

a-g ENGLISH 11A & B

COURSE TITLE/ TRANSCRIPT CODE

a-g English 11A 1E1003

a-g English 11B 1E1007

COURSE DESCRIPTION

Throughout the course of English 11, the students will focus on American literature by reading several works of American writers and analyzing the themes found in the literature. The essay form will be emphasized throughout the studies of American literature, including research, documentation, and resume format. The students will move through the pre-writing, writing, revising, and publishing stages as they write their descriptive, evaluative, persuasive, and informative essays. Creative thinking will be stressed throughout all writing processes as well as grammar, mechanics, and spelling being reinforced as the students compose their writings.

PREREQUISITES: English 10

REQUIRED TEXTBOOK: THE READER'S CHOICE, AMERICAN LITERATURE; CA edition; 2002; Glencoe McGraw-Hill

SUPPLEMENTAL INSTRUCTIONAL MATERIALS: In addition to working through an English textbook, students are required to read a minimum of 2 novels/ literature selections each semester (from list below or approved by Subject Matter Expert (SME)).

COURSE PURPOSE

This English 11 course is mainly textbook based with online options. Focusing on a survey of American literature, the student will develop an understanding of chronological context and the relevance of period structures in American literature. The student will develop an understanding of the ways the period of a work of literature affects its structure and how the chronology of a work of literature affects its meaning.

This 11th grade course of study will include, but not be limited to, the following: reading works of American authors, the reading standards of building vocabulary, reading comprehension and analysis of themes in American Literature; the writing standards of strategies (organization and research techniques with a focus on a research paper) and applications (genres and their characteristics); the conventions grammar and composition; and the standards for listening and speaking.

These standards can be viewed in full here: <http://www.cde.ca.gov/be/st/ss/enggrades11-12.asp>.

COURSE OUTLINE

Unit 1: From the Earliest Days

Students begin their exploration of American Literature by focusing on Native American Mythology reading creation myths and selections from the country's earliest inhabitants and immigrants. Throughout the unit (and course) students develop and review active reading strategies; perfect narrative writing techniques by studying and emulating the historical narrative; recognize, assess, and practice grammar and vocabulary concepts like sentence fragments and analogies; and write and revise original compositions.

Unit 2: A New Nation

In this unit, students survey literature selections from the textbook and suggested readings with themes that revolve around breaking old traditions and creating a new cultural identity. With a focus on analyzing essays, they carry on their study of the characteristics of nonfiction literature by reading selections from authors like Benjamin Franklin, Thomas Jefferson, and Abigail Adams and fiction from authors like Poe, Irving and Hawthorne. They increase their knowledge of expository writing techniques, continue to build on grammar skills in their practice and writing, and apply techniques of effective conclusions, descriptive writing, and reflection in their own original compositions.

Unit 3: The Civil War and Its Aftermath

Working through the unit themes of "The Union is Tested" and "Two New American Voices, students examine literature from the Civil War, including pieces from Sojourner Truth and Abraham Lincoln. They define and demonstrate use of figurative and descriptive language while reading Walt Whitman and Emily Dickinson, summarize and interpret meanings from the literature and poetry read, and continue to augment their grammar skills through practice and persuasive writing.

Unit 4: Regionalism and Realism

Students survey the components of realism through reading selections from Twain, London, Chopin, and Cather among others. They extend their knowledge of the short story and poetry and dissect the elements of what makes literature American. They practice writing to improve their use of transitions, compare and contrast selections read, and research background information on different American authors. At the completion of the semester, students complete a cumulative paper or project.

Unit 5: Beginnings of the Modern Age

Students will focus on the literature of the Modern Age through a reading of selections in their textbook and from the list of suggested reading. They examine the elements of the twentieth century and discover the directions that authors took during this new era defined by rapid social change. Students also delve into the writings of the Harlem Renaissance. In writing they practice the techniques of creating unified paragraphs, and review poetry elements by creating their own original poems.

Unit 6: Midcentury Voices

In this unit, students investigate the themes of personal discovery and acting on ideas by reading selections from the textbook and from the list of suggested readings that span all the genres they studied over this course (e.g. poetry, nonfiction, drama, etc.). They review literary terms learned over the course of study, practice narrative writing techniques and detail organization as well as writing a dramatic scene, and explore what was happening historically in our country pre- and post-World War II.

