety of ways such as graphics, conceptual maps, and learning logs | (See TAKS test items samples for grade 3rd-8th grade <i>Smart Teaching</i> materials for possibilities) | | |
| (11.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | 7F Produce summaries of texts by identifying main ideas and their supporting details | <ul style="list-style-type: none"> • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning | | |
| (11.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | 6F Discriminate between connotative and denotative meanings and interpret the connotative power of words | <p>Recognizing that:</p> <ul style="list-style-type: none"> ○ Connotative Meaning of Words/Phrases/Sentences is the emotional content, significance or implied meaning of a word, phrase, or sentence. ○ Denotative Meaning of Words/Phrases/Sentences is the actual, literal, explicit meaning of a word, phrase, or sentence. | | |
| (11.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to: | 11A Compare and contrast elements of texts | <p>“Allusions” refer to classical, mythological, religious texts, topical, colloquial, or historical references.</p> | | |

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| Subject Area | English Language Arts | Bundle #: | 2 |
| Grade/Level | 11 th Grade | Weeks: | 2 |
| Overview | | | |
| Continue Puritan/Colonial Period | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to: | 3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization | COMMAS: compound sentence | |
| | 3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; | COMMAS: <ul style="list-style-type: none"> • setting off appositives; set off contrasted word, phrase or clause (Saving, not spending, is the way of security.); • set off transitional word or expression (<i>nevertheless, moreover, however ...</i>) • when to use a comma with an introductory phrase (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.) | |
| (11.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to: | 4D Represent information in a variety of ways such as graphics, conceptual maps, and learning logs | (See TAKS test items samples for grade 3 rd -8 th grade <i>Smart Teaching</i> materials for possibilities) | |
| (11.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | 6C Apply meanings of prefixes, roots, and suffixes in order to comprehend; | See Universe of Possibilities for affixes and roots | |

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| Subject Area | English Language Arts | Bundle #: | 3 |
| Grade/Level | 11 th Grade | Weeks: | 3 |
| Overview | | | |
| Finish Puritan/Colonial period; introduce <u>The Scarlet Letter</u> | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to: | No <u>new curriculum</u> —continued application of : 3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization | COMMAS: compound sentence | |
| | 3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; | COMMAS: <ul style="list-style-type: none"> • setting off appositives; set off contrasted word, phrase or clause (Saving, not spending, is the way of security.); • set off transitional word or expression (<i>nevertheless, moreover, however ...</i>) • when to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.) | |
| (11.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | 6C Apply meanings of prefixes, roots, and suffixes in order to comprehend; | See Universe of Possibilities for affixes and roots | |

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| <p>(11.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p> | <p>7F Produce summaries of texts by identifying main ideas and their supporting details</p> | <ul style="list-style-type: none"> • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <ul style="list-style-type: none"> ○ details come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage) |
| <p>(11.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p> | <p>11A Compare and contrast elements of texts</p> | <p>“Allusions” refer to classical, mythological, religious texts, topical, colloquial, or historical references. “Symbolism” refers to the representation of one idea or concept for another.</p> |
| <p>(11.15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:</p> | <p>15 E Ask clear questions for a variety of purposes and respond appropriately to the questions of others</p> | <p>Including responding appropriately to questions from listeners and asking clear, appropriate questions to speakers to probe, extend, and clarify issues raised in the oral presentation</p> <ul style="list-style-type: none"> • Literal • Interpretive • Compare/contrast |
| | <p>15F Make relevant contributions in conversations and discussions.</p> | <p>Including formal and informal class discussions of issues that are raised in response to a variety of narrative and expository texts.</p> |

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| Subject Area | English Language Arts | Bundle #: | 4 |
| Grade/Level | 11 th Grade | Weeks: | 4 |
| Overview | | | |
| Study of <u>The Scarlet Letter</u> | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to: | 3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization | SEMICOLONS items in a series; to separate clauses joined by such transitional words <i>as hence, moreover, however, also, therefore, consequently</i> (Susan saw no objection to the suggestion; therefore, she accepted it.) | |
| | 3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; | COMPOUND/COMPLEX SENTENCES- compound/complex | |
| (11.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | 7E Use text structures such as compare and contrast, cause and effect, and chronological ordering | Including: <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?” TAKS Note: The rationale for recognizing how the author organized a <u>portion</u> of the text/a <u>single significant event in the plot</u> is that the plot of narrative text generally progresses through a series of cause-and-effect relationships. Many of these cause/effect questions are identical to questions that assess motivation of characters—why a character did something? The vast | |

