Danville Area School District
Course Overview and Scope and Sequence

Course Title: Honors ELA
Content Area: English, writing

Grade level: 11 - honors
Date Developed: July-August 2023

COURSE OVERVIEW:

- Students in 11 honors English will explore text, media, and writing through a diverse representation of literature, authors, characters, cultures, and themes.
- Each unit focuses on an engaging topic related to an essential question which frames all unit activities and discussions.
- Instruction includes a shared reading experience, providing modeling and support, while exploring perspectives on the unit topic - leading to small group learning, independent learning, and a performance based assessment with a unit reflection.
- The units confirm students' shared understanding of the elements of literature as well as college and career ready citizens. By the end of the 11 honors year, students will be prepared to enter and study AP language and composition or 12 honors English.

Reading: Texts and media will place emphasis on sophistication of understanding- using various skills - increasing text complexity to achieve college and career ready levels. Students will demonstrate steady growth discerning more from and making fuller use of each text. The process includes making connections among ideas and between texts, considering a wider range of textual evidence and becoming aware of inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Experiences will focus on planning, revising, editing and publishing but also arguments, informative/explanatory text and writing experiences, and narratives. Students will recognize the importance of the writing-reading connection as they draw upon and write evidence from literary and informational texts. Research standards will also be prominently included because writing is a form of inquiry.

Speaking and listening: Flexible communication and collaboration will be a strong focus as students develop skills and practice formal and informal presentations; students will develop a broad use of oral communication and interpersonal skills. Students will learn to work collaboratively and independently to listen to ideas and integrate information to achieve tasks for each unit. Evaluating information - text, media, visual, quantitative data, oral discussions - will be a strong focus of all communication in the class.

Language and conventions: Conventions, effective use, and vocabulary acquisition will help students develop skills of standard written and spoken English. Students will approach language as a craft and make informed choices regarding their writing. Students will understand grade-appropriate words and phrases including their relationships and nuances as students practice the essential rules and conventions of English language.

Morrell, Ernest, Ph.D, et al. *My Perspectives: American Literature*. Savvas Learning Company, 2022.

ANCHOR STANDARDS:

Reading

RL.11.1 - Cite evidence to support analysis of what the text explicitly says, draw inferences, and make determinations regarding uncertain text

RL.11.2 - Determine central ideas of text and analyze development within the text; provide objective summaries for texts

RL.11.3 - Analyze a complex set of ideas/events and explain how individuals, ideas, or events interact and develop through text

RL.11.4 - Determine meanings of words and phrases in context and analyze how authors use and refine meaning of terms

RL.11.5 - Analyze and evaluate the effect of author's structure (exposition and argumentative) determining whether strategies are clear, convincing, and engaging

RL.11.6 - Determine authors' POV and how rhetoric is effective; analyze style and context regarding how choices contribute to the power and persuasiveness of a text

RL.11.7 - Integrate and evaluate multiple sources of information to address questions or solve issues

RL.11.8 - Delineate and evaluate the reasoning in seminal U.S. texts

RL.11.9. - Analyze 17th-19th century foundation US historical documents for literary significance, themes, purpose, and rhetoric

RL.11.10 - Read and comprehend literary non-fiction for 11th grade text - scaffolding as needed at the high end range

Writing

W.11.1 - Introduce, develop, and write arguments to support precise claims, counterclaims, reasoning, and evidence in an analysis of substantive topics/texts

a. Precise claims - establish significance
b. Develop counterclaims
c. Use diction and syntax to create cohesion and relationships
d. Establish and maintain a formal style and objective tone
e. Provide conclusion that make connections to the argument and larger world issues

W.11.2 - Introduce, develop, and write informative/explanatory texts to examine complex ideas and concepts

a. Introduce a topic so that each new element builds on previous ones creating a unified whole
b. Develop a topic with the most significant and relevant facts, definitions, concrete details, quotes, and other information
c. Use appropriate and varied transitions and syntax to create cohesion
d. Use precise language and domain specific vocabulary as well as figurative language
e. Establish and maintain a formal style and objective tone while attending the conventions of English
f. Provide conclusions that follow and support line of reasoning

