

**Grade level: 11**

**Course Title: College Prep English 11**

**Topic/Concept: Puritan Literature**

**Time Allotment: 9 weeks**

**Unit Sequence: 1**

**Major Concepts to be learned:**

- Oral tradition of literature compared to written literature ("Earth on Turtle's Back," "Navajo Origin Legend," The Iroquois Constitution)
- Literary forms: narrative accounts, sermons, poetry ("The General History of Virginia," "Of Plymouth Plantation," "Sinners in the Hands of an Angry God," The Crucible)

**Expected Skills to be demonstrated:**

- Identifying conventions of Puritan literature
- Identifying bias in nonfiction
- Organizing an essay that analyzes literature of the era
- MLA Citations

**PA Standards/Anchors:**

**Eligible Content:**

|                |                |                |        |      |     |
|----------------|----------------|----------------|--------|------|-----|
| CC.1.2.11-12.A | CC.1.2.11-12.E | CC.1.4.11-12.F | L.F.1  | RI.5 | W.1 |
| CC.1.2.11-12.B | CC.1.2.11-12.F | CC.1.4.11-12.G | L.F.5  | RI.1 | W.4 |
| CC.1.2.11-12.C | CC.1.2.11-12.B | CC.1.4.11-12.H | L.F. 8 | RI.6 | W.5 |
| CC.1.2.11-12.D | CC.1.4.11-12.C |                |        |      |     |

**Instructional Strategies:**

**Assessments:**

- |                                                                                                                                                                                 |                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Lecture</li><li>• Group discussion</li><li>• Written work</li><li>• Note Taking</li><li>• Peer editing</li><li>• Conferencing</li></ul> | <ul style="list-style-type: none"><li>• Comprehensive test, including recall, inference, and essay questions</li><li>• Assessment of analytical essay</li></ul> |
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Grade level: 11

Course Title: College Prep English 11

Topic/Concept: Revolutionary Literature

Time Allotment: 9 weeks

Unit Sequence: 2

Major Concepts to be learned:

- Conventions of Revolutionary Literature (Autobiography of Ben Franklin, Poor Richard’s Almanac, “The Crisis”)
- Rhetorical strategies
- Persuasive writing

Expected Skills to be demonstrated:

- Identify characteristics of the time period
- Identify ethos, pathos, logos
- Develop a strong persuasive thesis
- Use information from sources to strengthen persuasive thesis
- MLA Citations

PA Standards/Anchors:

|                |                |                |
|----------------|----------------|----------------|
| CC.1.2.11-12.A | CC.1.2.11-12.E | CC.1.4.11-12.F |
| CC.1.2.11-12.B | CC.1.2.11-12.F | CC.1.4.11-12.G |
| CC.1.2.11-12.C | CC.1.2.11-12.B | CC.1.4.11-12.H |
| CC.1.2.11-12.D | CC.1.4.11-12.C |                |

Eligible Content:

|     |      |
|-----|------|
| W.1 | RI.5 |
| W.4 | RI.1 |
|     | RI.6 |

Instructional Strategies:

- Lecture
- Group discussion
- Written work
- Note Taking
- Peer editing
- Conferencing

Assessments:

- Summative assessment on nonfiction pieces
- Assessment of persuasive essay

**Grade level: 11**

**Course Title: College Prep English 11**

**Topic/Concept: Romantic & Transcendentalist Literature**

**Time Allotment: 9 weeks**

**Unit Sequence: 3**

**Major Concepts to be learned:**

- Conventions of Romantic literature (fiction and poetry) (Washington Irving, Longfellow, Bryant, Emerson, Thoreau, Whitman, Dickinson, Hawthorne)
- Conventions of Transcendentalist literature (fiction and poetry)

**Expected Skills to be demonstrated:**

- Compare and contrast Romantic fiction to Romantic Poetry
- Identify and trace the Romantic characteristics throughout a piece
- Identify style elements of Whitman and Dickinson poetry
- Evaluate resources for research and write an expository essay
- MLA Citations

