English 11:

Grade Level: 11
Length: 1 Year
Period(s) Per Day: 1

ESSENTIAL UNDERSTANDING:

Junior English will expose students to the many aspects of both American literature and language. The course will include thematic units incorporating short stories, drama, poetry, novels, and nonfiction. Students will explore the development of the character of American ideals, goals, and temperament enabling students to analyze the effects of religion, philosophy, politics, and other factors on contemporary American culture. Coursework will also be completed in the areas of vocabulary, grammar, and argumentative writing.

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Course Objectives and Expectations:

1.) Journal writing

2.) Reading (oral and silent)

3.) Class discussions (oral and on-line)

4.) Essay writing (at least one major essay per unit along with numerous other short writing assignments)

5.) Small group activities

6.) Oral presentations

Student Objectives:

Upon completion of Junior English, students will:

1.) Understand the conditions that brought about a national identity unique to being American

2.) Appreciate the search for national and individual identity, dignity, worth, and understand the development of such ideas

3.) Understand the make-up of early America and the problems Americans encountered in society and be able to apply the knowledge to modern society

4.) Identify the types of human behavior and the motivation that brings about behavior both in literature and life

5.) Understand literary terms (theme, satire, irony, plot, etc.) and be able to use literary terms to evaluate literature

6.) Write and understand argumentative paragraphs and essays responding to various aspects of literature based upon both experiences and the literature in question

7.) Practice and understand various forms of discourse

8.) Review and apply correct English usage

Pacing Guide:

Rough course outline:

Weeks 1-4

1. Breaking Away [Meeting of Cultures] (theme)
2. Vocabulary
3. Grammar review
4. Review persuasive essay writing structure
5. *The General History of Virginia*

Weeks 5-8

1. Breaking Away [Puritanical Influences] (theme)
2. Vocabulary
3. Persuasive writing
4. Novel (genre focus)
5. *The Scarlet Letter*

Weeks 9-10

1. The Highway [A Nation is Born] (theme)
2. Vocabulary
3. Argumentative writing (compare/contrast)
4. Speeches (genre focus)
5. *Speeches from the Virginia Convention*

Weeks 11-14

1. The Highway [A Growing Nation] (theme)
2. Vocabulary
3. Reflective essay
4. Poetry (genre focus)
5. *The Raven*

Weeks 15-18

1. No Strangers Here [A Nation Divided] (theme)
2. Vocabulary
3. Argumentative writing
4. Nonfiction (genre focus)
5. *The Adventures of Huckleberry Finn / Roots*

Weeks 19-22

1. No Strangers Here [Disillusion, Defiance, and Discontent] (theme)
2. Vocabulary
3. Argumentative writing
4. Short story (genre focus)
5. *The Great Gatsby*

Weeks 23-27

1. Living the Dream [Prosperity and Protest] (theme)
2. Vocabulary
3. Research writing
4. Drama (genre focus)
5. *A Raisin in the Sun*

Weeks 28-32

1. The Wars We Wage [Civil Protest] (theme)
2. Vocabulary
3. Research writing
4. Nonfiction (genre focus)
5. *The Round House*

Weeks 33-36

1. With Malice Toward None [New Voices, New Frontiers] (theme)
2. Vocabulary
3. Reflective writing

4. Essay (genre focus)
5. *The Chocolate War/The Catcher in the Rye*

Montana Content Standards

RI.11- 12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11- 12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11- 12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text. Craft and Structure

RI.11- 12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).

RI.11- 12.5 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.

RI.11- 12.6 Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11- 12.8 Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

RI.11- 12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.

RI.11- 12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.9 Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

W.11-12.9.a Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9.b Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]").

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.

L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.5.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5.b Analyze nuances in the meaning of words with similar denotations.

L.11-12.6 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.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.b 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.

W.11-12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.b Develop 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.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences. |

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 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.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Resources

Textbook:

Studysync: Grade Eleven (McGraw Hill)

Novels:

- *The Scarlet Letter*
- *The Adventures of Huckleberry Finn*
- *The Great Gatsby*
- *The Round House*
- *The Chocolate War*
- *The War Prayer*
- *Catcher in the Rye*

Drama:

- *A Raisin in the Sun*

Films:

- *The Scarlet Letter*
- *The Adventures of Huckleberry Finn*
- *The Great Gatsby*
- *The Last of the Mohicans*
- *A Raisin in The Sun*
- *The Chocolate War*
- *The Princess Bride*

Documentaries:

- *Great Books: The Scarlet Letter*
- *Born to Trouble: The Adventures of Huckleberry Finn*
- *Great Books: The Adventures of Huckleberry Finn*
- *Great Books: To Kill a Mockingbird*
- *Great Books: Walden*
- *A & E Biography Mark Twain*
- *Hooked: Opium, Morphine, and Heroin*
- *A & E Biography: Edgar Allan Poe*