<u>11TH GRADE COLLEGE PREP ENGLISH DISTRICT CURRICULUM SYLLABUS</u>

<u>Course Overview/Description</u>

These courses involve students in examining traditional literary forms and in connecting timeless themes in classic British literature to contemporary writing, both fiction and nonfiction. Curriculum units are organized to engage students in understanding cultural perspectives on heroism, and in evaluating how authors craft language to convey argument, produce social commentary, and portray human experiences. Instructional activities, assignments, and assessments require that students apply critical reading skills in their written and spoken analysis of complex texts. Students are expected to perform independent research and collaborate with peers. Requirements include summer reading, a research paper, and independent reading throughout the school year.

<u>Resources</u>
Texts Covered (Selections vary by class/teacher):
- **Long Fiction:** Suggested Choices: 1984, Brave New World, Frankenstein; Grendel; Things Fall Apart; Lord of the Flies, Animal Farm, Curious Incident of the Dog in the Nighttime; Fahrenheit 451, Macbeth, Hamlet, or Julius Caesar,
- **Short Fiction:** Beowulf, Sir Gawain & the Green Knight, Le Morte d'Arthur, "The Mark of the Beast" (Kipling); "Bartleby, The Scrivener" (Melville); "Interpreter of Maladies" (Lahiri); A Dead Woman's Secret (Guy De Maupassant), The Lottery (Jackson); Harrison Bergeron (Vonnegut); The Pedestrian (Bradbury); We Ate the Children Last (Martel); There Will Come Soft Rains (Bradbury); The Perfect Match (Liu); The Monsters are Due on Maple Street (Serling); Anthem (Rand); Minority Report, selections from The Canterbury Tales; A Modest Proposal (Jonathan Swift); Shooting an Elephant (Orwell); How Much Land Does A Man Need? (Leo Tolstoy); The Mark of the Beast (Rudyard Kipling); Interpreter of Maladies (Jhumpa Lahiri); Girl (Jamiaca Kincaid); Harrison Bergeron (Kurt Vonnegut)
- **Essays:** "Beowulf: The Monsters and the Critics" (Tolkien); "What Makes a Hero?" (Zimbardo); Excerpt from "On Seeing England" (Kincaid), "Why, and How, We Should Read Shakespeare Today", "Kill Bill: Why We Must Take Shakespeare Out of the Classroom", "Why do We Force High School Students to Read Shakespeare?"
- **Poetry:** "Ozymandias" by Shelley, "Holy Sonnet 10" ("Death Be Not Proud") by Donne, "Ode to a Suit" by Neruda,, "When I Have Fears" by Keats, "To An Athlete Dying Young" by A.E. Housman, "The Soldier" by Rupert Brooke, "Wirers" by Sieg fried Sassoon, "Anthem for Doomed Youth" by Wilfred Owens; "The Wanderer" (Anglo -Saxon); "Seafarer," Eve's Apology in Defense of Women excerpt (Amelia Lanier); The World Is Too Much With Us (William Wordsworth); The Chimney Sweeper, from Songs of Innocence & Songs of Experience (William Blake); The Poison Tree (William Blake); selected poetry (see Mini-Unit and Poetry Foundation); Poems for Social Justice
- **Multimedia:** select scenes from "The Hobbit: The Desolation of Smaug" (film); TED Talk "The Danger of a Single Story" (Adichie), Shakespeare: Why Tragedies are Alluring; Why Shakespeare Loved Iambic Pantameter; Why Should You Read Macbeth?; Why Should You Read Hamlet?; The Great Conspiracy Against Julius Caesar, Why People Fall for Misinformation; Can you Outsmart a Troll?; How to Spot aMisleading Graph; How False News Spreads, Select Scenes from The Hunger Games, Divergent, Maze Runner; Tomorrow When the War Began, and/or Minority Report; Model Citizen

Routine websites used
- Google Classroom
- Commonlit.org
- Albert.io
- Activelylearn.com
- Youtube.com
- Membean.com
- Edpuzzle.com

<u>Grading Categories & Weights</u>
A. Major Assessments - 40%
   a. Two major assessments per marking period (one must be writing centric)
B. Minor Assessments - 35%
   a. Reading, writing, speaking/listening, and/or language minor assessments, quizzes, vocabulary etc.

C.   Participation/Performance - 25%
      a.   Includes classwork and homework, other.

<u>Support</u>
<mark>[Teacher's name]</mark> is available during Common Time for extra help on[<mark>**Available letter]**</mark> **days** and after school by appointment.

The <mark>[Name of After School Help]</mark> is hosted in the LMC on Tuesdays-Thursdays from 2-4; the Literacy Lab is available during <mark>[Mascot]</mark> Time every day or by appointment with <mark>[Reading Specialist]</mark>.

<u>Requirements and Expectations</u>
1. Come into the classroom ready to learn, be productive during class
2. Bring a charged Chromebook, required books, and materials with you to class, and take them with you when you leave.
3. Minimize distractions by placing your phone, turned on silent, in your bookbags upon entering the room.
4. Treat each person in the classroom with respect and dignity.
5. Follow all procedures and policies of <mark>[school name]</mark> High School.

Choosing NOT to follow these expectations will result in:
1. Verbal warning and documentation
2. Teacher detention and phone call home
3. Referral to Vice Principal
Any serious infractions will result in immediate parental contact and/or referral to the VP.

