

ELA 11: Literary Analysis Section Two

***My Nation**

Literary Analysis Section Two is a class designed to support students conducting critical reading of material. In section two of this course we will explore a combination of narrative and informative texts of both fiction and nonfiction and use a range of techniques to unpack the material. Similar to other courses at Wahtonka, all language arts courses are content driven and standards based. *Content driven* means that it will incorporate things you learn in your other classes (math, science, social studies) because in life we do not separate subjects, they are all blended together in everything you do! *Standards based* means it will follow the national common core standards (this means we are following the learning goals of our nation). Career ready skills will also be practiced during your time in language arts in order to prepare you for life and finding your way along a career path.

Language arts will be inquiry-based and constructivist in style which means

- ❖ Students learn by doing. We become strong readers by reading and reflecting upon how different authors approach topics, what devices they use, what words they use and how it impacts their message.
- ❖ Students will be practicing critical thinking skills through learning how to critically discuss works and develop their own takeaways.
- ❖ Students will be engaging in processes of design and refinement through sharing their takeaways from work, listening to those of others and reconsidering their own beliefs.
- ❖ Students will be asked to take healthy risks as readers to both help themselves and their peers grow in their work.

In 11th grade students will learn to identify their own meaning from stories we read and how to critique the authors to learn lessons about how to improve our own writing. We will dive into a range of different books, articles, and stories over the course of the year together. The class will follow a similar structure to LA one, but the texts we consider will be more geared towards deeper analysis. Students will be expected to do reading both on their own and in class and engage in personal reflection and group discussions about each text. At the conclusion of each text students will be expected to share their analysis through one of several different ways including writing, creating a video, a podcast and more.

Course time frame: 44 weeks (1 year)

Daily 90 minutes

Credit: Language Arts (1.0)

Google classroom: <https://classroom.google.com/u/0/c/MTE3MjYyMzY0Njg1>

Course FAQs

16. *What are my technology needs?*

You will login to Google Classroom and utilize this platform for work submission. You will also need to be proficient in the use of Google Drive and GoogleDocs. Other programs we use include WeVideo.

17. What are the prerequisites I need in order to take this class?

Literary Analysis Section One or a comparable course from another school.

18. Why should I take this course/What are the benefits?

There are 6 specific reasons you should have a class in narrative and creative writing:

- **Readers learn by reading:** Great readers and writers learn about the power of storytelling through reading stories and thinking about what makes them work. At Wahtonka we do not believe that there is one meaning to a poem, or one interpretation of a book. You will be encouraged to make your own meaning, share that with your peers and learn about their understanding.
- **Thinking Critically:** Great readers learn to think critically by diving deeply into books to develop their perspective, then learning to reconsider their perspective as they hear others. In Literary Analysis Section Two you will be encouraged to share openly their takeaways then reconsider them as they hear from others. This process is imperative for students to develop strong critical thinking skills.
- **Encourages Teamwork:** We all learn through experimentation and collaboration. In ELA you will learn how to hear perspectives other than your own, how to receive feedback and how to collaborate on ideas together. In every line of work teamwork is what makes us most successful.

19. What standards does this course cover?

Here is the Common Core Standards that apply to English Language Arts

<http://www.corestandards.org/ELA-Literacy/RL/11-12/>

- CCSS.ELA-LITERACY.RL.11-12.1 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.
- CCSS.ELA-LITERACY.RL.11-12.2 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.
- CCSS.ELA-LITERACY.RL.11-12.3 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).
- CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- CCSS.ELA-LITERACY.RL.11-12.5 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.
- CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- CCSS.ELA-LITERACY.RL.11-12.7 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.)

- CCSS.ELA-LITERACY.RL.11-12.9 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.
- CCSS.ELA-LITERACY.RL.11-12.10 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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

20. *How do you grade my work in this class?*

Wahtonka Community School uses a proficiency based grading system. Your grade is based upon rubrics with specific standards and requirements. In order to gain credit for this class you must meet these standards at the proficient or mastery level.

Course grades are usually broken down as follows:

Mastery

Letter = A+, A, A-

GPA = 4.0, 3.75, 3.5

Credit = 0.33

Proficient

Letter = B+, B, B-

GPA = 3.25, 3.0, 2.75

Credit = 0.33

Developing

Letter = C+, C, C-

GPA = 2.5, 2.0, 1.75

Credit = 0.15 - 0.05

Basic/Emergent

Letter = D, F

GPA = 1.5, 0

Credit = 0

ELA 11: Writing for College and Career

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In Writing for College and Career students will learn the writing skills they will need to explore their post high school life, regardless of their path. Similar to other courses at Wahtonka, all language arts courses are content driven and standards based. *Content driven* means that it will incorporate things you learn in your other classes (math, science, social studies) because in life we do not separate subjects, they are all blended together in everything you do! *Standards based* means it will follow the national common core standards (this means we are following learning goals of our nation). Career ready skills will be practiced during your time in language arts in order to prepare you for life and finding your way along a career path.

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- ❖ Students learn by doing. We become strong writers by writing and reflecting upon what works and doesn't work in our writing.