W.11.3 - Write narratives to develop read or imagined experiences or events using effective techniques

a. Engage and orient readers
b. Use narrative techniques - dialogue, pacing, description, reflection and plot lines to develop experiences, events, characters
c. Use various techniques to sequence events to create a coherent whole while building a unified tone
d. Use precise diction, details, and sensory language to convey a vivid experience
e. Provide conclusions that reflect what is experienced, observed, or resolved over the narrative

W.11.4 - Produce clear and coherent writing where the organization and style are appropriate to the text's task

W.11.5 - Develop and strengthen writing as needed - plan, revise, edit, rewrite, new approaches, etc

W.11.6 - Use technology to produce, publish, and update individual and shared writing products
W.11.7 - Conduct short and sustained research to answer a question or solve an issue, narrow or broaden inquiry, and synthesize multiple sources on a subject
W.11.8 - Gather relevant information from multiple authoritative print and digital sources
W.11.9 - Draw evidence from literature or information text to support analysis, reflection, and research
W.11.10 - Write routinely over extended time frames for a range of tasks

Speaking and Listening:
SL.11.1 - Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 11 topics
- a. Come to discussion prepared - read and researched material under study - referring to evidence from text/research
- b. Work with peers to promote civil discussion and decision-making - setting goals and timeframes
- c. Propel conversations by posing probing questions, reasoning, and evidence; promote divergent and creative perspectives
- d. Respond thoughtfully to diverse perspectives and synthesize comments, claims, and evidence from all sides of an issue; determine the need for additional research to deepen the investigation

SL.11.2 - Integrate multiple sources presented in diverse formats and medias (visually, quantitatively, orally) to make informed decisions; evaluate credibility and accuracy of all sources - noting discrepancies among data
SL.11.3 - Evaluate a speaker's POV, reasoning, use of evidence and rhetorical appeals; assess stance, premise, linking of ideas, diction, points, and tone
SL.11.4 - Present organized information and evidence so that listeners can follow line of reason
SL.11.5 - Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence
SL.11.6 - Adapt speech according to tasks demonstrating a command of formal English

Language
L.11.1 - Demonstrate a command of conventions of English grammar and usage - written and orally
- a. Understand usage is a matter of conventions and can change over time and is sometimes contested
- b. Resolve issues of complex or contested usage - consulting references as needed

L.11.2 - Demonstrate a command of the conventions of English capitalization, punctuation, and spelling when writing
- a. Observe hyphenation conventions
- b. Spell correctly - consulting research as needed

L.11.3 - Apply knowledge of language to understand its functions in various context and make effective choices
- a. Vary syntax for effect and apply an understanding of syntactical choices when reading

L.11.4 - Determine and clarify the meaning of unknown and multiple meaning words and phrases
- a. Use context as a clue regarding meaning
- b. Identify and correctly use patterns of word changes
- c. Consult reference materials as needed to clarify precise meaning (speech, etymology, std use)
- d. Verify meanings

L.11.5 - Demonstrate understanding of figurative language, relationships, and nuances in meaning
- a. Interpret figures of speech

b. Analyze nuances in the meanings of words with similar denotations

L.11.6 - Acquire and use accurately diction and syntax to achieve sufficient reading, writing, speaking and listening at the collegiate and career readiness level; demonstrate independence in gathering vocabulary knowledge

Morrell, Ernest, Ph.D, et al. *My Perspectives: American Literature*. Savvas Learning Company, 2022.

KEY COURSE

Texts: *My Perspectives* - American Literature (Savvas), *The Jungle* (Sinclair), *The Adventures of Huck Finn* (Twain), *The Great Gatsby* (Fitzgerald), *The Crucible* (Miller), *American Born Chinese* (Yang), *The Catcher in the Rye* (Salinger)

Supplementals: video library (*My Perspectives*); current events - news clips and various other medias including satire; discussion boards - padlet, nearpod, Google suite; technology assistance - kahoot, quizlet, Gimkit, etc

KEY ASSESSMENTS:

