

ENGLISH 11

LENGTH OF TIME: 90 minutes daily for one semester

GRADE LEVEL: 11

DESCRIPTION OF COURSE:

Expository writing and intense critical reading of American classics and other works are the focal points of this course both verbally and in writing. Students analyze American literature from the 1600's to the present. Students continue to develop their vocabulary skills. A variety of prose writing techniques is studied and practiced. Students will be expected to take notes and share ideas with their classmates. Homework can be expected on a daily basis, with the amount varying to coincide with the unit of study and the level of the course being taught.

ESSENTIAL QUESTIONS:

1. How does American history affect its literature?
2. What influence does American literature have on societal events?
3. How do literary movements affect the writing of the time?

READING ASSESSMENT ANCHORS

- R11.A.1.4 Identify and explain main ideas and relevant details.
- R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text.
- R11.A.1.6.1 Identify and/or analyze the author's intended purpose of text.
- R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.
- R11.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction. (Character)
- R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.
- R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.
- R11.B.3.2.1 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- R11.B.3.3.2 Explain, interpret, and/or analyze the author's purpose for decisions about text organization and content.

ACADEMIC STANDARDS

- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.3.11.B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme,

- point of view, tone and style. 1.3.11.C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.
- 1.3.11.F Read and respond to nonfiction and fiction including poetry and drama.
- 1.4.11.C Write persuasive pieces
- 1.5.11.A.1 Write with a sharp, distinct focus. Identify topic, task and audience.

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by completing:

1. SLOs (See below)
2. Presentations, projects, and essays

TITLES OF UNITS:

1. McDougal Littell Literature: *American Literature*. 2008.
 - Unit 1: Early American Writing – 2 weeks (approx.)
 - The Native American Experience- “Coyote and the Buffalo”
Media Study
 - Exploration and the Early Settlers- *The General History of Virginia*
 - The Puritan Tradition- Anne Bradstreet
Edward Taylor
Jonathon Edwards
 - Writers of the Revolution
“Speech in the Virginia Convention”
The Declaration of Independence
The Crisis
 - Unit 2: Celebrating the Individual: American Romanticism – 2 weeks (approx.)
 - The Early Romantics- “The Devil and Tom Walker”
“Thanatopsis”
 - The Fireside Poets- Longfellow
 - The Transcendentalists- Emerson
Thoreau
 - American Gothic- Poe
 - Unit 3: An Age of Transition: From Romanticism to Realism – 2 weeks (approx.)
Brilliant Mavericks: Whitman and Dickinson
2. Required Novel Units
3. Death of a Salesman, Penguin, 1976

LEVEL 1

TITLES	SKILLS TAUGHT	COMMON CORE
“Coyote and the Buffalo”	Inferences/Drawing Conclusions Analyze purpose	CC.1.3.11-12.G CC.1.3.11-12.I

<i>The General History of Virginia</i>	Narrator Word Acquisition Context Clues Visuals	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.K CC.1.2.11-12.I
Work of Anne Bradstreet & Edward Taylor (unit 1 of textbook)	Figurative Language	C.C.1.3.11-12.F
Work of Jonathon Edwards (unit 1 of textbook)	Sermon Identify and Analyze Emotional Appeals	CC.1.2.11-12.D CC.1.2.11-12.E
“Speech in the Virginia Convention”	Rhetorical Devices Persuasive Speech Variety in Sentence Types	CC.1.2.11-12.E
<i>The Declaration of Independence</i>	Argument Analyze Text Structure	CC.1.2.11-12I
<i>The Crisis</i>	Persuasive Techniques Analyze Main Ideas and Support	CC.1.2.11-12.A CC.1.2.11-12.E
<i>from Benjamin Franklin’s Autobiography</i>	Make Inferences	CC.1.2.11-12I
“The Devil and Tom Walker”	Satire Interpret Imagery	C.C.1.2.11-12.L
“Thanatopsis”	Understand Poetic Structure	C.C.1.3.11-12.E
The Fireside Poets - Longfellow	Stanza and Rhyme Scheme	C.C.1.3.11-12.E
The Transcendentalists-Emerson	Transcendentalism	CC.1.2.11-12.D CC.1.2.11-12.H
The Transcendentalists Thoreau	Evaluate Ideas	CC.1.2.11-12.B CC.1.2.11-12.H
American Gothic- Poe	Unity of Effect Analyze Visuals	CC.1.3.11-12.L CC.1.3.11-12.G
<i>The Scarlet Letter</i> , Nathaniel Hawthorne	Allegory Foreshadowing	CC.1.2.11-12.B
Brilliant Mavericks: Whitman and Dickinson (unit 3 of textbook)	Free Verse Analyze Tone Author’s Style	CC.1.3.11-12.F CC.1.3.11-12.J CC.1.3.11-12.K
<i>Of Mice and Men</i> , John Steinbeck	Foreshadowing Imagery Allusions	CC.1.2.11-12.B

