

11th Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p>Students demonstrate understanding of a variety of original texts for different purposes and different tasks without support. They:</p> <ul style="list-style-type: none"> - read and understand a variety of more complex, authentic texts (plays, short stories, novels, poetry, graphs, diagrams, articles, news reports, autobiographies) - analyze and respond to unabridged text selections of a wide variety of genres without support. - respond to more complex authentic texts in a variety of ways (explain the reasons for their interest in a specific author, genre, or theme, connect ideas in a text to their own knowledge, experience, and insights, distinguish between facts and opinions in an editorial, compare how two texts deal with the same theme) - identify a variety of organizational patterns used in informational texts (chronological order, cause and effect, comparison and contrast, description, definition) - analyze author and historical background. - analyze theme, characters (development, motives, unique traits), symbolism, plot reversals, foreshadowing, simile, metaphor. - use a wide variety of reading comprehension strategies before, during, and after reading to understand texts (preview vocabulary, brainstorm to activate related prior knowledge and experiences, use visualization to clarify details of character, scene, or concept) 	<p>Students write English in a variety of forms for different purposes and audiences with great accuracy. They:</p> <ul style="list-style-type: none"> - produce articles, stories, reports, essays, emails, letters, reviews with very few grammatical and spelling mistakes. - write longer and more complex texts to convey information for academic purposes using a variety of forms. - write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms (narrative about important personal event, create a class graffiti wall on a topic of interest, record thoughts and feelings in a personal journal, etc) - use a variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs (for instance, in addition, because of, as a result, for this reason, according to, in the opinion of) - use correctly the grammatical structures and conventions of written English appropriate for this level. - use a variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing (activate background knowledge through peer conferencing, generate idea using webs, identify the appropriate form to suit the purpose, etc) - revise, edit, and proofread drafts using a variety of strategies (confer with teacher and peers, use sticky notes to record ideas for revision, follow steps in writing guidelines book, interpret correction symbols) 	<p>Students use speaking skills and strategies to communicate in English for a variety of classroom and social purposes with great accuracy. They:</p> <ul style="list-style-type: none"> - engage in more complex spoken interactions on a variety of topics (express and defend personal preferences, opinions, and points of view, negotiate solutions to tasks and problems in small-group or paired activities) - use a variety of conversational expressions to negotiate spoken interactions (disagree politely, convince, persuade, suggest) - present ideas and information orally for academic purposes in a variety of situations and in greater length. - use correctly the grammatical structures of spoken English appropriate for this level. - use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately. - use a variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication (use a simple word meaning something close to the intended concept and invite feedback, define the features of something concrete for which they do not know or remember the word, keep a record of frequent mistakes and consciously monitor speech to avoid them, plan and rehearse the language components of a task) 	<p>Students understand, interpret, and evaluate spoken English in a variety of situations. They:</p> <ul style="list-style-type: none"> - demonstrate comprehension of specific information in more complex directions, instructions, and classroom presentations. - demonstrate understanding of more complex spoken English on a variety of topics in interactive situations (provide a summary of a group discussion, participate in and contribute to academic classroom discussions) - identify specific and main ideas in different contexts. - extract key concepts from audio material. - participate actively in oral discussions in large groups. - respond to intonation patterns, different pacing and a variety of accents. - respond to spoken English in social, academic, formal, and informal situations, including some idioms, and conversational nuances (irony, humour, flattery, sarcasm)

<ul style="list-style-type: none"> - identify and use a variety of features of texts to locate information and aid comprehension (titles, subtitles, graphics, italics, questions, sidebars, summaries, footnotes, works cited, back cover of novels) - identify a variety of connecting devices and transition words and phrases, and explain how they express relationships among idea in texts(moreover for addition-, in short for summary, by contrast for comparison and contrast, as a result for cause and effect, possibly for hypothesis) - demonstrate an understanding of the grammatical structures of English used in texts appropriate for the level. - use a variety of vocabulary acquisition strategies to enrich vocabulary (develop lists of homonyms, synonyms, antonyms, apply rehearsal techniques to learn new words) - use knowledge of a variety of patterns of word structure and derivation to determine the meaning of unfamiliar words (use knowledge of prefixes, suffixes, and word roots to differentiate parts of speech and infer meaning) - locate information for guided research projects from a variety of print and electronic sources in consultation with the teacher, and acknowledge their resources) - evaluate information sources to determine their authority, reliability, and objectivity. 	<ul style="list-style-type: none"> - identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful (maintain a writing portfolio) 		
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