Instructor observation - "Share independent learning" whole and small group collaboration
Writing to sources - argument
Writing to sources - personal narrative
Writing to sources - informative essay
Writing to sources - eyewitness account
Writing to compare-contrast with a critical lens - with rubric
Writing to sources - explanatory prep for presentation
Speaking and listening - explanation talk
Speaking and listening - reading and discussion (small and large group - with rubric)
Speaking and listening - panel discussion with research component (small group to individual - with rubric)
Speaking and listening - storytelling sessions (small and large group - with rubric)
Speaking and listening - oral interpretation (small and large group - with rubric)
Speaking and listening - podcasts (small group to large group - with rubric)
Speaking and listening - dramatic reading
Share independent learning projects (with rubrics)
Reading for context, analysis, and connections with exams and unit exams
Unit reflections
Greek and Latin participation and exams
Concept vocabulary units - in text per unit - exam and research presentations
Research - project with rubric (individual with S&L presentation)
Projects - varied on unit with rubrics

SCOPE AND SEQUENCE					
UNIT ESSENTIAL QUESTION	STANDARDS	CONTENT WITH SUPPLEMENTALS	ASSESSMENT	KEY VOCAB	TIME-FRAME
Unit 0.5 Intro Plagiarism EQ: What is plagiarism and how can I avoid it? Summer reading EQ: Why is it important to recall difficult history? How does collective fear affect individuals and groups? Socratic seminar - presentations Who, where	RL.11.1 - Evidence RL.11.2 - Central idea RL.11.3 - Plot RL.11.4 - Meanings RL.11.5 - Argument eval RL.11.6 - POV eval RL.11.10 - Read W.11.1 - Arguments W.11.2 - Write W.11.3 - Write W.11.5 - Strengthen W.11.6 - Technology W.11.7 - Research W.11.9 - Evidence SL.11.1 - Collaborate SL.11.2 - Integrate SL.11.3 - Evaluate SL.11.4 - Evidence SL.11.5 - Use of media SL.11.6 - Adapt speech L.11.1 - Conventions L.11.2 - Conventions	Google orientation, rules/expectations Plagiarism - lecture burst Quizlet practice Quiz and contract *The Crucible* exam Socratic seminar Small groups with research component and peer critique Video model	Smash or trash game, observation Quizlet scores Exam Signed contract Exam scores Written research Small group observations Peer critiques Oral presentations	Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship	10 days (170 remain)

from speech	L.11.3 - Knowledge of language L.11.6 -Diction and syntax	Presentations with positive notes - peer review	Written and oral presentations		
Unit 1 Writing Freedom - Words that Shaped a Nation EQ: What is the meaning of freedom?	RL.11.1 - Evidence RL.11.4 - Meanings RL.11.5 - Argument eval RL.11.6 - POV eval RL11.8 - Del & Eval US Seminal text RL11.9 - 18th cent text RL.11.10 - Read/comp W.11.1 - Arguments W.11.2 - Write W.11.3 - Write W.11.4 - Organize W.11.5 - Strengthen W.11.6 - Technology W.11.7 - Research W.11.8 - Gather W.11.10 - Time frame SL.11.1 - Collaborate SL.11.2 - Integrate SL.11.3 - Evaluate SL.11.4 - Evidence SL.11.5 - Use of media SL.11.6 - Adapt speech L.11.1 - Conventions L.11.2 - Conventions L.11.3 - Knowledge of language L.11.6 -Diction and syntax	Intro - Shared reading (modeling) "Totally Free" 2 days **<u>Whole class learning</u>** A New Nation - history/time 2 days "Declaration of Independence" TJ - lecture burst Inferences Interpret Generalize 4 days	Word network Summary Define/explain Quick write Evidence log Unit goals Concept vocab Integrating ideas - discussion Close read resp - journal Comp check exam Research Reflective journal Craft - appeals Conventions, style About the author game Concept vocab Close read Annotate Nouns and adjectives with effect activity Class discussion Comp check exam Research -	Confirm Demonstrate Supplement Establish Conviction Unalienable Constrains Tyranny Assent Acquiesce Rectitude Notice Unalienable Constrains Tyranny Assent Acquiesce Rectitude	32 days (138 days remain)

			defining phrases Craft - structure Analysis journal Conventions - punctuation for enumeration, syntax Writing to sources		
		"Preamble to the Constitution" Morris and Madison 4 days	Concept vocab Close read - nouns and purpose, adjectives and effect Comp check Research to clarify Craft and structure - author's choices Conventions - Punctuation for enumeration, serial comma, and parallelism Reflection journal Writing to sources Speech writing and presentation - text to self	Exercise Petition Infringed Abridging Redress Prescribed	
		<u>Small group learning</u> "Speech in the Convention" 2 days	Concept vocab Close read Annotate Author's choices with effect	Infallibility Despotism Corrupted	

