**Subject:** Literature  
**Grade:** 11

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<tr>
<td>Timeline: Semester 1</td>
<td>Student Expectation</td>
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**STRAND: READING FOR LITERATURE**

**Key Ideas and Details**

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. M

   I can cite strong, thorough, textual evidence and can analyze explicit ideas in the text.  
   I can draw inferences from the text.  
   I can determine where text leaves matters uncertain.

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. M

   I can determine two or more themes of a text and analyze the development of the themes including how they build on each other to provide a complex account.  
   I can present an objective summary 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). M

   I can analyze how setting affects the story and analyze the impact of the sequence of events.  
   I can analyze how characters are introduced and developed.

**Colorado SS:** RL.1, RL.2, RL.3

**Knowledge Analysis**

- Ambiguity
- Author's perspective
- Author's style
- Characterization
- Conclusions
- Conventions of drama
- Cultural characteristics
- Draw conclusions
- Historical context
- Inferences
- Modernism
- Point of view
- Realism
- Sequence
- Stream of consciousness
- Structure
- Summarize
- Symbol
- Theme
- Tone
- Voice
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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</thead>
<tbody>
<tr>
<td><strong>STRAND:</strong> Reading for Literature</td>
<td>I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.</td>
<td>Analysis</td>
<td>Aesthetic impact</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>I can analyze the impact of the word choice on the meaning or tone of a text.</td>
<td>Application</td>
<td>Characterization</td>
</tr>
<tr>
<td>3. 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.) M</td>
<td>I can analyze how an author’s choice about the structure of specific parts of a text relates to the overall structure and meaning. I can understand the author’s choice to provide comedic or tragic resolution contribute to the meaning and aesthetic impact of a text.</td>
<td>Analysis</td>
<td>Comedic/tragic resolution</td>
</tr>
<tr>
<td>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. M</td>
<td></td>
<td>Application</td>
<td>Connotative language</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Figurative language</td>
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<td>Imagery</td>
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<td>Sound devices</td>
</tr>
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<td></td>
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<td>Style</td>
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<td></td>
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<td></td>
<td>Tone</td>
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**Colorado SS:** RL.3, RL.5
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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<thead>
<tr>
<th>STRAND: INFORMATIONAL</th>
<th>Key Ideas and Details</th>
<th>Student Friendly Learning Objective</th>
<th>Level of Thinking</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 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.</td>
<td>I can cite strong, thorough, textual evidence that supports my inferences and analysis of the text.</td>
<td>Knowledge Analysis</td>
<td>Application - Analysis - Evaluation</td>
<td>Allusion - Central/main idea - Descriptive details - Elements of an argument - Emotional appeals - Essay - Evaluate ideas</td>
</tr>
<tr>
<td><strong>2.</strong> 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.</td>
<td>I can determine two or more ideas of a text. I can analyze the development of central ideas throughout a text, including how they interact or build upon each other. I can give an objective summary of the text.</td>
<td>Application Analysis - Evaluation</td>
<td>Analysis - Comprehension</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> 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.</td>
<td>I can analyze a complex set of ideas or sequence of events and explain how they interact or develop throughout the text.</td>
<td></td>
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</tr>
</tbody>
</table>

**Colorado SS: RI.1, RI.2, RI.3**

1. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity)

2. Predict the impact an informational text will have on an audience and justify the prediction
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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<tbody>
<tr>
<td><strong>Craft and Structure</strong></td>
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</tr>
</tbody>
</table>
| 1. 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 faction in Federalist No. 10). | I can determine the meaning of words and phrases as used in the text for figurative, connotative or technical texts at the eleventh grade level. I can analyze how an author refines the meaning of key terms throughout the course of a text. | Analysis  
Application  
Synthesis | Allusion  
Analysis  
Argument  
Author's purpose  
Connotation  
Emotional appeals  
Essay  
Figurative  
Graphics  
Irony  
Main ideas  
Persuasion  
Persuasive speech  
Political words  
Rhetorical devices  
Rhetorical techniques  
Structure  
Style  
Subjectivity  
Synthesis  
Technical  
Text  
Text structure  
Voice |
| 2. 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. | I can analyze and evaluate the effectiveness of the structure an author uses in his/her argument. I can determine whether the author's structure makes points clear, convincing and engaging. | Analysis  
Evaluation | |
| 3. 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. | I can determine the author's point of view in a text. I can determine the author’s purpose for writing a text. I can analyze how style and content contribute to the power, persuasiveness and beauty of a text. | Knowledge  
Analysis  
Synthesis | |

