# **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.

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- 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 articistic expression.
- 4. Analyze, interpret, and evaluate information.
- 5. Make reasoned inferences, and construct logical arguments.

#### **Common Goals:**

### **Thinking and Communicating**

- ) 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) Subsection under 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) \( \sum \text{Literature and Language} \)
  - 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 e assessed in this course.

# Additional Learning Objectives Beyond the Curriculum Framework:

## **Content Outline:**

Please See Attachment: English 11 H syllabus [1]

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# **Major Evaluation Strategies:**

Test	Name of Assessment Type of Assessment		Common	Standards	Other	
Core Assignment: Scarlet Letter Literary Analysis         □         1, 2, 4, 6a, 6d         1, 2, 4, 6, 8, 9, 11, 12, 15, 19-23           Core Assignment: One Flew Essay         □         1, 2, 4, 6a, 6d         1, 2, 4, 6, 8, 9, 11, 12, 15, 19-23           Romanticism Unit Exam         □         1, 2, 6a, 6d         6, 8-12, 14-16           Original Gothic Tale or Poem         □         □         1, 2, 4, 6a         4, 6, 8, 9, 10, 11, 12, 15, 19-23           Poe Poster Project         □         □         1, 2, 3, 4, 5, 6a, 6d         1, 2, 3, 4, 5, 6a, 9, 10, 11, 12, 15, 19-24           Transcendental Graduation Speech         □         □         1, 2, 4, 6a         4, 6, 8, 9, 10, 11, 12, 15, 19-23           Huck Finn Mock Trial         □         □         1, 2, 3, 4, 5, 6a, 6d, 6e, 9         11, 12, 13, 18, 19, 20, 23, 24, 25           Realism/Naturalism Essay         □         □         1, 2, 4, 6a, 6b         1, 2, 4, 6, 8, 9, 11, 12, 15, 19-23           Enlightenment Test         □         □         1, 2, 6a, 6b         6, 8-12, 14-16           Core Assignment: Three Imitations Project         □         1, 2, 4, 5, 6a, 4, 6, 8, 9, 10, 11, 12, 6d           Dramatic Reading Presentation and         □         1, 2, 3, 4, 5, 6a, 6d, 6e, 26, 27			Performance		Assessed	<b>Objectives</b>
Letter Literary Analysis       12, 15, 19-23         Core Assignment: One Flew Essay       1, 2, 4, 6a, 6d       1, 2, 4, 6, 8, 9, 11, 12, 15, 19-23         Romanticism Unit Exam       1, 2, 6a, 6d       6, 8-12, 14-16         Original Gothic Tale or Poem       1, 2, 4, 6a       4, 6, 8, 9, 10, 11, 12, 15, 19-23         Poe Poster Project       1, 2, 3, 4, 5, 6a, 6d       1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 15, 19-24         Transcendental Graduation Speech       1, 2, 4, 6a       4, 6, 8, 9, 10, 11, 12, 15, 19-24         Huck Finn Mock Trial       1, 2, 3, 4, 5, 6a, 6d, 6e, 9       11, 12, 13, 18, 19, 20, 23, 24, 25         Realism/Naturalism Essay       1, 2, 4, 6a, 6b       1, 2, 4, 6, 8, 9, 11, 12, 15, 19-23         Enlightenment Test       1, 2, 6a, 6b       6, 8-12, 14-16         Core Assignment: Three Imitations Project       1, 2, 4, 5, 6a, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 19-24         Dramatic Reading Presentation and       1, 2, 3, 4, 5, 6a, 6d, 6e       1-4, 6, 8-15, 17-24, 6a, 6d, 6e						Assessed
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# <u>Learning Standards from the Massachusetts Curriculum Framework:</u>