			Text to media - responsive writing Comp check Craft - Rhetorical devices Written responses - textual evidence Small group discussion Video evaluation	Prejudices Salutary Integrity	
		"The American Revolution" Visual Propaganda "Join, or Die." "The Boston Massacre" "The Bostonians in Distress" "Poor Old England" 5 days	Media vocab Written descript and analysis Comp check compare/contrast Historical perspective Create political infomercial - media studies Write to argue - claims, counterclaims, logical organization, diction and syntax, clear line of reasoning, so what, formal and objective tone, conventions Research, pre - post writing, cohesion, organization, verb tense, revise, self	Propaganda Appeal Symbolism	

			and peer eval Publishing and presenting Reflective journal		
		"Letter to John Adams" 3 days	Concept vocab Research - author Annotate two letters Make predictions Comp check Writing - author's voice - diction and syntax create tone Speeches - dramatic reading or public announcement	Vassals Foment Dissented	
		"Gettysburg Address" 1 day	Concept vocab Author research Comp check Craft and struct - author's choices, antithesis, juxtaposition, grammatical struct Media creation Publish	Dedicated Consecrate Hallow	
		<u>Independent learning</u>			

		"Democracy Is Not a Spectator Sport" 3 days "Speech to the Young" and "Speech to Progress-Toward" 2 days Choice - Essay, speech, poetry, short story, political document, argument 4 days	Analysis journal Main idea - writing Comp check Comp check Analysis journal Share outs Academic vocab Write to sources - argument Rubric: focus, organization, evidence, elaboration, conventions Unit goals revised Unit exam	Confirm Supplement Conviction Demonstrate Establish	
Unit 2 The Individual and Society - Fitting in or Standing out EQ: What role does individualism play in American society?	RL.11.1 - Evidence RL.11.2 - Central idea RL11.3 Plot RL.11.5 - Argument eval RL.11.6 - POV eval RL11.9 - 18th cent text RL.11.10 - Read/comp W.11.1 - Arguments W.11.3 - Write W.11.5 - Strengthen W.11.6 - Technology SL.11.1 - Collaborate SL.11.3 - Evaluate SL.11.4 - Evidence SL.11.6 - Adapt speech L.11.1 - Conventions	**<u>Whole class learning</u>** Unit goals and launch text from *Up from Slavery* 1 day "An American Identity" 2 days "The Writing of Walt Whitman: Leaves of Grass; Song of Myself"; I Hear America Sing" 3 days	Academic vocab Quickwrite Written summary Word network Class discussion Concept vocab Class discussion - integrating ideas Research to explore - author Comp check Reflective journal Craft and struct - epic theme, free verse, anaphora,	Significant Incident Unique Sequence Impact Ampler Teeming Vast Breadth Prolific Multitudes	26 days (112 days remain)

	L11.2 - Conventions L.11.3 - Knowledge of language L11.4 - Meaning L11.5 - Fig lang L.11.6 -Diction and syntax	"The Soul Selects Her Own Society; The Soul unto Itself; Fame is a Fickle Food; They Shut Me up in Prose; I'm Nobody! Who Are You?" 3 days Written personal narrative 3 days <

