Program of Studies Description

College Prep - English 11
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Students will focus on reading, writing, speaking, and listening by using close reading opportunities that support text analysis. This course will provide students with higher-order text-dependent questions to promote deeper thinking about texts. Students will read, critically interpret, and respond in writing to themes such as, but not limited to, Individual and Society, A Mirror of our Fears, and Navigating Change-Past vs. Present. in text selections. Additional select novels will serve as anchor texts for literary analysis, text-dependent responses, and discussion. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, connections among ideas and between texts, and textual evidence. An emphasis on the writing process, specifically writing with a “defined” perspective, purpose, and to a particular audience, will help students complete various genres of writing and an MLA-formatted research paper. The focused study of grammar will be combined with a rigorous study of vocabulary to help students excel on standardized tests and be college and career-ready.

Syllabus

College Prep - English 11
Syllabus

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REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Introduction/English Bootcamp	**2 weeks**		**Text Dependent Analysis**
MyPerspectives Unit 2 **The Haunting of Hill House Novel Study**	**2-3 months**	**CC.1.3.11.G** **CC.1.3.11.E** **CC.1.3.11.F** **CC.1.4.11.F** **CC.1.3.11.B** **CC.1.2.11.C** **CC.1.4.11.S**	**Personal Essay**
MyPerspectives Unit 3	**2 months**	**CC.1.2.11-12.B** **CC.1.2.11-12.C** **CC.1.2.11-12.L** **CC.1.2.11-12.E** **CC.1.2.11-12.H** **CC.1.3.11-12.H**	**Oral Presentation**
MyPerspectives Unit 5+The Crucible	**2-3 months**	**CC.1.2.11.E** **CC.1.2.11.K** **CC.1.3.11.A** **CC.1.3.11.C** **CC.1.3.11.E** **CC.1.2.11.G**	**Research Paper**
MyPerspectives Unit 6	**2 months**	**CC.1.3.11.C** **CC.1.3.11.H** **CC.1.3.11.I** **CC.1.4.11.F** **CC.1.2.11.K** **CC.1.3.11.A**	**Common App College Essay**

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Syllabus

Resources: MP American Lit, Savvas My Perspectives (2027), Savvas Grammar Plus, Supplemental Vocab, The Haunting of Hill House

Curriculum Map (Unit 2)

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Curriculum Map

Unit 2	**Individual & Society**
Writing	**Personal Essay**
Big Idea	**Is it better to fit in or stand out?**
Unit Essential Questions:	**Which matters more, individuality or community? Students are to deepen their perspective on individuality and community by reading and interpreting various works of American literature.**
Total Number of Days for Unit	**40 + Opening English Boot Camp/Prep Weeks**

Date/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
10 Days	CC.1.3.11.G Sources of Information: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an	Poetic Structure and Themes Poetic Rhymes, Style, and Paradox	T. Washington Narrative Whitman Poems Dickinson Poems ● Saavas ● Grammar Plus ● Supplemental Vocab	● Quizzes ● Tests ● Creative Quickwrites ● Storyboard Writing ● Personal Essay	Empathic

	American dramatist.) CC.1.3.11.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts. CC.1.4.11.F - Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar,				

	usage, capitalization, punctuation, and spelling.				
30 Days	CC.1.3.11.B Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11.C Text Analysis: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.4.11.S	Authors Purpose Authors Style Sentence Variety Dictation and Meaning	Waldo Emerson - Philosophy Thoreau - Philosophy Novel Unit Walls Around Us	• Quizzes • Tests • Creative Quickwrites • Group Multimedia Project • Compare and Contrast	Communicative Critical Thinking

	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.				

Curriculum Map (Unit 3)

College Prep English 11
Curriculum Map

Unit 3	**Leaders and Visionaries**
Writing/ Speaking	**Debate/Oral Presentation**
Big Idea	**Do words have the power to effect change in the world?**
Unit Essential Questions	**What was said and done to help build the country into what it is today? What needs to be done in order to create change in the world today? How can a person go about having their voice and opinion heard?**
Total Number of Days for Unit	**40 + Oral Presentation Prep**

