



Course Overview

High School | 11 | Honors Analytical Writing - Last Updated on December 12, 2024

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

Course Description

The comprehensive K-12 ELA curriculum endeavors to develop active listeners, effective speakers, readers, researchers and writers who are critical and creative thinkers as well as engaged citizens. A challenging curriculum enables learners to analyze, interpret and evaluate any form of communication including discussions, speeches and texts. Using engaging and diverse texts, age-appropriate media and student interests, learners strengthen their intellectual independence, understand that words have power and develop their own voice. Benefits of developing an appreciation of reading and writing includes extending knowledge, lowering stress, building empathy and perspective and expanding one’s world view.

Armed with the skills to analyze, interpret and evaluate a text, students are challenged to respond to selected literature’s deeper meanings and understandings using different rhetorical strategies to develop sophisticated expository analytical writing skills. Students learn to use rhetorical strategies including example in narrative, comparison and contrast, cause and effect and argumentation to make their writing more engaging and more persuasive. The students synthesize information from various sources to develop a claim and locate critical sources to support their claim in an argumentative paper. Thus, students use their voice to impact their world.

STANDARDS

Pennsylvania - Grade 11-12 - English Language Arts ELA

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.G

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

CC.1.3.11–12.A

CC.1.3.11–12.B

CC.1.3.11–12.C



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CC.1.3.11–12.D

CC.1.3.11–12.E

CC.1.3.11–12.F

CC.1.3.11–12.G

CC.1.3.11–12.H

CC.1.3.11–12.I

CC.1.3.11–12.J

CC.1.3.11–12.K

CC.1.4.11–12.A

CC.1.4.11–12.B

CC.1.4.11–12.C

CC.1.4.11–12.D

CC.1.4.11–12.E

CC.1.4.11–12.F

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.M

CC.1.4.11–12.N

CC.1.4.11–12.O

CC.1.4.11–12.P

CC.1.4.11–12.Q

CC.1.4.11–12.R

CC.1.4.11–12.S

CC.1.4.11–12.T

CC.1.4.11–12.U

CC.1.4.11–12.V

CC.1.4.11–12.W

CC.1.4.11–12.X

CC.1.5.11–12.A

CC.1.5.11–12.B

CC.1.5.11–12.C

CC.1.5.11–12.D

CC.1.5.11–12.E

CC.1.5.11–12.F

CC.1.5.11–12.G

COURSE OBJECTIVES

Specific objectives for this course are aligned with the [Pennsylvania Core Standards for English Language Arts](#) and the [Eligible Content State Standards for English Language Arts](#).

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Diagnostic Assessments
- Core/Choice Novel notes and seminars
- Curriculum-based measures
- Formative Assessments
- Summative Assessments



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SUGGESTED METHODS OF INSTRUCTION

An English Language Arts program demands the use of a variety of instructional strategies. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Goal setting
- Collaborative Learning through Socratic Seminar
- Formative opportunities to drive instruction
- Think-pair-share
- Reciprocal teaching
- Read Alouds and student independent choice novels
- Journaling



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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
<ul style="list-style-type: none"> • Gimpel the Fool” (Singer) • “Harrison Bergeron” (Vonnegut) • “A Good Man is Hard to Find” (O’Connor) • “The Yellow Wallpaper” (Gilman) • “Young Goodman Brown” (Hawthorne) • “Araby” (Joyce) • “The Dead” (Joyce) • “The Rocking Horse Winner” (Lawrence) • “Where Are You Going; Where Have You Been?” (Oats) • “First Confession” (O’Connor) • “I Stand Here Ironing” (Ohlsen) • “The Short Happy Life of Francis Macomber” (Hemingway) • “Grant and Lee: A Study in Contrasts” (Bruce Cattan): • Faulkner’s Light in August • “Out, Out—” (Frost) • “Piano” (Lawrence) • “My Last Duchess” (Browning) • “My Papa’s Waltz” • “For a Lady I Know” • “I Wandered Lonely as a Cloud” • “Her Kind” • “The Red Wheelbarrow” • “The Unknown Citizen” • “The Workbox” 		



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<ul style="list-style-type: none">• “This is Just to Say”• Saying and Suggesting• “The Bean Eaters”• “Fire and Ice”• Imagery• “The Fish”• “Reapers”• “The Eagle”• “Shall I Compare Thee to a Summer’s Day?”• “Flower in the Crannied Wall”• “Metaphors”• Song/ Sound• “Richard Cory”• “Recital”• “Upon Julia’s Voice”• “The Splendor Falls on Castle Walls”• “The Second Coming”• “Cinderella”• Dickinson poems• Whitman poems• “Siren Song”• “The Sick Rose”• “To Helen”• “How Do I Love Thee?”• “The Flea”• “Hap”• “The Convergence of the Twain”--• “To an Athlete Dying Young”• “Ode on a Grecian Urn”• “Naming of Parts”• “That Time of Year Thou Mayst in Me Behold”• Other selected Shakespearean sonnets		
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<ul style="list-style-type: none">• “The Emperor of Ice Cream”• “Ulysses”• “Fern Hill”• “Ex-Basketball Player”• “A Noiseless Patient Spider”• Richard Wilbur’s “The Death of a Frog”• Oedipus the King• Arthur Miller’s “The Modern Tragic Hero”;• Sophocles’• Antigone.• Miller’s Death of a• Salesman.• The Glass Menagerie• One• Hundred Years of Solitude• Faulkner, William. Light in August. New York: Vintage, 1990.• Garcia Marquez, Gabriel. 100 Years of Solitude. New York: Harper Perennial Modern Classics, 2006.• Literature: An Introduction to Fiction, Poetry, and Drama; Eighth Edition. X.J. Kennedy and Dana Gioia, Eds., New York: Longman, 2002.• Literature for Composition: Essays, Stories, Poems, and Plays. Ninth Edition. Sylvan Barnet, William Burto, and William Cain, Eds., Boston: Longman (Pearson), 2011.• Roberts, Edgar V. Writing About Literature: Tenth Edition.		
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Upper Saddle River, NJ: Prentice Hall, 2003.		
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