**Colorado SS:** Use text features and graphical representations to complement comprehension and enhance critical analysis of a text  
RI.1, RI.2, RI.3
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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<tr>
<td><strong>Student Expectation</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Evaluate</strong></td>
<td><strong>Advocacy</strong></td>
</tr>
<tr>
<td></td>
<td>1. 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.</td>
<td><strong>Application</strong></td>
<td><strong>Analyse</strong></td>
</tr>
<tr>
<td></td>
<td>2. 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., The Federalist, presidential addresses).</td>
<td><strong>Analyse</strong></td>
<td><strong>Analyse text structure</strong></td>
</tr>
<tr>
<td></td>
<td>3. 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.</td>
<td><strong>Evaluate</strong></td>
<td><strong>Evaluate sources</strong></td>
</tr>
</tbody>
</table>

**Colorado SS:** RI.1, RI.2, RI.3
### Strand: Reading for Information

**Range of Reading and Level of Text Complexity**

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. M

**Student Expectation**

I can read and comprehend nonfiction writing at the eleventh grade level.

**Academic Vocabulary**

- Knowledge
- Comprehension
- Application

**Level of Thinking**

- Collaboratively
- Discuss
- Overstatement
- Persuasively
- Predict

**Colorado SS:** RI.10
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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</table>
| **STRAND: SPEAKING AND LISTENING**  
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
   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 topics or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  
   c. Propose 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.  
   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.  
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.  
| I can initiate and participate in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade eleven topics.  
I can express my own ideas clearly and persuasively.  
I can come to discussion prepared, having read, researched and studied the required material.  
I can use evidence from my research to stimulate an exchange of ideas.  
I can work with my peers to have civil and democratic discussions and decisions by setting goals, deadlines and establishing roles as needed.  
I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions and promote creative and divergent perspectives.  
I can pose and respond to diverse and probing questions and ensure a full and thoughtful discussion on a topic.  
I can clarify, verify or challenge ideas and conclusions and promote divergent and creative perspectives.  
I can make informed decisions and solve problems using multiple sources of information  
I can evaluate the credibility and accuracy of sources noting any discrepancies.  
| Knowledge  
Comprehension  
Analysis  
Application  
| Comprehension  
Application  
| Claims  
Compare  
Contrast  
Credibility  
Debate  
Democratic process  
Discuss  
Divergent  
Diverse  
Documentary  
Evidence  
| Formal English  
Goals  
Multimedia  
Organization  
Persuasive speech  
Point of view  
Problem solving  
Propel  
Purpose  
Quantitatively  
Reasoning  
| Analysis  
Synthesis  
Application  
Evaluation  
| Rhetoric  
Style  
Support  
Synthesize  
Timeline  |

**Colorado SS:** SL.1a – SL.1d, SL.2  
1. Critique the accuracy, relevance, and organization of evidence of a presentation  
2. Evaluate effectiveness of oral delivery techniques  
3. Listen critically to evaluate the overall effectiveness of the presentation

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<tr>
<td>STRAND: SPEAKING AND LISTENING (Continued)</td>
<td>I can evaluate a speaker’s point of view, reasoning, evidence, and rhetoric.</td>
<td>Evaluation</td>
<td></td>
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<tr>
<td></td>
<td>I can assess points presented including word choice, emphasis, and tone of a presentation.</td>
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<tr>
<td>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and</td>
<td>I can present information, findings and supportive evidence with a perspective of showing alternate</td>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>rhetoric, assessing the stance, premises, links among ideas, word choice,</td>
<td>viewpoints so that listeners can follow the line of reasoning.</td>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>points of emphasis, and tone used.</td>
<td>I can present information where the organization, development, and style are appropriate for the</td>
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<tr>
<td></td>
<td>audience and the tasks.</td>
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<tr>
<td>4. Present information, findings, and supporting evidence, conveying a</td>
<td>I can use multimedia components in a presentation to add interest and understanding.</td>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>clear and distinct perspective, such that listeners can follow the line of</td>
<td></td>
<td>Evaluation</td>
<td></td>
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<tr>
<td>reasoning, alternative or opposing perspectives are addressed, and the</td>
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<tr>
<td>organization, development, substance, and style are appropriate to purpose,</td>
<td></td>
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<tr>
<td>audience, and a range of formal and informal tasks.</td>
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<td></td>
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<tr>
<td></td>
<td>I can adapt speech to contexts and tasks and demonstrate a command of formal English when</td>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>5. Make strategic use of digital media (e.g., textual, graphical, audio,</td>
<td>appropriate.</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>visual, and interactive elements) in presentations to enhance understanding</td>
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<td></td>
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<tr>
<td>of findings, reasoning, and evidence and to add interest.</td>
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<tr>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating a</td>
<td>I can use multimedia components in a presentation to add interest and understanding.</td>
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<tr>
<td>command of formal English when indicated or appropriate. (See grades 11–12</td>
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<tr>
<td>Language standards 1 and 3 on page 54 for specific expectations.)</td>
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</table>