		from *Walden* and "Civil Disobedience" 2 days "A Wagner Matinee" 2 days <

and Change - a spirit of reform EQ: In what ways does the struggle for freedom change with history?	RL.11.6 - POV eval RL11.8 - Delin and Eval US Seminal RL11.9 - 18th cent text RL.11.10 - Read/comp W.11.1 - Arguments W.11.2- Explanatory W.11.3 - Write W11.4 - Coherent text W.11.5 - Strengthen W.11.9 - Draw evidence W.11.11 - Routine SL.11.1 - Collaborate SL.11.4 - Evidence SL.11.6 - Adapt speech L.11.1 - Conventions L.11.3 - Knowledge of language L.11.6 -Diction and syntax	"The Zigzag Road to Rights" "Civil War and Social Change" 1 day from *What to the Slave is the Fourth of July?* 5 days "Perspectives on Lincoln": "The Union Must Be Preserved at All Hazards"; "Columbia Demands Her Children!"; "Long Abe a Little Longer"; "The Body of the Martyr President, Abraham Lincoln, Lying in State"; "Funeral Procession in New York City"; "Civil Rights Activists at the Lincoln Memorial" 2 days **<u>Small Group Learning</u>**	Quickwrite Written summary Concept vocab Comp check Class discussion - Allusions Diction Hist perspec Craft and struct - claims, counters Conventions - n & v phrases Writing to sources - informative with reflect Tone dramatic readings Media vocab Comp check Close review Persuas present Perspective journal Reflective journal Image gallery creation Writing - informative essay with rubric Conventions - edit, revise, publish Written plan	Inquire Verbatim Deduction Specific Obdurate Stolid Disparity Denounce Equivocate Conceded Composition Caricature Captions	remain)

		Working as a team 1 day "Aint I a Woman?" 2 days "Declaration of Sentiments" 2 days "The Story of an Hour" 2 days	Written schedule Concept vocab Research to explore - author Comp check Written - review, clarify Present - discussion passage Craft and struct - refrain (repeated chorus for argument) Cited evidence Conventions - diction, audi aware Choice writing to sources Concept vocab Author inform Comp check Analysis - catalog Present - choice with comment Craft and struct - allusions effect Conventions - clauses Concept vocab Author research Comp check End discussion Craft and struct - theme, develop	Racket Fix Obliged Degraded Oppressed Subordinate	

			central idea, internal monologue, juxtaposition Conventions - irony Group discussion - social group reception Presentation - social group reception		
		<u>Independent Learning</u> "The Poetry of Langston Hughes" 2 days "Poems of Social Commentary" 2 days "What a Factory Can Teach a Housewife" 2 days "A Balance between Nature and Nurture" 2 days Informative essay with	Journal - fig lang Symbolism - research Comp check Comp check Compare - symbolism and fig lang within texts Comp check Written citations - evidence (main concept, facts, opinions) Research - nat V nut Complex language effect journal Rubric		

		podcast 3 days Reflection 1 days	Focus and organization, evidence and elaboration, conventions Final audio record Rubric - podcast Unit goals revisit Unit exam		
Unit 4 Grit and Grandeur - the importance of place EQ: What is the relationship between literature and place?	RL.11.1 - Evidence RL.11. 2 - Develop RL.11.4 - Meanings RL.11.6 - POV eval RL11.9 - 18th cent text RL.11.10 - Read/comp W.11.2 - Write W.11.4 - Organize W.11.5 - Strengthen W.11.8 - Gather W.11.10 - Time frame SL.11.1 - Collaborate SL.11.2 - Integrate SL.11.5 - Use of media SL.11.6 - Adapt speech L.11.2 - Conventions L.11.3 - Knowledge of language L.11.4 - Meaning L.11.5 - Fig lang L.11.6 -Diction and syntax	Whole class learning Unit goals "Planning Your Trip to Gold Country" 1 day "Bright Horizons, Challenge Realities" 1 day from *Life on the Mississippi,* and "The Notorious Jumping Frog of Calaveras County" selections from *Huck Finn* 6 days	Completed goals Academic vocab Quickwrite Summary Integrating ideas Class discussion Concept vocab Research - author Close read - written analytical journal Class discussion Draw conclusions Evaluate motive Historical perspective Craft and Struct - anecdotes, humor, social comment, dialect, idiomatic exp, diction Comp check Writing to	Analyze Subordinate Literal Determine Trivialize Gilded Ornamented Grandeur Picturesquely Exalted Eminence Garrulous Exasperating Tedious Monotonous Interminable Buttonholed	31 days (54 days remain)

			compare reflection		
		"A White Heron" 2 days	Concept vocab Comp check Writing - respond Analyze Predict Interpret Evaluate Craft and struct - theme dev, imagery, symbolism discussion Conventions - sentence variety Debate - rubric: clear point, claim, est rules, eval	Dilatory Loitered Hospitality Squalor Hermitage Quaint	
		<u>Small Group Learning</u> Working as a team 1 day	Completed schedule		
		from *Dust Tracks on a Road* 3 days	Concept vocab Comp check Journals Review, clarify Cite passage Craft and Struct - social context, dialogue, dialect Author's style - overstatement and idioms - synthesize writing	Self-assurance Forward Brazenness	