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| | | majority of TAKS questions reflect this approach: the questions are cause/effect questions |
| (11.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to: | 10B Use elements of text to defend, clarify, and negotiate responses and interpretations | <ul style="list-style-type: none"> • Analyze Characters <ul style="list-style-type: none"> • Conflict • Changes They Undergo • Analyze Point of View (omniscient, first person, third person limited, objective, stream of consciousness) • Analyze Setting • Analyze and explain cause/effect relationships • Compare/Contrast other literary elements such as symbols and allusions. <p>And support those responses with accurate, connected text evidence.</p> |
| (11.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to: | 11B Analyze the relevance of setting and time frame to text’s meaning | <p>Recognize Setting of a Text or Portion of a Text</p> <ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ historical time/period <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to establish symbols or evoke an emotional response from reader. |
| | 11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved | <p>Including:</p> <p>Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of</p> |

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| | | <p>interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none">• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)• Narrative Hook (inciting incident; introduction of the conflict or the story problem) <p>Including: Flashback as “... a way of presenting scenes or incidents that took place before the opening scene. The flashback can be introduced in a number of ways. A character may tell another character about past events, have a dream about them, or simply think back to the events.... The advantage of using a flashback is that the story can start in the middle or near the end, get the reader involved, and then fill in what led up to that point.</p> <p>Foreshadowing as “...giving hints or clues that suggest or prepare for events that occur later in the work. ... Foreshadowing creates suspense, prepares the reader for what happens next, and makes final outcomes seem inevitable.</p> |
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| Subject Area | English Language Arts | Bundle #: | 5 |
| Grade/Level | 11 th Grade | Weeks: | 5 |
| Overview | | | |
| Continue <u>The Scarlet Letter</u> | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to: | 12 B Evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility | <p>Including analyzing "Why (or how) did the author do something" such as how/why the author:</p> <ul style="list-style-type: none"> • supports an idea, • describes a character, event, of scene, or • chooses a particular allusion or symbol. <p>TAKS Note: This student expectation was not tested at any grade level in 2003 or 2004.</p> | |

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| Subject Area | English Language Arts | | Bundle #: | 6 |
| Grade/Level | 11 th Grade | | Weeks: | 6 |
| Overview | | | | |
| Continue <u>The Scarlet Letter</u> | | | | |
| TEKS - Texas Knowledge & Skills | | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | | |
| (11.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | No <u>new curriculum</u> —continued application of : 7E Use text structures such as compare and contrast, cause and effect, and chronological ordering | Including: <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?” | | |
| (11.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to: | 10B Use elements of text to defend, clarify, and negotiate responses and interpretations | <ul style="list-style-type: none"> • Analyze Characters <ul style="list-style-type: none"> • Motivation • Traits • Conflict • Changes They Undergo | | |

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| Subject Area | English Language Arts | Bundle #: | 7 |
|--|--|--|---|
| Grade/Level | 11 th Grade | Weeks: | 7 |
| Overview | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to: | 1B Write in a voice and style appropriate to audience and purpose | | |
| (11.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to: | 10A Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays | Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) | |
| (11.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to: | 12A Analyze the characteristics of text, including the patterns of organization, syntax and word choice | <ul style="list-style-type: none"> • Use of Tone, such as identifying/explaining <ul style="list-style-type: none"> ○ The specific tone ○ Why the tone changes from one part of the text to another ○ Similarities/differences in tone between texts ○ Word Choice (diction), such as: The author’s use of descriptive/figurative language • Intended Audience & Message | |
| | 12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts | <ul style="list-style-type: none"> • Logical fallacies, such as: <ul style="list-style-type: none"> ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon ○ <i>Ad hominem</i> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid | |

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| Subject Area | English Language Arts | | Bundle #: | 8 |
| Grade/Level | 11 th Grade | | Weeks: | 8 |
| Overview | | | | |
| Continue Classicist period | | | | |
| TEKS - Texas Knowledge & Skills | | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | | |
| (11.1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to: | No <u>new curriculum</u> —continued application of : 1B Write in a voice and style appropriate to audience and purpose | | | |
| (11.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to: | 10A Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays | Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) | | |
| (11.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to: | 12A Analyze the characteristics of text, including the patterns of organization, syntax and word choice | <ul style="list-style-type: none"> • Use of Tone, such as identifying/explaining <ul style="list-style-type: none"> ○ The specific tone ○ Why the tone changes from one part of the text to another ○ Similarities/differences in tone between texts ○ Word Choice (diction), such as: The author’s use of descriptive/figurative language • Intended Audience & Message | | |
| | 12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts | <ul style="list-style-type: none"> • Logical fallacies, such as: <ul style="list-style-type: none"> ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon ○ <i>Ad hominem</i> • Emotional appeals that are valid Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid | | |

