Parents’ Guide to Student Success

*English Language Arts*

***Eleventh Grade: American Literatur*e**

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

|  |
| --- |
| **Here are Some Things Your Child Will Be Working on in Eleventh Grade*** Analyzing the progression of Literature of the United States and how the literature represents the culture and values of the peoples of that time period
* Making connections between the cultural norms of the past and the present
* Contrasting the cultural norms of the past to the present
* Learning how to research for literary analysis and choose the best sources
* Learning how to accurately incorporate scholarly sources into a full length paper and cite them correctly
* Learning how to correctly format papers using a standard format
 |

|  |
| --- |
|  |

|  |
| --- |
| **Keeping the Conversation Focused:**When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 11, these include:* Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights).
* Understanding the importance of giving credit when taking information from sources.
* Writing on a regular basis and having a strong grasp of grammar and mechanics.
 |

**Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some suggestions to ensure your child is successful in high school and beyond.

Resource: <http://www.pta.org/parents/>

**Parent Tips - Planning for College and Career**

At the beginning of high school, sit down with your child’s teachers, counselor, or other advisor to discuss what it will take for your child to graduate, your child’s goals, and his or her plans after high school. Create a plan together to help your child reach these goals, and review it every year to make sure he or she is on track.

**This plan should include:**

 An appropriate course sequence to meet your child’s goals. For example, if your child wants to study biosciences in college, he or she will likely need additional or advanced math and science courses in high school to be prepared for college-level coursework.

 The most appropriate extracurricular activities for your child to participate in. For example, if your child is interested in journalism or photography, encourage him or her to sign up for the school newspaper or yearbook. These activities will help your child expand his or her learning outside of school and may help foster new hobbies or interests.

 Ways you can help your child prepare for college or career. For example, if your child is interested in a particular field, look to see if internships exist to build his or her work experience in that subject area. Look for college fairs to attend, and encourage your child to visit colleges he or she might be interested in.

 Finding ways to pay for college or advanced training. College can be expensive, but there are lots of ways to get financial help, such as scholarships, grants, work study programs, and student loans. You just need to make the time for you and your child to do the research. You can start by helping your child fill out the FAFSA (Free Application for Federal Student Aid) during his or her senior year of high school. Visit www.fafsa.ed.gov for help and more information on FAFSA and financial aid.

**Eleventh Grade**

Nine Week Checkpoints for Parents and Students



|  |
| --- |
| **Helpful Websites** |
| <http://www.revisionassistant.com> <https://wwww.turnitin.com><https://tinyurl.comPearsonhighschool>https://lexile.com<http://www.readwritethink.org>  |
| **First Nine Weeks**  | **Second Nine Weeks** |
| *Students should know and be able to:** Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
* Demonstrate an understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.
* Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
* Incorporate research into a variety of writing styles while using a standard format of citation.
 | *Students should know and be able to:** Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
* Demonstrate an understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.
* Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
* Analyze Revolutionary period texts for such elements as literary devices, sound devices, and structure and how these things help an author convey meaning.
 |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:** Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
* Compose an objective summary stating the key points of the text without adding their own opinions or feelings.
* Incorporate research into a variety of writing styles while using a standard format of citation.
* Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 | *Students should know and be able to:** Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
* Demonstrate an understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.
* Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 |