Unit 7: Toward the 21st Century

Students explore their own cultural heritage and family histories as Americans in this unit, reading through American authors that are as diverse and unique as they are. They synthesize what they have learned throughout the course by completing a cumulative semester project.

KEY ASSIGNMENTS - For each unit, students will complete the following key assignments:

1. Informal assessments (including but not limited to: discussion, written quizzes, etc.) with teachers during regular meetings.
2. End of chapter and end of unit questions from literature textbook (or Glencoe online assignments) which include short answer and essay questions that incorporate personal response and literature analysis.
3. Grammar assignments from grammar text which include practice questions and incorporation into students' writing.
4. Book reports on a minimum of 4 literature selections from approved list (2 per semester).
5. End of unit exams (from textbook), projects (approved by teacher), and/or papers (narrative, response to literature, persuasive essay, expository writing).
6. 2 semester-end culminating papers and/or projects (from list below or with prior approval from teacher and SME). Students will work together with the teacher to develop an appropriate rubric for assessment.

Suggested Culminating Projects/Papers:

- 1. You are to compose a formal essay discussing your life in Colonial America. You may choose to be a Native American, a Pilgrim, a Puritan, a slave, a Southern planter, a Quaker, a famous Colonial historical figure, or anyone who lived in America when during the time of the British colonies.

Your essay must include: 1) a general description of when and where (your community) you live, as well as a specific description of your home; 2) your family (include names) and a typical day in your life, such as mealtime, recreation, educational activities, etc.; 3) your political and religious philosophies; 4) your occupation and how you trained for it; 5) your personal "American Dream," and 6) how you plan to spend the remainder of your life.

In addition, your essay should imitate the style of one of the nonfiction writers we have studied in this unit. After completing your essay, use anecdotal scripting strategies to reflect metacognitively on specific examples in your essay that reflect the style of your chosen writer. In other words, what characteristics of this writer's style have you incorporated into your essay and how have you accomplished this?

Your essay is to be based upon your research and knowledge of real life in Colonial America. Before starting your paper, collaborate with your ES on a grading rubric. You should turn in a first draft, a revised draft, and a final draft.

- 2. After analyzing examples of letters, speeches, and pamphlets from the American Revolutionary Period, and following a study of selected persuasive and rhetorical techniques found in these literary examples, student will apply these persuasive and rhetorical techniques in their own writing and speaking. Student will choose a controversial topic of current interest and will research resources on this topic. Student in the group will then incorporate effective persuasive techniques found in Revolutionary texts into the composition of a persuasive letter, pamphlet, or speech that takes a particular stance on the assigned issue.

- 3. Students will produce a multimedia product to present the results of primary and secondary research. The multimedia presentation will include a credits page or section where all relevant sources will be cited in an appropriate format, and following an appropriate style sheet that has been predetermined or approved by the teacher. Students will select and focus on a topic, compose appropriate research questions, collect and organize information in a logical and predetermined (with help from ES) way. Students will then organize their research to convey and support their thesis or perspective and/or to answer their research questions. Students will then create a multimedia product, using the same strategies and techniques found in effective expository essays, and present the results of their research to their ES.

- 4. After reading a number of selections by Emerson, Thoreau, and/or other Transcendentalist writers, and after careful anecdotal scripting of relevant quotations, student will select a favorite quotation that represents a viewpoint related to the issue of conformity. The student will compose an essay analyzing the quotation and illustrating how the quotation is relevant in today's society. After completing the essay, the student will create a non-linguistic representation of the quotation. The visual may be a poster, a picture, a collage, a mosaic, or whatever artistic medium the author finds most appropriate. Once the poster is complete, the student will write a short reflective essay that provides a rationale/explanation for what has been produced and explains how both the quotation and the non-linguistic representation embody the characteristics of Transcendentalism.

