

**Course Title: College Prep English 11**

**Topic/Concept: Colonial literature**

**Time Allotment: 9 weeks**

**Unit Sequence: 1**

**Major Concepts to be learned:**

1. Oral tradition of literature compared to written literature
2. Literary forms: narrative accounts, sermons
3. Style of writers and the Puritan influence
4. Preparing and delivering a speech

**Expected Skills to be demonstrated:**

1. Using context clues
2. Summarizing techniques
3. Critical thinking
4. Organizing an essay that analyzes the era
5. Organizing and delivering a narrative or informative speech

**PA Standards/Anchors:**

**Eligible Content:**

L.F.1.1 L.F.1.2 L.F.1.3 L.F.2.1	<ul style="list-style-type: none"><li>• L.F.1.1.1</li><li>• L.F.1.2.3</li><li>• L.F.2.1.1</li><li>• L.F.1.3.2</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Student Journals Hands-on activity Oral presentation	Research Group discussion Written work Role Play	Evaluating Summarizing Specific Reading Note Taking	<ul style="list-style-type: none"><li>• Assessment with comprehensive test, including recall, inference, and essay questions</li><li>• Assessment of student research and presentation of specifically assigned issue, author, content of this period</li><li>• Evaluation of student's narrative speech</li></ul>
Research various authors/aspects of colonial literature by using the laptops in the classroom; students gather information from the internet sources and organize it to present to the class			

**Course Title:** College Prep English 11

**Topic/Concept:** Early National literature through age of realism

**Time Allotment:** Nine weeks

**Unit Sequence:** 2

**Major Concepts to be learned:**

1. The emergence of a national literary culture/style
2. Literary forms: speeches, legends, tales, short stories, poems, novels
3. Various styles of writers based on regions, dialect, beliefs, etc.
4. Various styles of writers based on regions, dialect, beliefs, etc.

**Expected Skills to be demonstrated:**

1. Using context clues and understanding point of view
2. Ability to inference and summarize
3. Evaluate a variety of literary devices, including simile, metaphor, hyperbole, etc.
4. Researching a legend and presenting as informal speech Interpreting symbols and writing an essay explaining the uses of symbols by an author

**PA Standards/Anchors:**

**Eligible Content:**

L.F.1.2 L.F.2.1 L.N.1.3 L.F.2.5 L.N.2.4	<ul style="list-style-type: none"><li>• L.F.2.1.1</li><li>• L.F.2.1.2</li><li>• L.N. 1.3.2</li><li>• L.F.2.5.1</li><li>• L.N.2.4.3</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Student Journals Oral presentation Summarizing Evaluating	Research Group discussion Written work Note Taking Outlining Specific Reading	<ul style="list-style-type: none"><li>• Assessment of the concepts/styles of the national and realism literature through objective and open-ended questions</li><li>• Assessment of student essay</li><li>• Assessment/evaluation of student journaling</li><li>• Evaluation of student's research and presentation of legend</li></ul>
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**Course Title:** College Prep English 11

**Topic/Concept:** Modern Age of American Literature

**Time Allotment:** Nine weeks

**Unit Sequence:** 3

**Major Concepts to be learned:**

1. Variations in literary forms and styles
2. Understanding disillusionment and alienation
3. Interpreting and presenting poetry
4. Analyze techniques and their effectiveness considering purpose of author

**Expected Skills to be demonstrated:**

1. Using literary devices/tools to create short story and poetry
2. Citing evidence to support inferences and conclusions
3. Identifying vocabulary through knowledge of roots
4. Evaluating the relationships across fiction and nonfiction materials
5. Analyzing effectiveness of author's use of foreshadowing, flashbacks, and other literary devices

**PA Standards/Anchors:**

**Eligible Content:**

L.N.2.5 L.F.2.3 L.F.2.1 L.F.1.1 L.F.1.2	C.E.1.1	<ul style="list-style-type: none"><li>• L.F.1.1.1</li><li>• L.F.1.2.3</li><li>• L.F.2.1.1-2</li><li>• L.F.2.3.6</li></ul>	L.N.1.1.1 L.N.2.3.6 L.N.2.5.4 C.E.1.1.1-5
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**Instructional Strategies:**

**Assessments:**

Lecture Research Written work Note Taking Outlining Specific Reading Students choose a famous trial from history to research, analyze, summarize and present to the class.	Group discussion Student Journals Hands-on activity Summarizing Evaluating	<ul style="list-style-type: none"><li>• Assessment with objective and open-ended questions for each major work</li><li>• Assessment of the student's presentation of researched materials on a famous trial</li><li>• Evaluation of a student created poster that depicted one literary work of this era</li></ul>
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**Course Title:** College Preparatory English 11

**Topic/Concept:** Contemporary American Literature

**Time Allotment:** Nine weeks

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Change in literature from colonial period to present
2. Contemporary style of writing
3. Issues of concern for contemporary writers
4. The development and globalization of English

**Expected Skills to be demonstrated:**

1. Analyzing literary trends and themes
2. Analyzing a text for fact and opinion
3. Understanding cause/effect relationships
4. Using main ideas and details to support an argument

**PA Standards/Anchors:**

**Eligible Content:**

L.F.1.1  
L.F.2.1  
L.F.2.3  
L.N.2.5

- L.F.1.1.1      L.N.2.5.4
- L.F.2.1.1-2
- L.F.2.3.6
- L.N.2.3.6

**Instructional Strategies:**

**Assessments:**

Lecture                      Group discussion  
Research                    Student Journals  
Written work                Oral presentation  
Note Taking                Summarizing  
Outlining                    Evaluating  
Specific Reading  
Students research a major issue or theme presented by a contemporary author and present facts/opinions and relevance to current times

- Assessment with objective and open-ended questions
- Evaluation of the student's research and presentation
- Evaluation of a student created movie trailer that fits one of the contemporary novels