



Course Overview

High School | 11 | Honors English - 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 visualize, analyze, interpret and evaluate a text, students are challenged to investigate linguistically and culturally diverse texts to analyze the way authors, citizens, humans use their words, their voice to impact their world. Students will explore literature from across the ages and across the world scrutinizing how culture and historical events impact literature and how, in turn, literature impacts culture and history. Words have power and can lead to change. Starting with literature from ancient civilizations, students engage with literature highlighting the heroic quest, periods of historical upheaval and social criticism. Learners evaluate multiple perspectives and explore how they, too, can communicate 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



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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

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"> • Sadlier <i>Vocabulary Workshop</i>-Level F • Prentice Hall Literature: World Masterpieces <ul style="list-style-type: none"> ◦ from <i>Metamorphoses</i> “The Story of Daedalus and Icarus” ◦ Selected Chinese poetry ◦ from <i>The Pillow Book</i> “In Spring it is the Dawn” ◦ Selected African proverbs ◦ from <i>Perceval</i> “The Grail” ◦ Henrik Ibsen’s play, <i>A Doll House</i> • Prentice Hall: The British Tradition <ul style="list-style-type: none"> ◦ Excerpts from <i>The Canterbury Tales</i> ◦ from <i>Jane Eyre</i> by Charlotte Bronte • British Literature 2: Romantics to the Present <ul style="list-style-type: none"> ◦ from <i>Aurora Leigh</i> by Elizabeth Barrett Browning • Prentice Hall Literature: The American Experience <ul style="list-style-type: none"> ◦ Irving’s “The Devil and Tom Walker” ◦ Thoreau and Emerson works • The United States in Literature: The Glass Menagerie Edition <ul style="list-style-type: none"> ◦ <i>The Black Cat</i> by Edgar 	<p>Literatureproject.com</p>	<ul style="list-style-type: none"> • Kahoot, Quizlet, and/or other online vocabulary resources



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<p>Allen Poe</p> <ul style="list-style-type: none">◦ Thoreau and Emerson Works• Choice of Novel<ul style="list-style-type: none">◦ <i>Great Gatsby</i> by F. Scott Fitzgerald◦ <i>1984</i> by George Orwell◦ <i>Huck Finn</i> by Mark Twain◦ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston◦ <i>Brave New World</i> by Aldous Huxley• <i>The Kite Runner</i> by Khaled Hosseini		
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