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| Subject Area | English Language Arts | Bundle #: | 9 |
| Grade/Level | 11 th Grade | Weeks: | 9 |
| Overview | | | |
| Finish Classicism and introduce Romanticism | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.3) Writing/grammar/usage/convention s/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to: | (no new curriculum, continued practice of the following:) 3B Demonstrate control over grammatical elements | SUBJECT/VERB AGREEMENT- when clauses are placed between the noun and verb (The problem of building more schools, in addition to paying teachers' salaries for them, was discussed by the board.) consistency of tense within a paragraph VERBALS infinitives gerunds participles CONJUNCTIONS coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) subordinate conjunctions (<i>as, because, inasmuch as, now, that . .</i>) PRONOUNS subject of infinitive (The committee invited him and me to be present.) object of infinitive (The chairman asked me to invite him to the conference.) complement of infinitive (The manager took her to be me.) | |
| (11.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | 6D Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language | | |

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| <p>(11.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p> | <p>11A Compare and contrast elements of texts such as including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) and allusions both within and across texts</p> | <p>Including:</p> <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters <p>Analyzing Traits of Characters</p> <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits <p>Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do</p> <ul style="list-style-type: none"> • Emotional Motivation • Physical Motivation • Status-seeking <p>Analyzing Relationships</p> <ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/ environment • With fate/destiny • With a higher power <p>Analyzing Change</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical • Change From beginning to end • Change before an event and after an event in the plot • Spiritual <p>Analyzing Types of Characters</p> |
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| | | <ul style="list-style-type: none"> • Round • Flat • Dynamic • Static • Protagonist • Antagonist • Foil • Confidante • Archetypes |
| | <p>11F Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, satire, and comic relief as appropriate to selections being read</p> | <p>Including an emphasis on the significance of the author’s use of:</p> <ul style="list-style-type: none"> • flashback • foreshadowing • point of view • irony • symbols/symbolism • mood • motif • apostrophe • paradox • satire • dialect • couplet • imagery • structure of poetry: meter, rhyme • sounds of poetry: alliteration, assonance, rhyme, onomatopoeia • other terms, as appropriate, depending on the selection of specific text. |

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| Subject Area | English Language Arts | Bundle #: | 10 |
| Grade/Level | 11 th Grade | Weeks: | 10 |
| Overview | | | |
| Continue Romanticism | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.3) Writing/grammar/usage/convention s/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to: | (no new curriculum, continued practice of the following:) 3B Demonstrate control over grammatical elements | CONJUNCTIONS coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) subordinate conjunctions (as, because, inasmuch as, now, that . . . PRONOUNS subject of infinitive (The committee invited him and me to be present.) object of infinitive (The chairman asked me to invite him to the conference.) complement of infinitive (The manager took her to be me.) | |
| (11.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | 6D Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language | | |
| (11.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to: | 11A Compare and contrast elements of texts such as including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) and allusions both within and across texts | Including: <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters Analyzing Traits of Characters <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do <ul style="list-style-type: none"> • Physical Motivation • Status-seeking | |

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| | | <p>Analyzing Relationships</p> <ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/ environment • With fate/destiny • With a higher power <p>Analyzing Change</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical • Change From beginning to end • Change before an event and after an event in the plot • Spiritual <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> • Dynamic • Static • Protagonist • Antagonist • Archetypes |
| | <p>11F Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, satire, and comic relief as appropriate to selections being read</p> | <p>Including an emphasis on the significance of the author’s use of:</p> <ul style="list-style-type: none"> • flashback • foreshadowing • point of view • irony • symbols/symbolism • motif • apostrophe • couplet • imagery • structure of poetry: meter, rhyme • sounds of poetry: alliteration, assonance, rhyme, onomatopoeia • other terms, as appropriate, depending on the selection of specific text. |

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| Subject Area | English Language Arts | Bundle #: | 11 |
| Grade/Level | 11 th Grade | Weeks: | 11 |
| Overview | | | |
| Introduce Transcendentalism | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to: | 12A Analyze the characteristics of text, | <p><u>1st Person</u>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.” Example: Emerson’s essays</p> <p><u>3rd Person/ Omniscient</u>—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.” (Example: Concord Hymn)</p> <p><u>3rd Person/Objective</u>—This point of view “is an even more restricted type of 3rd person limited omniscience that prevents any subjective commentary by the author.... (This approach) also abandons freedom of movement in time and space, examination of motives, and revelation of thoughts, and restricts the narrator to only those objective details that can be seen and heard by an invisible witness. (This is sometimes) called the scenic method or the fly-on-the-wall technique. (Example: most of the poetry)</p> | |

