

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** English 11 Honors

**Course Number:** 00016

**Suggested Educational Level(s):** Grade 11

**Suggested Periods Per Week:** 5 **Length of Period:** 40-45 minutes

**Suggested Length Of Course:** 180 days

**Units Of Credit (If Appropriate):** 1

**Date Written:** April 15, 2005 **Date Approved:** June 13, 2005

**Date Reviewed:** April 15, 2005 **Implementation Year:** 2005-2006

**Teacher Certification Required:** Secondary English, Comprehensive English

**Standards Addressed (code):**

1.1.11	1.5.11
1.3.11	1.6.11
1.4.11	1.8.11

**Relationship to Other Planned Instruction:**

**Prerequisites:** Successful completion of Honors 10.

**Special Requirements:** Modifications made for special needs students.

**Writing Team Members:** Char Eggleston, Barbara Lamping, Sue Morris, Mary Passinger, Debra Weigel

**Textbook Adoption:** The American Experience (Prentice Hall, 2000; ISBN: 0-13-050289-8)

**Standards addressed (code and description):**

1.1.11	Learning to Read Independently
1.3.11	Reading, Analyzing and Interpreting Literature
1.4.11	Types of Writing
1.5.11	Quality of Writing
1.6.11	Speaking and Listening
1.8.11	Research

**Course Description**

This course is the second level of a three-year program ending with Advanced Placement English Literature and Composition in grade 12. It examines the world of American literature from the Puritans to Arthur Miller. It has its base in a cross section of literature including letters, journals, novels, speeches, poetry, and plays. There is also an emphasis on analytical writing emanating from the literature. Students choosing this course should be advised that the reading load is heavy and a research paper is required.

**Outline of Content Sequence and Recommended Time (weeks or days): At the teacher's discretion, course content will be chosen from the following list of works in order to meet the student's needs in preparation for the Advanced Placement test.**

\* Time in weeks or days is not estimated since depending on class composition, teacher may choose to interweave selections/units and compact, extend, or omit them.

### **Course Content, Materials and Reading Assessment Anchors:**

**Since students must demonstrate knowledge as stated in the Reading Assessment Anchors, it is important that instruction in these skills, concepts, and terms be embedded into teacher unit and lesson plans. Time frames must assure proficiency by March of grade 11, so repetitive inclusion of Reading Assessment Anchors is crucial.**

#### **Reading Assessment Anchors**

R11A.1 Demonstrate the ability to understand and interpret fiction text, including short story; novel excerpt, and poetry, including sonnet and epic, appropriate to grade level.

R11A1.1 Identify the meaning of vocabulary --synonyms, antonyms, compound words and possessives.

R11A1.2 Apply word recognition skills --context clues, roots, prefixes, and suffixes.

R11A1.3 Make inferences and draw conclusions based on text.

R11A1.4 Identify main idea, relevant details and generalizations.

R11A1.5 Retell or summarize the major ideas or themes of the text.

R11A.2 Demonstrates the ability to understand and interpret nonfiction text, including informational, e.g. textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R11A.2.1 Identify the meaning of vocabulary from various subject areas.

R11A.2.2 Apply word recognition skills—context clues, roots, prefixes, and suffixes.

R11A.2.3 Make inferences and draw conclusions based on text.

R11A.2.4 Identify main ideas, relevant details, and generalizations.

R11A.2.5 Retell or summarize the major points or procedures of the text.

R11A.2.6 Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.

R11A.2.7 Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning.

### **Reading Assessment Anchors**

- R11A.3 Analyze how a writer's use of words creates tone and mood, and how choice of words advances the theme or purpose of a fictional passage.
  - R11A.3.1 Analyze the uses and effects of dialogue, symbolism and/or word choice they contribute to the impact of a literary selection.
- R11B.1 Analyze the relationships and uses of literary elements.
  - R11B.1.1 Analyze characters, settings, plots, themes, tone and style in one or more texts.
- R11B.2 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
  - R11B.2.1 Figurative Language—simile, metaphor, satire, personification, imagery and irony.
  - R11B.2.2 Literary Structures—foreshadowing, flashbacks, point of view—first and third person, limited, omniscient.

Vital to this course is a variety of carefully planned composition assignments which require the student to write mainly expository pieces illustrating skills in the writing domains: focus, content, organization, style and conventions. Whenever possible, the teacher should use actual AP test questions as models for prompts.

Consideration of literary terms and devices is crucial throughout the course, and classroom discussion should focus on open-ended questions requiring mastery of close-reading skills.

Grammar review and vocabulary building will be addressed as student writing is critiqued.

#### **I. Summer Reading**

Students will be assigned at least two works for summer reading. Evaluations based on the readings will be given during the first two weeks of the school year.

## II. Thematic Units

### A. Unit One: The American Puritan Attitude

1. Poetry
2. Short Stories
3. Drama: *The Crucible*
4. Novels:
  - a. *Ethan Frome*
  - b. *The Scarlet Letter*

### B. Unit Two: The American Desire for Success

1. Selections from *The Autobiography of Benjamin Franklin*
2. Drama: *All My Sons*
3. Novels:
  - a. *The Rise of Silas Lapham*
  - b. *The Great Gatsby*

### C. Unit Three: The American Idealism

1. Poetry
2. Essays
3. Novel: *O Pioneers!*
3. *Walden*
4. Drama: *Our Town*

### D. Unit Four: The American Darker Spirit

1. Short stories
2. Poems
3. Drama: *The Glass Menagerie*

### E. Unit Five: The American Social Conscience

1. Poetry
2. Novels:
  - a. *The Jungle*
  - b. *The Adventures of Huckleberry Finn*

### F. Unit Six: The Modern American Quest for Identity

1. Poetry
2. Short Stories
3. Drama
4. Novels:
  - a. *The Red Badge of Courage*
  - b. *The Unvanquished*
  - c. *Of Mice and Men*
  - d. *The Grapes of Wrath*

### G. Unit Seven: Shakespearean Experience: *Macbeth*

### III. The Research Paper

Students will complete a paper using the research process and MLA documentation.

### IV. Summative Assessment

Evaluated activities (papers, oral presentations, projects) selected from the course assignments will serve as summative assessments to be included in the student's writing portfolio.

1. Less is more. Teaching a few skills thoroughly is more effective than teaching numerous skills superficially.
2. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
3. The Language Arts Department recognizes the need for record keeping that travels.
4. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed over the grades.
5. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
6. Skills will be integrated not only across the curriculum but also within the course content.
7. Skills should be practical to the demands of everyday communication.
8. For consistency, students and teachers need to use the published Warren County School District Student Guide for Grades 6-12.