

# ENGLISH COURSE SYLLABUS

**Course Title:** English 11 Honors

**Department:** English

**Primary Course Materials:**

**Course Description:**

This course uses an historical/biographical approach to teach students that literature is not written in a vacuum. By virtue of being alive in the world, writers help create and define the culture, ideas, and beliefs of the times in which they live. Therefore, this course is organized in chronological order progressing from the earliest period of American literature, Puritanism, to the most prolific period, Modernism. The main objective of this approach is for students to understand the characteristic ideas of each movement and then compare and contrast them. This will emphasize the development of both the American character and the “American Dream”.

This is a reading intensive course. Students are expected to read carefully and actively. Because the foundations of the course are class discussion and analysis, students are expected to come to class prepared with observations, questions, and comments concerning the assigned texts. These observations, comments, and questions should reflect the students’ independent attempts to interpret and analyze the texts. Most importantly, students should be able to understand the various periods of American literature and classify pieces. Furthermore, the students will be asked to make connections across literary movements and use material from the assigned texts to support their conclusions.

Vocabulary development is ongoing. Using classroom texts, students both decode meaning from context and study new words. One goal of vocabulary development is preparation for the SATs.

For the most part, writing assignments in this class will be analytical. The goal of student writing will be for the students to explain clearly, cogently, and even creatively what they understand about the assigned literary works and why they interpret them as they do.

**Essential Questions:**

1. How have American writers' views of the divine, nature, the individual, and his relationship to society been influenced by the times in which they lived?
2. How have writers continued to define and redefine the concept of America; the “American Dream”, our self-concept, and our values?
3. What aspects of modern American culture seem to be the legacy of the writers and thinkers studied in this course?
4. How has the evolution of American identity shaped the modern consciousness?

**Course Objectives:** Students should...

1. Read, write, and effectively communicate effectively.

2. Read a rich variety of literary works, including fiction, poetry, drama, and non-fiction from different periods that relate to human aspirations and life experiences.
3. Analyze the implications of literary works and communicate them through speaking, writing, and artistic expression.
4. Analyze, interpret, and evaluate information.
5. Make reasoned inferences, and construct logical arguments.

### **Common Goals:**

#### **Thinking and Communicating**

- 1) ☒ Read information critically to develop understanding of concepts, topics and issues.
- 2) ☒ Write clearly, factually, persuasively and creatively in Standard English.
- 3) ☒ Speak clearly, factually, persuasively and creatively in Standard English.
- 4) ☒ Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) ☒ Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

#### **Gain and Apply Knowledge in and across the Disciplines**

- 6) Gain and Apply Knowledge in:
  - a) ☒ Literature and Language
  - b) ☐ Mathematics
  - c) ☐ Science and Technology
  - d) ☒ Social Studies, History and Geography
  - e) ☒ Visual and Performing Arts
  - f) ☐ Health and Physical Education

#### **Work and Contribute**

- 7) ☒ Demonstrate personal responsibility for planning one's future academic and career options.
- 8) ☐ Participate in a school or community service activity.
- 9) ☒ Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

### **Learning Standards from the Massachusetts Curriculum Framework:**

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

### **Additional Learning Objectives Beyond the Curriculum Framework:**

#### **Content Outline:**

Please See Attachment: English 11 H syllabus [1]

### Major Evaluation Strategies:

[illegible]

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**Learning Standards from the Massachusetts Curriculum Framework:**

<b>Language Strand</b>		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input checked="" type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
<b>Reading and Literature Strand</b>		
<input type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

<b>Reading and Literature Strand(cont'd)</b>		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
<b>Composition Strand</b>		
<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input checked="" type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
<b>Media Strand</b>		
<input checked="" type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input checked="" type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.