

**Larchmont Charter High School – ENGLISH  
STANDARDS MAP**

GRADE 11 – STANDARDS MAP			Q1	Q2	Q3	Q4
CALIFORNIA CONTENT STANDARDS: READING	# of Items	%				
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	<b>8</b>	<b>11%</b>				
<b>1.1 Vocabulary and Concept Development:</b> trace the etymology of significant terms used in political science and history	<b>2</b>		X			
<b>1.2 Vocabulary and Concept Development:</b> apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology	<b>2</b>		X			
<b>1.3 Vocabulary and Concept Development:</b> discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	<b>4</b>		X			
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.	<b>19</b>	<b>25%</b>				

\* Not assessable in multiple-choice format

**Larchmont Charter High School – ENGLISH  
STANDARDS MAP**

2.1 <b>Structural Features of Informational Materials:</b> analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices	4			X		
2.2 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	3				X	
2.3 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents	2				X	
<b>CALIFORNIA CONTENT STANDARDS: READING</b>	<b># of Items</b>	<b>%</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
2.4 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> make warranted and reasonable assertions about the author’s argument by using elements of the text to defend and clarify interpretations	2				X	
2.5 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject	2				X	
2.6 <b>Expository Critique:</b> critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)	6				X	
<b>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i></b>	<b>17</b>	<b>23%</b>				

\* Not assessable in multiple-choice format

**Larchmont Charter High School – ENGLISH  
STANDARDS MAP**

<b>illustrate the quality and complexity of the materials to be read by students.</b>						
3.1 <b>Structural Features of Literature:</b> analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres	<b>3</b>			X		
3.2 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim	<b>1</b>			X		
3.3 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both	<b>2</b>			X		
3.4 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions	<b>1</b>			X		

\* Not assessable in multiple-choice format

**Larchmont Charter High School – ENGLISH  
STANDARDS MAP**

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%	Q1	Q2	Q3	Q4
<b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze recognized works of American literature representing a variety of genres and traditions:	<b>3</b> (rotating annually)					X
1) trace the development of American literature from the Colonial period forward	<b>(1)</b>					
2) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period	<b>(1)</b>					
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	<b>(1)</b>					
<b>3.6 Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i> )	<b>1</b>					X
<b>3.7 Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze recognized works of world literature from a variety of authors:	<b>NA*</b> (Grade 12 curriculum)					X
1) contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern)	<b>NA*</b>					X
2) relate literary works and authors to major themes and issues of their eras	<b>NA*</b>					X
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	<b>NA*</b>					X

\* Not assessable in multiple-choice format

**Larchmont Charter High School – ENGLISH  
STANDARDS MAP**

3.8 <b>Literary Criticism:</b> analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach)	<b>3</b>					X
3.9 <b>Literary Criticism:</b> analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)	<b>3</b>					X
<b>CALIFORNIA CONTENT STANDARDS: WRITING</b>	<b># of Items</b>	<b>%</b>				
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.</b>	<b>9</b>	<b>12%</b>				
1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	<b>7</b>		X			
1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization	<b>2</b>			X		
1.3 reflect appropriate manuscript requirements in writing	<b>NA*</b>					
<b>1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process.</b>	<b>22</b>	<b>29%</b>				
1.1 <b>Organization and Focus:</b> demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments	<b>4</b>				X	
1.2 <b>Organization and Focus:</b> use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes	<b>2</b>			X		
1.3 <b>Organization and Focus:</b> structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples	<b>4</b>			X		

\* Not assessable in multiple-choice format

**Larchmont Charter High School – ENGLISH  
STANDARDS MAP**

1.4 <b>Organization and Focus:</b> enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action	<b>4</b>		X			
1.5 <b>Organization and Focus:</b> use language in natural, fresh, and vivid ways to establish a specific tone	<b>2</b>		X			
1.6 <b>Research and Technology:</b> develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)	<b>NA*</b>					X
1.7 <b>Research and Technology:</b> use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)	<b>2</b>					X
1.8 <b>Research and Technology:</b> integrate databases, graphics, and spreadsheets into word-processed documents	<b>NA*</b>					X
<b>CALIFORNIA CONTENT STANDARDS: WRITING</b>	<b># of Items</b>	<b>%</b>				
1.9 <b>Evaluation and Revision:</b> revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre	<b>4</b>				X	
<b>TOTALS</b>	<b>75</b>	<b>100 %</b>	<b>21</b>	<b>19</b>	<b>23</b>	<b>16</b>

\* Not assessable in multiple-choice format