Colorado SS: SL.3, SL.4, SL.5, SL.6
1. Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience
2. Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication
3. Deliver oral talks with clear enunciation, vocabulary, and appropriate organization; nonverbal gestures; and tone
4. Analyze audience responses to evaluate how effectively the talk or presentation met the purpose
5. Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical)
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<tr>
<td>Student Expectation</td>
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RESOURCES AND NOTES FOR SEMESTER 1:
## SUBJECT: Literature

### STRAND: READING FOR LITERATURE

**Craft and Structure**

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). M

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.) M

9. 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. M

### Student Friendly Learning Objective

I can analyze how understanding the point of view of some texts requires distinguishing what is directly stated from what is meant (satire, irony, understatement, etc.).

I can analyze multiple interpretations of a piece of literature.

I can evaluate how each version interprets the source text.

I can demonstrate knowledge of eighteenth, nineteenth, and early twentieth century American literature by comparing how two or more texts from the same period treat similar themes or topics.

### Level of Thinking

**Comprehension**

**Analysis**

**Evaluation**

**Knowledge**

**Comprehension**

**Analysis**

### Academic Vocabulary

- Ambiguity
- American
- Romanticism
- Author’s perspective
- Character
- Conventions of drama
- Cultural context
- Drawing conclusions
- Early American
- Harlem Renaissance
- Historical context
- Imagery
- Modernism
- Naturalism
- Realism
- Regionalism
- Satire
- Stanzas
- Stream of consciousness
- Style
- Summarize
- Theme

### Colorado SS:

Explain the influence of historical context on the form, style, and point of view of a written work

RL.6, RL.7, RL.9
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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<tbody>
<tr>
<td>Student Expectation</td>
<td>I can read and comprehend many genres of literature appropriate to the eleventh grade level.</td>
<td>Comprehension Application</td>
<td>Allusion, Analyze, Argument, Descriptive details, Historical context, Irony, Overstatement, Predict, Primary source, Rhetorical devices, Synthesize</td>
</tr>
</tbody>
</table>

**Strand:** Reading for Literature

**Range of Reading and Level of Text Complexity**

10. By the end of grade 11, read and comprehend literature, 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. M

Colorado SS: RL.10
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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<tr>
<td>STRAND: INFORMATIONAL</td>
<td>I can cite strong, thorough, explicit textual evidence that supports my inferences and analysis of the text. I can determine where text leaves matters uncertain. M</td>
<td>Knowledge</td>
<td>Allusion</td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>I can determine two or more central ideas.</td>
<td>Analysis</td>
<td>Argument</td>
</tr>
<tr>
<td>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. M</td>
<td>I can analyze how ideas interact, build, and become complex throughout the text.</td>
<td>Application</td>
<td>Author's purpose</td>
</tr>
<tr>
<td>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. M</td>
<td>I can present an objective summary of the text.</td>
<td>Evaluation</td>
<td>Connotation</td>
</tr>
<tr>
<td>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. M</td>
<td>I can analyze a complex set of ideas or sequence of events in a text.</td>
<td>Analysis</td>
<td>Emotional appeals</td>
</tr>
<tr>
<td></td>
<td>I can explain interaction and development of individuals, ideas, or events throughout the text.</td>
<td>Comprehension</td>
<td>Essay</td>
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Colorado SS: RI.1, RI.2, RI.3
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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<tr>
<td><strong>Craft and Structure</strong></td>
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</tbody>
</table>
| 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 faction in Federalist No. 10). **M** | I can determine the figurative, connotative and technical meaning of words or phrases in a grade eleven text.  
I can analyze how author refines the meaning of key terms through the course of a text. | Analysis  
Synthesis  
Application | Allusion  
Argument  
Author's purpose  
Descriptive details  
Emotional appeal  
Graphics  
Harlem Renaissance  
Historical context  
Irony  
Literary movement  
Modernism  
Naturalism  
Overstatement  
Personal essay  
Persuasion  
Persuasive speech  
Primary source  
Realism  
Regionalism  
Research  
Rhetorical devices  
Romanticism  
Style  
Subjectivity  
Synthesize  
Text analysis  
Text structure  
Timeline  
Transitional poets  
Voice |
| 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. **M** | I can analyze the effectiveness of the author’s exposition or argument.  
I can evaluate whether the author’s structure makes points clear, convincing, and engaging. | Analysis  
Evaluation  
Synthesis | |
| 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. **M** | I can determine the author’s point of view and purpose in a text.  
I can analyze how style and content contributes to the effectiveness of the text. | Knowledge  
Synthesis  
Analysis | |