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| Subject Area | English Language Arts | | Bundle #: | 12 |
| Grade/Level | 11 th Grade | | Weeks: | 12 |
| Overview | | | | |
| Continue Transcendentalism | | | | |
| TEKS - Texas Knowledge & Skills | | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | | |
| (11.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to: | (no new curriculum, continued practice of the following:) 12A Analyze the characteristics of text, | <p><u>1st Person</u>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.” (Example: <u>Walden</u>)</p> <p><u>3rd Person/ Omniscient</u>—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.” (Example: Selected poetry, Whitman)</p> | | |

Wylie ISD Curriculum

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| Subject Area | English Language Arts | Bundle #: | 13 |
| Grade/Level | 11 th Grade | Weeks: | 13 |
| Overview | | | |
| Introduce Realism | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to: | (no new curriculum, continued practice of the following:) 12A Analyze the characteristics of text, | <p><u>Narrator's Point of View</u> Point of view is “the vantage point, or stance” from which a story is told, the eye and mind through which the action is perceived and filtered. (this) is sometimes called narrative perspective.” (Example: Chief Joseph)</p> <p><u>1st Person</u>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.” (Example: Lincoln)</p> <p><u>3rd Person/ Omniscient</u>—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.” (Example: Bierce, Twain, Harte)</p> | |

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| Subject Area | English Language Arts | Bundle #: | 14 |
| Grade/Level | 11 th Grade | Weeks: | 14 |
| Overview | | | |
| Introduction to media forms | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | 6B Rely on context to determine meanings of words and phrases such as <ul style="list-style-type: none"> • figurative language • connotation and denotation of words • analogies • multiple meaning words • idioms • technical vocabulary | TAKS Notes: <ul style="list-style-type: none"> • The figurative language that is tested on TAKS appears to be language that is colorful or descriptive rather than strictly “figurative.” The figurative language that is tested appears to be language that is colorful or descriptive. Examples of words tested include: <ul style="list-style-type: none"> ○ croup ○ regaled ○ avail ○ deluge ○ ritual ○ provocative ○ poignant ○ calumny ○ sullen ○ verity | |
| (11.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to: | 11D Analyze the melodies of literary language, including its use of evocative words and rhythms | Including: <ul style="list-style-type: none"> • the author’s purpose in using a specific simile, • the author’s purpose in making a specific allusion • the purpose of the author’s use of rhythms/repetition in a narrative passage, • the author's purpose in using a specific metaphor • the author’s use of “figurative/vividly descriptive language” such as specific images and vivid adjectives/adverbs | |

Wylie ISD Curriculum

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| Subject Area | English Language Arts | Bundle #: | 15 |
| Grade/Level | 11th Grade | Weeks: | 15 |
| Overview | | | |
| Continue study of media forms. | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to: | 16D Use effective verbal and nonverbal strategies in presenting oral messages | Including: <ul style="list-style-type: none"> • Use standard pronunciation and correct grammar in oral presentations • Use language that is appropriate to the purpose, audience and occasion and • Use effective tone, pace, volume, inflection, gestures, and facial expressions that are appropriate to the purpose, audience and occasion • Use posture effectively | |
| (11.19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to: | 19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements | <p>Such as analysis of the purpose of various visual media:</p> <ul style="list-style-type: none"> • Photographs from newspapers, magazines, and advertisements • Cartoons • Advertisements/Flyers/Brochures • Posters • Informational Charts/Graphs/Tables • Paintings/Drawings • Signs • Web Pages • PowerPoint (or other slide show presentation) <p>And determine the purpose such as:</p> <ul style="list-style-type: none"> • The purpose of this advertisement is to — • The reader can tell that the movie’s primary purpose is to — • The artist of this cartoon probably wants readers to — • The primary purpose of this chart is to — <p>Analyze an overall medium to draw conclusions about the message (i.e., purpose) the creator was trying to convey such as:</p> <ul style="list-style-type: none"> • The attitude of the girl in the cartoon can best be described as — • What can the reader conclude about the group that sponsored this ad? | |