Days/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
5 Days	Standard - CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. Standard - CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course	Argument Characteristics Rhetoric Strategies Oral Presentation	Fredrick Douglas Speech • Saavas • Grammar Plus • Supplemental Vocab	Quizzes Tests Quick Writes Speech/Debate	Problem Solver Collaborative

	of the text. Standard - CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.				
20 Days	Standard - CC.1.2.11-12.E 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. Standard - CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Argumentative Reasoning Text Structure and Purpose Syntax and Mood Oral Presentation	Brown V Ed Langston Hughes & Arna Bontemps Poetry Declaration of Sentiments	Quizzes Tests Quick Writes	Problem Solver Collaborative
15 Days	Standard - CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how	Stanza Structure Sonnet Form Literary	Warmth of Other Suns - Wilkerson Poetry Collection 3 & 4 March, Book One	Quizzes Tests Quick Writes Oral	Problem Solver Collaborative

	two or more texts from the same period treat similar themes or topics. Standard - CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	Analysis	Failure is Impossible	Presentation	

Curriculum Map (Unit 5)

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Curriculum Map

Unit 5	**The Threat of "The Other"**
Writing	**Literary Analysis (Crucible); Fear Research Paper**
Big Idea	**Facing Our Fears**
Unit Essential Questions	**How does fear drive our decisions?**
Total Number of Days for Unit	**40 days + more for research paper**

Days	PA Standards/ Eligible Content	Vocabulary Elements	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
9 Days	CC.1.2.11.E Text Structure: 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.	Structural Elements of Drama; Characterization; Conflict; Latin roots; Technical Words	The Crucible Acts 1 and 2 ● Saavas ● Grammar Plus ● Supplemental Vocab	Discussion	Critical Thinker Responsible

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9 days	CC.1.2.11.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11.A Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide CC.1.3.11.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Dramatic and Verbal Irony; Allegory; Tragedy;Connotation; Etymology; Biblical Allusion	The Crucible Acts 3 and 4	Unit Assessment	

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Curriculum Map

	CC.1.3.11.E Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11.F Vocabulary: Evaluate how words and phrases shape meaning and tone in texts.				
	CC.1.2.11.G Diverse Media: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a		Act 1 Audio	Writing to synthesize	

	problem.				
4 days	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		From Farewell to Manzanar Interview with George Takei	Comparison contrast essay	
2 days	CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.		Antojos		

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Curriculum Map

			Mentor Text: A Mirror of Our Fears		
2 days	CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.		The Minister's Black Veil		
2 days	CC.1.3.11.G Sources of Information: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.		Independent Learning Jigsaw remaining four selections: "A Japanese American Family, A NativeAmerican Tribe, and a Bountiful Friendship," "Ambush," "Enemies, 1-800-FEAR," "State of Mind: Threshold"		
2 Weeks			Literary Analysis Essay		

Curriculum Map (Unit 6)

College Prep English 11
Curriculum Map

Unit 6	**The Past Meets the Present**
Writing	**College Essay**
Big Idea	**How do experiences from the past apply to life in the present?**
Unit Essential Questions	**How do we react when the world changes? What qualities or strategies help us navigate change successfully? How do we react when the world changes?**
Total Number of Days for Unit	**40 + College Essay Building**

Days	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
10 Days	CC.1.3.11.C Literary Elements: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11.H Text Analysis: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the	Narrative Point of View/Structure Literary Devices/Themes	"The Old Man at the Bridge" "The Leap" ● Saavas ● Grammar Plus ● Supplemental Vocab	● Quizzes ● Tests ● Creative Quickwrites	Leader Adapatable

	respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.11.F Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.				
30 Days	CC.1.2.11.K - Determine or clarify the meaning of	Dramatic Monologue	"The Love Song of J. Alfred Prufrock"	• Quizzes • Tests	Confident

	unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11.A - Theme: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11.B - Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit	Syntax for Effect Text Structure/Meaning Cultural Aspects involved with Setting Satire Charazterization	“An Occurrence at Owl Creek Bridge” “The Story of an Hour” “Ah, Another Beautiful Morning - TIme to Ruin It by Immediately Opening My Phone” “Pluto”	• Creative Quickwrites • Monologue Research • College Essay	Creative

	and explicit assumptions and beliefs. CC.1.3.11.E - Text Structure: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.11.A - Write informative/explanatory texts to examine and convey				

	complex ideas, concepts, and information clearly and accurately. CC.1.4.11.D - Organization: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11.F - Conventions of Language: Demonstrate a grade-appropriate command				

	of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11.L - Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.				

	CC.1.5.11.A - Collaborative Discussion: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11.F - Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11.G - Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.				

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Curriculum Map

COMMON APP ESSAY PROMPTS

Common App ESSAY Prompts

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design

Resources

Resources

Saavas My Perspectives (2027), Saavas Grammar Plus, Supplemental Vocab

Novel: The Haunting of Hill House