<i>Death of a Salesman</i> , by Arthur Miller	Theme Flashback	C.C.1.3.11-12.H
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LEVEL 2

TITLES	SKILLS TAUGHT	COMMON CORE
<i>Death of a Salesman</i> , by Arthur Miller	Theme Flashback	C.C.1.3.11-12.H
“Coyote and the Buffalo”	Inferences/Drawing Conclusions Analyze purpose	C.C.1.3.11-12.J
<i>The General History of Virginia</i>	Narrator Word Acquisition Context Clues Visuals	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.K CC.1.2.11-12.I
Work of Anne Bradstreet & Edward Taylor (unit 1 of textbook)	Figurative Language	C.C.1.3.11-12.F
Work of Jonathon Edwards (unit 1 of textbook)	Sermon Identify and Analyze Emotional Appeals	CC.1.2.11-12.D CC.1.2.11-12.E
“The Devil and Tom Walker”	Satire Interpret Imagery	C.C.1.2.11-12.L
“Thanatopsis”	Understand Poetic Structure	C.C.1.3.11-12.E
The Transcendentalists-Emerson	Transcendentalism	CC.1.2.11-12.D CC.1.2.11-12.H
The Transcendentalists-Thoreau	Evaluate Ideas	CC.1.2.11-12.B CC.1.2.11-12.H
American Gothic- Poe	Unity of Effect Analyze Visuals	CC.1.3.11-12.L CC.1.3.11-12.G
The Fireside Poets - Longfellow	Stanza and Rhyme Scheme	C.C.1.3.11-12.E
Brilliant Mavericks: Whitman and Dickinson (unit 3 of textbook)	Free Verse Analyze Tone Author’s Style	CC.1.3.11-12.F CC.1.3.11-12.J CC.1.3.11-12.K
<i>Of Mice and Men</i> , John Steinbeck,	Foreshadowing Imagery Allusions	CC.1.3.11-12.B

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Discussion
2. Individual silent reading
3. Composition writing

MATERIALS:

1. Level 1 – Required
 - a. *McDougal Littell Literature: American Literature*. 2008
 - b. *The Scarlet Letter*, Nathaniel Hawthorne, Econoclad, Tor Ed, 1989
 - c. Death of a Salesman, Penguin, 1976
2. Level 2 – Required
 - a. *McDougal Littell Literature: American Literature*, 2008
 - b. *Of Mice and Men*, John Steinbeck, Signet, 1996
 - c. Death of a Salesman, Penguin, 1976
3. Supplemental
 - a. *Their Eyes were Watching God*, Zora Neal Hurston, Econoclad, 1990
 - b. *All the King's Men*, Bantam, 1985
 - c. *Othello - Four Shakespearean Tragedies*, Bantam, 1988
 - d. *Of Mice and Men*, John Steinbeck, Signet, 1996
 - e. *Catcher in the Rye*, J.D. Salinger, Little, Brown & Co., (Econoclad), 1991
 - f. *Moby Dick*, Herman Melville, Harcourt, Brace and Jovanovich, 1959-1965 (*Four American Novels*)
 - g. *The Grapes of Wrath*, John Steinbeck, Penguin (Econoclad), 1967
 - h. *Multicultural Voices*, Scott Foresman, 1995

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Opportunities are provided for retesting and rewriting compositions as appropriate
Opportunities are provided for private conferencing and tutoring
McDougal Littell Literature Differentiated Strategies

PORTFOLIO DEVELOPMENT:

1. Students put exemplary writings in their portfolios.
2. Students log books towards the 25 book requirement.

COMMON ASSESSMENTS

Eleventh Grade Summer Reading Assessment
SLO: Ben Franklin Virtues Essay, *Scarlet Letter* Essay, *Of Mice and Men* response
Persuasive Research Paper
Persuasive Speech
McDougal Littell Literature Standards Lesson File Grammar Assessments

- a. Verb Agreement with Indefinite Pronouns (lesson 5)
- b. Antecedent Agreement with Indefinite Pronouns (lesson 9)
- c. Pronoun Case with Compound Objects and Subjects (lesson 12)
- d. Who, Whom, Whose, and Who's (lesson 15)
- e. Mixing Verb Tenses (lesson 17)

Final Exam: cumulative with a writing component