Lan	guage Strand	
$\boxtimes$	Standard 1:	Students will use agreed-upon rules for informal and formal discussions in
	Discussion	small and large groups.
$\boxtimes$	Standard 2:	Students will pose questions, listen to the ideas of others, and contribute
	Questioning,	their own information or ideas in group discussions or interviews in order to
	Listening, and	acquire new knowledge.
	Contributing	
$\boxtimes$	Standard 3:	Students will make oral presentations that demonstrate appropriate
	Oral Presentation	consideration of audience, purpose, and the information to be conveyed.
$\boxtimes$	Standard 4:	Students will understand and acquire new vocabulary and use it correctly in
	Vocabulary and	reading and writing.
	Concept Development	
$\boxtimes$	Standard 5:	Students will analyze standard English grammar and usage and recognize
	Structure and Origins	how its vocabulary has developed and been influenced by other languages.
	of Modern English	
$\square$	Standard 6:	Students will describe, analyze, and use appropriately formal and informal
	Formal and Informal	English.
	English	
Rea	ding and Literature Stra	
Ш	Standard 7:	Students will understand the nature of written English and the relationship
	Beginning Reading	of letters and spelling patterns to the sounds of speech.
$\boxtimes$	Standard 8:	Students will identify the basic facts and main ideas in a text and use them
<u> </u>	Understanding a Text	as the basis for interpretation.
	Standard 9:	Students will deepen their understanding of a literary or non-literary work
	Making Connections	by relating it to its contemporary context or historical background.
	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
	Standard 11:	Students will identify, analyze, and apply knowledge of theme in a literary
	Theme	work and provide evidence from the text to support their understanding.
	Standard 12:	Students will identify, analyze, and apply knowledge of the structure and
	Fiction	elements of fiction and provide evidence from the text to support their
	11000	understanding.
	Standard 13:	Students will identify, analyze, and apply knowledge of the purposes,
	Nonfiction	structure, and elements of nonfiction or informational materials and provide
		evidence from the text to support their understanding.
$\boxtimes$	Standard 14:	Students will identify, analyze, and apply knowledge of the themes,
	Poetry	structure, and elements of poetry and provide evidence from the text to
	•	support their understanding.
$\boxtimes$	Standard 15:	Students will identify and analyze how an author's words appeal to the
	Style and Language	senses, create imagery, suggest mood, and set tone, and provide evidence
		from the text to support their understanding.
$\boxtimes$	Standard 16:	Students will identify, analyze, and apply knowledge of the themes,
	Myth, Traditional	structure, and elements of myths, traditional narratives, and classical
	Narrative, and	literature and provide evidence from the text to support their understanding.
	Classical Literature	

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Rea	Reading and Literature Strand(cont'd)						
$\boxtimes$	Standard 17:	Students will identify, analyze, and apply knowledge of the themes, structure,					
	Dramatic Literature	and elements of drama and provide evidence from the text to support their					
		understanding.					
$\square$	Standard 18:	Students will plan and present dramatic readings, recitations, and					
	Dramatic Reading	performances that demonstrate appropriate consideration of audience and					
	and Performance	purpose.					
	Composition Strand						
$\boxtimes$	Standard 19:	Students will write with a clear focus, coherent organization, and sufficient					
	Writing	detail.					
$\boxtimes$	Standard 20:	Students will write for different audiences and purposes.					
	Consideration of						
	Audience and						
	Purpose						
$\boxtimes$	Standard 21:	Students will demonstrate improvement in organization, content, paragraph					
	Revising	development, level of detail, style, tone, and word choice (diction) in their					
		compositions after revising them.					
	Standard 22:	Students will use knowledge of standard English conventions in their writing,					
	Standard English	revising, and editing.					
	Conventions						
$\boxtimes$	Standard 23:	Students will organize ideas in writing in a way that makes sense for their					
	Organizing Ideas in	purpose.					
<u> </u>	Writing						
$\boxtimes$	Standard 24:	Students will gather information from a variety of sources, analyze and					
	Research	evaluate the quality of the information they obtain, and use it to answer their					
<u> </u>	G: 1 105	own questions.					
$\boxtimes$	Standard 25:	Students will develop and use appropriate rhetorical, logical, and stylistic					
	Evaluating Writing and Presentations	criteria for assessing final versions of their compositions or research projects					
Mod	lia Strand	before presenting them to varied audiences.					
Med	Standard 26:	Students will identify, analyze, and apply knowledge of the conventions,					
	Analysis of Media	elements, and techniques of film, radio, video, television, multimedia					
	Analysis of Media	productions, the Internet, and emerging technologies and provide evidence					
		from the works to support their understanding.					
$\square$	Standard 27:	Students will design and create coherent media productions (audio, video,					
	Media Production	television, multimedia, Internet, emerging technologies) with a clear					
	Micula I Ioduction	controlling idea, adequate detail, and appropriate consideration of audience,					
		purpose, and medium.					
		purpose, and mediam.					

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