**Colorado SS:** RI.4, RI.5, RI.6
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
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<td><strong>Reading for Information</strong></td>
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</tbody>
</table>
| Integration of Knowledge and Ideas  
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. | I can integrate and evaluate multiple sources from different media to address a question or solve a problem. | Application  
Evaluation | Advocacy  
Allusion  
Analysis  
Argument  
Essay  
Harlem Renaissance  
Historical context  
Literary movement  
Modernism  
Naturalism  
Premise  
Primary source  
Realism  
Regionalism  
Semia  
Text structure |
| 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., The Federalist, presidential addresses). | I can delineate and evaluate the reasoning in seminal U.S. texts, including applications of constitutional principles and legal meanings.  
I can delineate and evaluate the premises, purposes, and arguments in the works of public advocacy. | Evaluation | |
| 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. | I can analyze significant seventeenth-century, eighteenth-century, and nineteenth century U.S. documents for themes, purpose and rhetorical features. | Application  
Evaluation | |

**Colorado SS:** RI.7, RI.8, RI.9

**Range of Reading and Level of Text Complexity**

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. | I can read and comprehend non-fiction texts appropriate for the eleventh grade. | Application  
Comprehension | |

**Colorado SS:** RI.10
<table>
<thead>
<tr>
<th>Strand/Concept</th>
<th>Student Friendly Learning Objective</th>
<th>Level of Thinking</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and Collaboration</td>
<td>I can initiate and participate in a range of collaborative discussions. I can express my own ideas clearly and persuasively and build on other’s ideas. I can prepare for a class discussion and participate by referring to my reading and research.</td>
<td></td>
<td>Knowledge, Comprehension, Analysis, Application</td>
</tr>
<tr>
<td></td>
<td>I can work with peers to have civil, democratic discussions. I can set clear goals and individual roles for promoting discussion. I can propel a conversation by posing and responding to questions that probe reasoning and evidence. I can verify and challenge ideas and conclusions and promote divergent perspectives.</td>
<td></td>
<td>Comprehension, Application, Evaluation</td>
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<td></td>
<td>I can respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence 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.</td>
<td></td>
<td>Analysis, Synthesis, Application</td>
</tr>
</tbody>
</table>

Colorado SS: SL.1a – SL.1d
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

<table>
<thead>
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<tr>
<td><strong>STRAND:</strong> SPEAKING AND LISTENING</td>
<td>I can make informed decisions and solve problems using multiple sources of information.</td>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>Comprehension and Collaboration (continued)</td>
<td>I can evaluate the credibility and accuracy of sources noting any discrepancies among the data. M</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>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. M</td>
<td>I can evaluate speaker's point of view, reasoning or use of evidence, and rhetoric.</td>
<td></td>
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</tr>
<tr>
<td>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. M</td>
<td>I can assess points presented including word choice, emphasis, and tone.</td>
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<tr>
<td><strong>Colorado SS:</strong> SL.2, SL.3</td>
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### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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<tr>
<td><strong>Student Expectation</strong></td>
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<tr>
<td><strong>Strand: Speaking and Listening</strong></td>
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</tbody>
</table>
| Presentation of Knowledge and Ideas  
4. 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. | I can present organized information using a clear and distinct perspective in a way that listeners can follow the line of reasoning.  
I can offer opposing perspectives when appropriate.  
I can use formal or informal style determined by purpose. | Synthesis  
Application | Formal and informal English  
Persuasion |
| 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. | I can strategically use digital media to enhance understanding and add interest to a presentation. | Knowledge  
Application |                                  |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 on page 54 for specific expectations.) | I can adapt speech to a variety of contexts and tasks.  
I can demonstrate a command of formal and informal English when appropriate. | Application  
Evaluation |                                  |

**Colorado SS:** SL.4, SL.5, SL.6
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Literature  
**GRADE:** 11

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**RESOURCES AND NOTES FOR SEMESTER 2:**

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