<div align="center"><u>Plagiarism</u></div>

Plagiarism is "the unacknowledged use of another's means of expression and/or work product, whether published or unpublished, without proper credit through the use of quotation marks, citations and other customary means of identifying sources." This means copying the words or ideas of another without the proper form of academic documentation. There are two basic kinds of plagiarism: deliberate plagiarism and accidental plagiarism, equally serious. The most common act of deliberate plagiarism involves copying another person's work and passing it off as your own. The most common act of accidental plagiarism involves failing to provide the proper internal documentation for quoted, summarized, and/or paraphrased ideas from another person, even if the source is listed in a Works Cited/Reference page.

The Black Horse Pike School District maintains a firm stance regarding plagiarism. Academic repercussions will be determined in coordination with the classroom teacher, Supervisor, and/or Vice Principal. While the district realizes that Artificial Intelligence (such as ChatGTP) can be used as a tool for brainstorming and exploring personal topics of interest, it is important to use such tools responsibly and ethically. Regarding issues of academic dishonesty, students are not permitted to submit AI-generated work as their own. Additionally, using AI to evade plagiarism detection is unethical and a violation of academic integrity and the BHP Honor code. As AI is an emerging technology, the district will continue to evaluate its use in the classroom.

<u>Timeline of Activities</u>

Units	General Topics/Skills	Focus Standards:	
<u>Unit 1:</u> Society & the Individual Approximately 10 weeks (September - mid November)	● Reading Skills in comprehension, evaluation, and analysis through class novel ● Rhetorical Devices/Persuasive Appeals ● Literary Devices **Major Assessments:** ○ **Literary Analysis Essay** ○ **Multi-Media Analysis Project or Reading Skills Test**	<u>Reading</u> RL.CR.11-12.1; RL.CR.11-12.2; RL.CR.11-12.3; RL.CR.11-12.4; RI.CR.11-12.1; RI.CR.11-12.2; RI.CR.11-12.3; RI.CR.11-12.5 <u>Writing</u> W.IW.11-12.2 W.WP.11-12.4 W.RW.11-12.7	<u>Speaking & Listening</u> SL.PE.11-12.1 SL.PE.11-12.3 SL.AS.11-12.6 <u>Language</u> L.SS.11–12.1 L.KL.11–12.2
<u>Unit 2:</u> The Nature of Truth	● Media Bias and related concepts (nuance,	<u>Reading</u>	<u>Speaking</u>

Approximately 10 weeks (mid November - January)	persuasion misinformation) ● Figurative Language/Rhetorical Language ● Point of View ● Writing Workshop ● Work through Shakespeare ● Review Characterization ● Social issues ● Real-world connections ● Theme **Major Assessments:** ○ Explanatory Essay ○ Theme Project or Reading Skills Test	RL.CR.11-12.1; RL.CI.11-12.2; RL.IT.11-12.3;RL.TS.11-12.4;RI.CI.11-12.2; RI.IT.11-12.3; RI.TS.11-12.4; RI.PP.11-12.5; RI.MF.11-12.6; RL.CT.11−12.8 Writing W.IW.11-12.2; W.WP.11-12.4; W.WR.11-12.5; W.SE.11-12.6; W.RW.11-12.7	& Listening SL.PE.11-12.1; SL.II.11-12.2; SL.ES.11-12.3; SL.PI.11-12.4; SL.UM.11-12.5 Language L.KL.11−12.2 L.VI.11−12.4
Unit 3: Research and Dystopian Literature Approximately 10 weeks (February - March) Major Assessments: **Completing the research paper component for this course is a Graduation Requirement	● Examine Informational Texts ● Annotation Skills ● Research Resources/LMC databases ● Examine Pro/Con Sources ● MLA Citations ● Bias and Credibility ● Reading long and/or short dystopian texts ● Writing a piece of dystopian fiction ● In-text Vocabulary ● Analysis of Author's Choices ● Storytelling Techniques ● Imagery ● Detailed Writing **Major Assessments:** ○ Research Argument Essay** ○ Dystopian Fiction Multi-media Project	Reading RL.IT.11-12.3; RL.TS.11-12.4; RI.CR.11-12.1; RI.IT.11-12.3; RI.TS.11-12.4; RI.PP.11-12.5; RI.MF.11-12.6 RI.AA.11-12.7: RL.CT.11-12.8; RI.CT.11-12.8 Writing W.AW.11-12.1 W.WR.11-12.5 W.SE.11-12.6;	Speaking & Listening SL.II.11-12.2 SL.ES.11-12.3 SL.PI.11-12.4 SL.UM.11-12.5 Language L.SS.11−12.1 L.VL.11−12.3
Unit 4: Social Commentary & the Impact of the Individual Approximately 10 weeks (April - June)	● Comparing and Contrasting Two or More Sources ● Evaluating Author's Choices ● Social Justice ● Bias ● Detailed Writing ● Captivating hooks ● Storytelling techniques **Major Assessments:** ○ Personal narrative/college essay ○ Multi-media Social Commentary project	Reading RL.CR.11-12.1; RI.CR.11-12.1 RL.CI.11-12.2; RI.CI.11-12.2 RI.TS.11-12.4; RL.PP.11-12.5; RI.PP.11-12.5; RL.CT.11-12.8 Writing W.NW.11-12.3 W.WP.11-12.4	Speaking & Listening SL.ES.11-12.3 SL.PI.11-12.4 SL.AS.11-12.6 Language L.VL.11−12.3 L.VI.11−12.4