



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Grade 11 Honors English Language Arts

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Mission: The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

Commitment Statements:

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote lifelong learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students' lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

Course Description: Aligned to the 11-12 grade band of the Maryland College and CareerReady Standards, this course requires students to evaluate the reasoning of the documents that shaped America. (e.g., The Declaration of Independence, The Constitution, Common Sense, etc.). As a result of closely reading key passages from these sources, students will understand

how the documents affect literature and identity throughout American history. Students' continued mastery of SAT skills is also a goal of the program. Required reading and extensive writing outside of the classroom is essential to success, and a final exam will be administered at the conclusion of the course. Due to the advanced rigor of this course, students will likely be exposed to mature and sensitive issues through the literature studied.

MODULE 1 - American Experiences

Essential Question <ul style="list-style-type: none"> What are themes in American literature, and how do various writers convey these themes? 	
Standards/ and or skills taught <ul style="list-style-type: none"> Demonstrate knowledge of foundational American literature Determine an author's point of view and/or purpose in a text Examine how the author's style and content contribute to the overall impact of a text SAT practice, ongoing 	
How students are graded: <ul style="list-style-type: none"> SAT practice assessments Tone analysis activity Reading guides Imitation poem or analytical response Text-dependent questions End of unit summative assessment: After reading multiple texts by a variety of authors during Unit 1, determine a central theme concerning America from at least three pieces in the unit. In your explanation, discuss how the authors use language, style, and/or content to clearly communicate their point of view or purpose concerning that theme 	
Resources: There are many target text options, and choices will vary by teacher and/or student. Not every text on this list will be used.	
Poems: <ul style="list-style-type: none"> "America For Me" by Henry Van Dyke "Let America be America Again" by Langston Hughes "America" by Tony Hoagland, "America" by Claude McKay "I Hear America Singing," by Walt Whitman The Business of Fancydancing" by Sherman Alexie 	Articles/Essays/Short Stories: <ul style="list-style-type: none"> "Self Reliance" by Ralph Waldo Emerson "Self in 1958" by Anne Sexton "My Dungeon Shook: Letter to My Nephew on the One-Hundredth Anniversary of the Emancipation," James Baldwin Just Walk on By Black Men in Public Space by Brent Staples "American Dreamer" by Bharati Mukherjee "My Life as an Undocumented
Multimedia:	

- “The Danger of a Single Story”
- What it’s like to be the child of immigrants” and “Immigrant voices make democracy stronger”
- “The New American Dream”
- This American Life Podcast: “Kids as Adults”--Act 4: Angry Young Man, Times Two
- Immigrant in America” by Jose Antonio Vargas
- “The Myth of the Latin Woman” by Judith Ortiz Cofer
- “Mother Tongue” by Amy Tan
- “Superman and Me” by Sherman Alexie
- “Freak the Geek” by John Green
- “Wide Partisan Gaps in U.S. Over How Far the Country Has Come on Gender Equality” PEW Research

Supporting Text Options (not all will be used)[Parent letter for all honors options](#)

- *Huck Finn* ([parent letter](#))
- *The Color Purple* ([parent letter](#))
- *A Lesson Before Dying*
- *The Things They Carried* ([parent letter](#))
- *Educated** (depends on Unit 3 Choice) ([parent letter](#))

Home and School Connection:

- When listening to music or watching a show, discuss the themes that feel particularly universal to American experiences. How does the creator develop that theme?

MODULE 2- Short Fiction

Essential Question

- How do authors’ choices concerning structuring specific parts of a text affect the meaning and/or impact of the whole text?

Standards/ and or skills taught

- Analyze the choices authors make when structuring a text
- Write narratives to describe real or imagined events
- SAT practice, ongoing

How students are graded:

- SAT Practice Assessment (formative)
- Text-dependent questions in the style of SAT for short stories
- Dialectic journal style quote analysis
- Book Proposal
- Reading guides
- End of unit summative assessment: students create an original narrative that imitates the structure of one of the selected texts (or an excerpt from one of the optional target texts)

Resources:

Target Texts

<ul style="list-style-type: none"> • The Story of an Hour” by Kate Chopin • “Hills Like White Elephants” by Ernest Hemingway • “A Rose for Emily” by William Faulkner • “Masque of the Red Death” by Edgar Allan Poe • “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne <p>Supporting Texts (not all will be used)</p> <ul style="list-style-type: none"> • “The Yellow Wallpaper” by Charlotte Perkins Gilman • “Young Goodman Brown” by Nathaniel Hawthorne • “Powder” by Tobias Wolff • “A Temporary Matter” by Jhumpa Lahiri • “Alan Bean Plus Four” by Tom Hanks
<p>Home and School Connection</p> <ul style="list-style-type: none"> • Talk about the ways that a film or TV show is structured, and how those director’s choices impact the viewer’s experience or the meaning of the show overall.

MODULE 3-

<p>Essential Questions</p> <ul style="list-style-type: none"> •
<p>Standards/ and or skills taught</p>
<p>Unit 4 How students are graded:</p> <ul style="list-style-type: none"> •
<p>Unit 4 Resources:</p> <ul style="list-style-type: none"> •
<p>Home and School Connection</p> <ul style="list-style-type: none"> •

MODULE 4-

<p>Essential Questions</p> <ul style="list-style-type: none"> •
<p>Standards/ and or skills taught</p>
<p>Unit 5 How students are graded:</p>

<ul style="list-style-type: none"> •
Unit 5 Resources: <ul style="list-style-type: none"> •
Home and School Connection <ul style="list-style-type: none"> •