

**Jemez Valley Public Schools**  
**11TH GRADE LANGUAGE ARTS • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand I: Reading and Listening for Comprehension			
Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
<p>Respond to informational texts by:</p> <p>(a) Using a variety of strategies for preparation, engagement, and reflection (all semester),</p> <p>(b) Paraphrasing main ideas and supporting details (all semester),</p> <p>(c) Explaining significant connections between speaker's/author's purpose, tone, biases, and the message for the intended audience (all semester),</p> <p>(d) Identifying a clear, reasonable criteria for evaluation and,</p> <p>(e) Making generalizations supported by specific references</p> <p>Use critical analysis to gain meaning, develop thematic connections and synthesize ideas by:</p> <p>(a) Examining the functions and effects of narrative strategies (plot, conflict, suspense, point of view, characterization, dialogue</p> <p>(b) Interpreting effects of figures of speech and sounds</p> <p>(c) Analyzing stylistic features such as word choice and links between sense and sound, and</p> <p>(d) Identifying ambiguity, contradiction, irony, parody and satire</p> <p>Identify critical questions that would lead to a broader understanding of a selection</p> <p>Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables)</p>	<p>Demonstrate increasing insight and reflection to print and non-print text through personal expression</p> <p>Reflect and respond expressively to texts so that the audience will:</p> <p>(a) discover multiple perspectives,</p> <p>(b) investigate and articulate connections,</p> <p>(c) explore how life experiences influence a response to a selection, and</p> <p>(d) recognize that responses of others may be different</p> <p>Demonstrate an understanding of the conventions of language by:</p> <p>(a) decoding vocabulary using knowledge Greek and Latin bases and affixes,</p> <p>(b) discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation), and</p> <p>(c) contrasting use of language conventions of authors in different time periods</p> <p>Use (Identify) an array of media and technologies to examine and comprehend information</p> <p>Demonstrate proficiency in accessing and sending information electronically</p>	<p>Analyze overall effectiveness of one's own writing</p> <p>Conduct research using data from in-depth field studies</p> <p>Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies</p> <p>Inform an audience by using a variety of media to research and explain insights</p> <p>Use language persuasively in addressing a particular issue by:</p> <p>(a) finding and interpreting information effectively (all semester) and</p> <p>(b) establishing and defending a particular perspective</p> <p>Analyze the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking)</p>	<p>Recognize how new information changes one's personal knowledge base □□Use language persuasively in addressing a particular issue by: recognizing propaganda as a purposeful technique by: □(a) responding respectfully to viewpoints and biases, and □(b) analyzing stylistic features such as word choice and links between sense and sound</p> <p>□□Demonstrate how selections reflect the cultures that shaped them</p> <p>□□Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization □□Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances</p>

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Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand II: Writing and Speaking for Expression			
Standard: Students will communicate effectively through speaking and writing.			
Demonstrate control of grammar, diction, paragraph, and sentence structure (all semester)	Analyze the works of others for: <input type="checkbox"/> (a) consistency of facts, ideas, tone, voice; <input type="checkbox"/> (b) development of argument or plot, and <input type="checkbox"/> (c) clarity and conciseness <input type="checkbox"/> <input type="checkbox"/> Use argument to: <input type="checkbox"/> (a) Interpret researched information, <input type="checkbox"/> (b) Establish and defend a point of view, <input type="checkbox"/> (c) Address concerns of the opposition and, <input type="checkbox"/> (d) Use logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies), <input type="checkbox"/> (e) Use techniques (e.g., rhetorical devices, parallelism, hypothetical situation, irony, concrete images), and (f) <input type="checkbox"/> <input type="checkbox"/> Develop a sense of completion	Synthesize and organize information from a variety of sources in order to inform and persuade an audience <input type="checkbox"/> <input type="checkbox"/> Use language persuasively in addressing a particular issue by: <input type="checkbox"/> (a) Finding and interpreting information effectively, <input type="checkbox"/> (b) Recognizing propaganda as a purposeful technique, <input type="checkbox"/> (c) Establishing and defending a point of view, and <input type="checkbox"/> (d) Responding respectfully to viewpoints and biases <input type="checkbox"/> <input type="checkbox"/> Use a variety of technology tools to present information appropriate for the purpose and audience <input type="checkbox"/> <input type="checkbox"/> Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments)	Identify, analyze, and evaluate criteria used for formal and informal discussions to determine how well others engage in discussion <input type="checkbox"/> <input type="checkbox"/> Analyze differences in responses to focused group discussion in an organized and systematic way
Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand III: Literature and Media			
Standard: Students will use literature and media to develop an understanding of people, societies, and the self.			
Analyze ways in which writers use personification, figures of speech, and sounds to evoke readers' emotions and understanding Use critical analysis to gain meaning, develop thematic connections and synthesize ideas by: a. Examining the functions and effects of narrative strategies ((e)g. plot, conflict, suspense, point of view, characterization, dialogue) b. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g. foreshadowing, flashbacks), c. Interpreting effects of figures of speech and the effects of sounds, and Identifying ambiguity, contradiction, irony, parody and satire	Analyze the clarity and consistency of literary works or essays on a topic Analyze arguments, concepts and perspectives presented in literary works and media	Interpret culturally specific ambiguities, subtleties, contradictions, ironies, and nuances in literary works	