**PA Standards/Anchors:**

**Eligible Content:**

|                |                |                |      |     |
|----------------|----------------|----------------|------|-----|
| CC.1.3.11-12.A | CC.1.3.11-12.E | CC.1.4.11-12.F | LF.1 | W.1 |
| CC.1.3.11-12.B | CC.1.3.11-12.F | CC.1.4.11-12.G | LF.2 | W.4 |
| CC.1.3.11-12.C | CC.1.3.11-12.B | CC.1.4.11-12.H | LF.4 |     |
| CC.1.3.11-12.D | CC.1.4.11-12.C |                | LF.5 |     |

**Instructional Strategies:**

**Assessments:**

- |                                                                                                                                                                                 |                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Lecture</li><li>• Group discussion</li><li>• Written work</li><li>• Note Taking</li><li>• Peer editing</li><li>• Conferencing</li></ul> | <ul style="list-style-type: none"><li>• Summative assessment on fiction pieces</li><li>• Summative assessment on nonfiction pieces</li><li>• Summative assessment on poetry</li><li>• Assessment of expository essay</li></ul> |
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Grade level: 11

Course Title: College Prep English 11

Topic/Concept: Realism and Naturalism in Literature

Time Allotment: 9 weeks

Unit Sequence: 4

Major Concepts to be learned:

- Identify conventions of Realism and Naturalism in Literature (“To Build a Fire,” “The Story of an Hour,” Realism Poetry in textbook)
- Literary analysis of The Great Gatsby

Expected Skills to be demonstrated:

- Analyze theme in fiction and poetry
- Examine narrative perspective (The Great Gatsby)
- Identify and evaluate the use of literary devices in fiction and poetry

PA Standards/Anchors:

|                |                |                |
|----------------|----------------|----------------|
| CC.1.3.11-12.A | CC.1.3.11-12.E | CC.1.4.11-12.F |
| CC.1.3.11-12.B | CC.1.3.11-12.F | CC.1.4.11-12.G |
| CC.1.3.11-12.C | CC.1.3.11-12.B | CC.1.4.11-12.H |
| CC.1.3.11-12.D | CC.1.4.11-12.C |                |

Eligible Content:

|      |     |
|------|-----|
| LF.1 | W.1 |
| LF.2 | W.4 |
| LF.4 |     |
| LF.5 |     |

Instructional Strategies:

- Lecture
- Group discussion
- Written work
- Note Taking
- Peer editing
- Conferencing

Assessments:

- Summative assessment on fiction pieces
- Summative assessment on poetry
- Formative assessment on fiction pieces

|                                                                                      |  |                                       |                                                                                                        |                           |  |
|--------------------------------------------------------------------------------------|--|---------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------|--|
| Grade level: 11                                                                      |  | Course Title: College Prep English 11 |                                                                                                        | Topic/Concept: Vocabulary |  |
| Time Allotment: Weekly all year                                                      |  | Unit Sequence: 5                      |                                                                                                        |                           |  |
| Major Concepts to be learned:                                                        |  |                                       |                                                                                                        |                           |  |
| <ul style="list-style-type: none"><li>Word Roots</li></ul>                           |  |                                       |                                                                                                        |                           |  |
| Expected Skills to be demonstrated:                                                  |  |                                       |                                                                                                        |                           |  |
| <ul style="list-style-type: none"><li>Identify word parts and meaning</li></ul>      |  |                                       |                                                                                                        |                           |  |
| PA Standards/Anchors:                                                                |  |                                       | Eligible Content:                                                                                      |                           |  |
| CC.1.3.11-12.F<br>CC.1.4.11-12.F                                                     |  |                                       | L.1<br>L.3<br>L.5                                                                                      | L.2<br>L.4                |  |
| Instructional Strategies:                                                            |  |                                       | Assessments:                                                                                           |                           |  |
| <ul style="list-style-type: none"><li>Class discussion</li><li>Note taking</li></ul> |  |                                       | <ul style="list-style-type: none"><li>Summative Assessment weekly and at the end of the year</li></ul> |                           |  |