- 5. After analyzing representative works of American fiction, student will view a selected film, or specific scenes from a selected film, adapted from a work of American fiction not previously studied in the course. The film selected should represent representative characteristics of modernism or postmodernism. This film will be viewed, discussed, analyzed, and evaluated as a text in relation to the characteristics of modernism or postmodernism that it embodies, as well as the aesthetics of media and film presentations. Particular emphasis should be paid to film techniques that modern and postmodern writers have adopted as stylistic and structural effects in writing (foregrounding, scene selection, etc.) After viewing the film, student will individually select a film or television program for analysis. The film or program selected by the student will be analyzed as text. The film should have characters and situations that are relatable to the characteristics of modern/postmodern fiction. Student will then compose an expository essay to illustrate the parallels between the film or program and the characteristics of modernism/postmodernism.

Extra Credit Options & Assignment Suggestions:

Completing one well-done assignment for extra credit will bump student's grade up one level (e.g. from a B- to a B, from a D+ to a C-, etc.) Students may complete more than one extra credit assignment.

1. Write an essay on one of the novels read this semester comparing and contrasting how it may have been portrayed if it were written in the setting of the present day.
2. Select one of the novels read this semester that has been made into a movie and compare and contrast the two pieces of work.
3. Write your own short story incorporating dialogue, suspense, and figurative language.
4. Present a persuasive speech on a topic discussed and decided with your ES. Use graphics in your

presentation.

5. Memorize a speech, poem, soliloquy, etc. and present it to your ES.

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Lecture

Guided practice

Discussion

Multimedia presentation

Student-directed personal study utilizing Text resources and web research

Student presentations

Regular access to the Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Methods by which student progress is assessed will be through a variety and/or combination of methods.

The methods available include, but are not limited to, the following:

Regular review of work by Education Specialist (credentialed teacher),

Portfolios

Observation by Parent facilitator and Education Specialist

Student demonstrations,

Student grades,

Student work samples

Written Examinations

Research Projects

Regular access to Subject Matter Expert (SME)

READING REQUIREMENTS

In addition to working through the course outline in the syllabus, students are required to read a minimum of 2 selections per semester from those listed below (or other selections that have been preapproved by the Subject Matter Expert (SME):

Novels with ** have a Glencoe Literature Study Guide to accompany the reading.

**THE ADVENTURES OF HUCKLEBERRY FINN - Twain

THE ADVENTURES OF TOM SAWYER - Twain

**THE SCARLET LETTER - Hawthorne

MOBY DICK - Melville

CALL OF THE WILD - London

UNCLE TOM'S CABIN - Stowe

GREAT TALES AND POEMS OF EDGAR ALLEN POE - Edgar Allen Poe

**STRANGE CASE OF DR. JEKYLL AND MR. HYDE - Robert Louis Stevenson

THE CRUCIBLE - Miller

THE GREAT GATSBY - Fitzgerald

WALDEN - Thoreau
THE GRAPES OF WRATH - John Steinbeck
**TO KILL A MOCKINGBIRD - Harper Lee
LEAVES OF GRASS - Whitman
THEIR EYES WERE WATCHING GOD - Zora Neale Hurston
THE HOUSE ON MANGO STREET - Cisneros
Short Stories:
"The Legend of Sleepy Hollow" by Irving
"The Minister's Black Veil" by Hawthorne
"An Occurrence at Owl Creek Bridge" by Bierce
"The Fall of the House of Usher" by Poe

WRITING ASSIGNMENTS

Writing assignments for this course of study should include, but are not limited to:

1. Book reports in essay form that summarize, analyze, and critique selections read (Minimum of 2 per semester).

2. Journal and free writing, as well as written answers to end-of-selection and end-of-unit questions in the textbook.

Sample assignments from "The Life You Save May Be Your Own" by Flannery O'Connor; Unit 1 follow:

- As you read the selection record predictions and any thoughts or feelings you have as you read. Your reactions are important and will prove useful as you read. Include the date of your entry and the title of the selection.

- Write your responses to characters, note details of setting, record the main conflicts and events in the plot.

- What might happen to Lucynell after she wakes up? Will she be able to communicate her problem? Will she get home? Is it likely that anyone will befriend her? Write a one - two page sequel to the story, showing Lucynell's fate.

3. School-wide writing assessment to focus on a different type of writing every year.

4. Culminating paper at the end of each semester. (Described in Key Assignments)

5. Informal quizzes and communication (e.g. email, online assessments) with teacher throughout the course of study.