		"Chicago" and "Wilderness" 2 days Independent Learning "The Rockpile" 2 days "The Latin Deli: An Ars Poetica" 2 days Unti w-up 1 day *The Great Gatsby* 10 days	Concept vocab Comp check Journals Compare contrast speakers Place discussion Craft and struct - imagery, repetition, personification, line lengths, ellipsis Comp check Theme, multi meaning, and conversational and descript lang share out Comp check Theme, multi meaning, and figurative lang share out Unit goals revisit Unit exam Written reflections Class discussion Chapter exams	Brawling Wanton Cunning	
Unit 5 Ordinary Lives, Extraordinary Tales - the	RL.11.2 - Central ideas RL.11.3 - Analyze RL.11.4 - Meanings RL.11.5 - Evaluate	Unit intro Goals 1 day	Academic vocab	Colloquial Protagonist Tension Resolution	26 days (5 days remain)

American short story EQ: What do stories reveal about the human condition?	RL.11.10 - Read/comp W.11.3 - Write W.11.4 - Organize W.11.10 - Time frame SL.11.1 - Collaborate SL.11.4 - Present info SL.11.6 - Adapt speech L.11.1 - Conventions L.11.3 - Knowledge of language L.11.5 - Fig lang L.11.6 -Diction and syntax	**Whole Group learning** "Everyday Use" 2 days "Everything Stuck to Him" 2 days	Concept vocab Comp check Journals - make inferences, evaluate irony, historical connections Craft and struct - characterization contribution to theme Conventions - dialect and regionalism Writing workshop -narrative to life - descript Class discussion - heritage Concept vocab Comp check Journals - make inferences, interpret, support, judgments, historical perspectives Craft and structure - frame story - practice Conventions - pronouns and antecedents - analyze examples Improvised	Epiphany Sidle Shuffle Furtive Cowering Awkward Hangdog Waterfowl Letterhead Overcast Shotgun	

			dialogue to analyze characters		
		Small Group Learning Team position "An Occurrence at Owl Creek Bridge" 2 days	Schedule Concept vocab Comp check Journal - story details reflection, citing evidence Craft and struct - author's choices, POV, effect Conventions - syntax for effect, asyndeton	Etiquette Deference Dictum	
		"The Jilting of Granny Weatherall" 4 days	Concept vocab Comp check Journals - descriptions - effect Craft and struct - stream of conscious practice, figurative lang Conventions - literal and figurative effects Present a narrative - writing	Clammy Hypodermic Dyspepsia	
		Independent learning "Tell-Tale Heart" 3 days	Comp check Journaling - horror genre, gothic, first person, archaic		

		"Ambush" 2 days *American Born Chinese* 10 days	lang, reliable narrator Comp check Journaling - nonlinear effect - writing, flashback writing, multiple meanings, resp to future Comp check Journals - synthesis		
Final: *The Catcher in the Rye* EQ: How does one form an identity and be true to self?	RL.11.1 - Evidence RL.11. 2 - Central idea RL.11.3 - Analyze RL11.4 - Det meaning RL.11.5 - Evaluate RL.11.6 - POV RL.11.10 - Read/comp W.11.1 - Claim W.11.2 - Write W.11.4 - Organize W.11.5 - Strengthen W.11.9 - Evidence W.11.10 - Time frame L.11.1 - Conventions L.11.2 - Conventions L.11.3 - Knowledge of language L.11.5 - Fig lang L.11.6 -Diction and syntax	Independent study Five days *The Catcher in the Rye*	Journals - word meanings, themes, central ideas, POV, author's choices, evaluate Comp check - exam Essay - claim, process, evidence, commentary, relevance, conventions		5 days - final schedule