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| Subject Area | English Language Arts | Bundle #: | 16 |
| Grade/Level | 11 th Grade | Weeks: | 16 |
| Overview | | | |
| Finish media study | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to: | 20B Deconstruct media to get the main idea of the messages' content | <p>Including:</p> <p><u>Identify the Intended Audience of Media</u> [e.g., The reader can conclude that the movie is primarily intended for an audience of — (C* families)]</p> <p><u>Identify the Main Idea of Media</u></p> <ul style="list-style-type: none"> • Why are the drawings of the plants an essential part of the chart? [F* They aid in identifying the plants.] • What is the primary message of the cartoon? [D* Personal experience can teach lessons in a difficult way.] • One underlying message of the poster is that — [A* many cultures contribute to our society.] • What is the poster's slogan? [D* Cultivate Your Roots] <p><u>Identify the Artist's Purpose in Using Media</u></p> <ul style="list-style-type: none"> • Determine the message(s)/main idea(s), slogans, messages, etc. • Determine the editor's/artist's purpose(s) • Provide information • Determine the effect of the media (or elements of the media) on the audience | |

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| | <p>20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols</p> | <p>And including analyzing expository text and recognizing:</p> <ul style="list-style-type: none">• Emotional appeals that are valid• Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid• Testimonial from a famous personality as a valid source• Symbols• Logical fallacies, such as<ul style="list-style-type: none">○ Glittering generalities/over-generalization○ False cause/effect relationships○ False analogies○ Invalid use/interpretation of statistics○ Invalid use of emotional proof (“Appeal to the Crowd”)○ Invalid use of personality proof (“Wise Men Can Be Wrong”)○ Bandwagon○ <i>Ad hominem</i> <p>And responding to questions such as:</p> <ul style="list-style-type: none">• Why did the creator of the media include/say something? <p>Is what the creator of the medium did logical/reasonable? Why or why not?</p> |
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| Subject Area | English Language Arts | Bundle #: | 17 |
| Grade/Level | 11 th Grade | Weeks: | 17 |
| Overview | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | 7G Draw inferences such as conclusions or generalizations and support them with text evidence and experience. | <p>Including:</p> <ul style="list-style-type: none"> • Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an individual person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and ○ a statement/conclusion about why something happened = cause/effect • Form Generalizations: A statement about a group/class of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must | |

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| | | <p>come from the text.] There are many different kinds of generalizations, e.g.:</p> <ul style="list-style-type: none">○ a straightforward statement about a group/class of persons, places, things, or events○ a statement/generalizations about the future = prediction○ a statement/generalization about why something happened = cause/effect <ul style="list-style-type: none">• Deductive process: given a general conclusion, validate/support the specific proof with text evidence (primarily direct quotations from the text)• Inductive process: given specific evidence, draw conclusions and then validate/support them with text evidence (primarily direct quotations from the text) <p>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning.</p> <p>TAKS Note: Open-ended questions on TAKS in grades 9-11 are inductive thinking.</p> |
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| Subject Area | English Language Arts | Bundle #: | 18 |
| Grade/Level | 11 th Grade | Weeks: | 18 |
| Overview | | | |
| Campaign propoganda, inaugural speeches | | | |
| TEKS - Texas Knowledge & Skills | | | |
| Knowledge & Skill Statement | Student Expectation | Student Learning Outcome Clarification | |
| (11.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to: | 4F Compile written ideas and representations into reports, summaries, or other formats and draw conclusions | <p style="color: red;">Including:</p> <ul style="list-style-type: none"> <li style="color: red;">• Infer: take specific information (from multiple sources and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] <li style="color: red;">• Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> <li style="color: red;">○ a statement about an individual person, place, thing, or event; <li style="color: red;">○ a statement/conclusion about the future = prediction; and a statement/conclusion about why something happened = cause/effect | |
| (11.6) Reading/word identification/vocabulary development. The | 6E Use reference materials such as glossary, dictionary, | Including the accurate use of reference information such as pronunciation, part of speech, multiple | |

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| <p>student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</p> | <p>thesaurus, and available technology to determine precise meanings and usage</p> | <p>meanings, etc.</p> |
| <p>(11.19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:</p> | <p>19A Describe how meanings are communicated through elements of design, such as shape, line, color, and texture</p> | <p>Such as:</p> <ul style="list-style-type: none"> • Analysis of book illustrations, age-appropriate political cartoons, print and electronic advertisements to identify\ <p>Illustrator’s choice of style (e.g., realistic, imaginary, literal, humorous) influence the text’s meaning</p> |
| | <p>19B Analyze relationships, ideas, and cultures as represented in various media</p> | <p>Such as:</p> <ul style="list-style-type: none"> • why someone chose to use an item of media and • a comparison of information in the media <p>Such as analysis of relationships, ideas and cultures as found in:</p> <ul style="list-style-type: none"> • Photographs from newspapers, magazines, and advertisements • Cartoons • Advertisements/Flyers/Brochures • Posters • Informational Charts/Graphs/Tables • Paintings/Drawings • Signs • Web Pages • PowerPoint (or other slide show presentation) |