Danville Area School District
Course Overview and Scope and Sequence

Course Title: English 11
Content Area: ELA
Grade Level: 11
Date Developed: August 2023

COURSE OVERVIEW: English 11 is designed to continue the student's academic preparation in literature, composition, and grammar as well as hone communication skills. Students will continue to refine the process of writing the persuasive essay and learn revision of essays for coherence, conciseness, and variety. Students will continue to practice analyzing and interpreting what they read with the goal of becoming more critical, independent, and analytical thinkers.

ANCHOR STANDARDS:
Reading Informational Text
CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools
CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently

Writing
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.
CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:
CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.
CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

KEY COURSE TEXT AND MATERIALS: *My Perspectives* - American Literature (Savvas), *The Crucible* (Miller), *A Raisin in the Sun* (Hansberry), *Into the Wild* (Krakauer), *The Things they Carried* (O'brien), and *The Great Gatsby* (Fitzgerald)
KEY ASSESSMENTS: Composition: Literary analysis, Speech, Editorials (persuasion), Podcasts/Vodcasts Grammar Quizzes Reading Analysis quizzes and tests Persuasive Unit Assessment

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	KEY VOCAB	ASSESSMENT	MATERIALS/CONTENT	TIMEFRAME
.5 Intro Plagiarism EQ: What is plagiarism and how can I avoid it?	CC.1.4.11–12.W CC.1.2.11–12.J	Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship	MC test developed by department	Slideshow developed by department	2 days

Introductory Speeches	CC.1.5.11–12.D CC.1.5.11–12.F CC.1.5.11–12.G		Rubric	Teacher model Various technology	5 days
Compose an email	CC.1.4.11–12.B CC.1.4.11–12.E CC.1.4.11–12.F		Rubric	Teacher model Slideshow developed by department	1 day

Unit 1 Persuasion EQ: What is the meaning of freedom?					
Intro/Whole-class learning	CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.I CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L	Claim Counterclaim Counter Argument Supporting Evidence Call to Action Audience Purpose Tone	Observation Q&A Guided Practice Practice assessment with FDR Infamy speech Selection assessment for Declaration	KWL, Prezi, selected passages from My Perspectives such as: “A New Nation” “Totally Free?” “Declaration of Independence” “Speech in the Convention” “Lincoln’s Second Inaugural Address”	30 - 45 days
Argumentative composition	CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.V CC.1.4.11–12.W		Goal to compose claim, counterclaim, counterargument, and some supporting evidence		
Small Group Learning	CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F	Ethos Pathos Logos Rhetorical Devices Fallacies	Group analysis & Presentation	Slideshow selected passages from My Perspectives such as: “Reflections on the	

				Bicentennial” In addition to other selected texts such as	
Revise argumentative composition	CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.V CC.1.4.11–12.W		Goal: add rhetorical devices and appeals to make argument more persuasive	“Pleasure of Books” “It’s perverse, but it’s also pretend.” and also Various editorials form NYT Learning Network	
Unit Assessment	CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.I CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L		Teacher generated on Edulastic	Malala Yousefzi’s Nobel Prize acceptance speech. Retake is MLK “I Have a Dream.”	
Longer Text	CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.C CC.1.3.11–12.F CC.1.3.11–12.G CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K		Annotations Guided Reading questions Selection tests	One of various texts suggested in MyPerspectives such as *The Crucible* Background material from various media	10 - 20 days

Podcast/Video (maybe- time dependent) & Final Editorial	CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.U CC.1.4.11–12.V CC.1.4.11–12.W		Finish argumentative composition; keep same topic or select a new one. Compose a podcast, video or some other engaging format on the same topic. Teacher generated rubric- developed from NYT example.		10 - 20 days
Unit 2 **Transcendentalism** EQ: Fitting in or standing out? Transcendentalism	CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.F CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K CC.1.4.11–12.M CC.1.4.11–12.N CC.1.4.11–12.O	Transcendentalism Individualism	Q&A Guided Questions Aphorism analysis & illustration Original poetry	Videos Selected passages from My Perspectives such as: “Nature” “Self-Reliance” “Civil Disobedience” “Sweet Land of…Conformity?” Various Emily Dickinson poetry	15 - 20 days

Longer text	CC.1.4.11–12.R CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K		Guided Reading Questions Annotations Dialectical Journals Editorial or Essay	One of various texts suggested in MyPerspectives such as *Into the Wild* and/or *The Things They Carried* Background material from various media	20 days
Unit 3 Power, Protest, Change EQ: In what ways does the struggle for freedom change with history? Whole-group learning	CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E		Guided Reading Questions Annotations Discussion Selection Tests	Videos and Selected passages from My Perspectives such	10 days

	CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K			as: “The Zig-Zag Road to Rights” “What to the Slave is the Fourth of July? “Ain’t I a Woman” Various poem of Langston Hughes	
Longer Text	CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K		Guided Reading Questions Annotations Selection Tests	One of various texts suggested in MyPerspectives such as *A Raisin in the Sun*	20 days
Small Group Learning	CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.V CC.1.4.11–12.W CC.1.5.11–12.D CC.1.5.11–12.E CC.1.5.11–12.F CC.1.5.11–12.G		Podcast or Vodcast Students tap into the essential idea of the unit and create a PSA urging change. Teacher generated rubric developed from NYT learning network.	Various technology	15 days