**Curriculum**

**English 11 International**

**Course Overview**

International English classes are designed for the non-native speaker of English who is working toward fluency in the English language. This class parallels regular Junior English while meeting the needs of non-native speakers of English. The main focus of the course is the study of American literature. Students are expected to develop an increasing ability to read closely and critically, and to respond actively to the literature by evaluating the works and formulating relevant questions and opinions about them. The students are also expected to improve their language skills through the study and application of vocabulary and grammar, the practice of writing and oral skills and the improvement of reading comprehension. The students in this class range in ESL level from Advanced to Advanced Composition.

**Department Standards**

Students will:

1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;  
2. develop an appreciation for literature through the comprehension and analysis of various genres;  
3. communicate their understanding and ideas effectively in a variety of written forms;  
4. articulate organized ideas through a variety of oral activities;  
5. expand and strengthen their vocabularies to enhance their ability to understand and communicate;  
6. and learn and apply the standard conventions of the English language in both speaking and writing.

**Benchmarks**:

1.1 Students will develop as a reader and listener for personal, social, and ethical purposes through independent and collaborative reading.

1.2 Students will foster, through reflection and creative thinking and expression, an awareness of the value of the study of literature.

1.3 Students will respond to texts as expressions of the spectrum of shared human experience.

1.4 Students will use writing and speaking for personal and academic growth.

2.1 Students will respond to classic and contemporary American texts in a variety of genres.

2.2 Students will understand and interpret texts in terms of specific literary and historical contexts.

2.3 Students will construct meaning beyond the literal level by understanding and interpreting basic literary techniques and devices.

2.4 Students will develop active reading and listening skills to identify and utilize salient features and devices to enhance their understanding and appreciation of texts.

3.1 Students will develop the ability to explore and refine topics/questions; create a thesis; gather and analyze evidence; draw conclusions; and compose a response.

3.2 Students will refine their awareness of writing for different purposes using expository, persuasive, descriptive, and narrative writing and will demonstrate the ability to organize their ideas in a standard five-paragraph format (introduction containing thesis, body paragraphs and conclusion).

3.3 Students will understand and practice writing as a recursive process.

3.4 Students will develop language and writing skills in order to communicate ideas precisely and clearly in written form.

3.5 Students will explore and communicate ideas, draw conclusions, and compose personal responses in both formal and informal written style, incorporating a range of literary devices.

4.1 Students will demonstrate an understanding of both the literal and figurative meaning of a text through summarizing, paraphrasing and analyzing in oral form, using informal discussion as well as more formal types of oral assessment.

4.2 Students communicate ideas, draw conclusions, and compose personal responses in a variety of oral activities.

5.1 Students will expand and strengthen use and understanding of an increasingly varied vocabulary that enhances the ability to communicate meaning effectively in multiple contexts.

6.1 Students will build upon knowledge and use of the standard structures and conventions of English grammar in order to speak, write, and think more effectively.

**Performance Indicators**

Students will demonstrate, through discussion and through written work, a growing ability to read literature beyond the literal meaning.  
Students will demonstrate a growing ability to read aloud with appropriate pacing, intonation, and expression.  
Students will demonstrate a growing ability to read independently and to extract meaning of unknown vocabulary from context.  
Students will identify common literary elements through discussion, example, and more formal written assessments.  
Students will demonstrate improvement in grammar, syntax, and word choice, through written assessment.  
Students will demonstrate a growing ability to formulate a clear thesis and to organize ideas clearly in essay form.  
Students will demonstrate an ability to identify and use similes, metaphors and images in class activities and in writing in a variety of genres.

Students will analyze and discuss basic elements of the novel and how these are used or altered in *Cannery Row.*Students will demonstrate a growing ability to read aloud with appropriate pacing, intonation and expression.  
Students will continue to demonstrate a growing ability to read independently and to extract meaning of unknown vocabulary from context.  
Students will continue to identify common literary elements through discussion, example, and more formal written and oral assignments.  
Students will continue to demonstrate improvement in grammar, syntax and word choice through written assessment, particularly in formal exercises.  
Students will demonstrate a growing ability to formulate a clear thesis and to organizes ideas clearly in critical essay form.  
Students will continue to demonstrate an understanding of literature beyond the literal in essay form.  
Students will continue to recognize and interpret characteristics of American culture and psyche as reflected in the literature.  
Students will be able to recognize similarities and differences between the play and movie versions of *A Streetcar Named Desire.*

Students will demonstrate their ability to interpret literature and to present articulately and coherently to the class on a chapter from *The Catcher in the Rye.*Students will demonstrate their ability to write critically in essays on *The Catcher in the Rye* and on *The Joy Luck Club.*Students will recognize the benefits and challenges of immigration to America.  
Students will be able to show their ability to write creatively in their related a folk tale from their home culture, using prescribed literary elements (images, similes, metaphors, etc.)  
Students will identify common literary elements during discussion.  
Students will show their improved use of grammar, syntax, and word choice, in both oral and written forms.  
Students will collaborate cooperatively and exchange ideas effectively in small, teacher-monitored groups.

Students will demonstrate a growing ability to read aloud with appropriate pacing, intonation and expression.  
Students will continue to demonstrate a growing ability to read independently and to extract meaning of unknown vocabulary from context.  
Students will continue to identify common literary elements through discussion, example, and more formal written and oral assignments.  
Students will continue to demonstrate improvement in grammar, syntax and word choice through written assessment, particularly in formal exercises.  
Students will demonstrate a growing ability to formulate a clear thesis and to organizes ideas clearly in critical essay form.  
Students will continue to demonstrate an understanding of literature beyond the literal in essay form.  
Students will continue to recognize and interpret characteristics of American culture and psyche as reflected in the literature.  
Students will demonstrate an appreciation of ancient and American elements of tragedy.  
Students will recognize, orally and in writing, cultural changes in others and in themselves as "third-culture kids."

**Assessments**

In two paragraphs, describe what, to you, is an American.  
Well-developed essay on three ideas mentioned by Crèvecoeur that appear to be true in American today.  
Rewrite the Crèvecoeur essay.  
Write an Imagist poem on an orange.  
Rewrite the Imagist poem on an orange.  
Write several Imagist poems.  
Write a description of a setting from your home country, using similes, metaphors and images.  
Write a description of a setting from Travel Week, using similes, metaphors, and images.  
Select a photograph of an American landscape and write a description of the setting and of two real or imagined people in this setting using similes, metaphors and images.  
Answer a series of questions about the summer reading text, "Digging to America."

Present in small-groups on chapters from "Cannery Row," focusing on basic literary elements and appropriate oral presentation skills.  
Write a critical essay, of at least five paragraphs, on "Cannery Row."  
Read aloud from "A Streetcar Named Desire."  
Conduct a character analysis using various drama exercises.  
Write a draft of and final version of a critical essay, of at least five paragraphs, on *A Streetcar Named Desire*.  
Take several reading check quizzes.  
Take the First Semester Examination.

Write an essay on the conditions under which censorship may be acceptable.  
Present to class based on assigned chapters from *The Catcher in the Rye.*  
Write a critical essay on *The Catcher in the Rye.*  
Write a critical essay on *The Joy Luck Club.*  
Retell, in your own words, a folk tale from your home culture.

Present in class on *The Joy Luck Club.*Write a critical essay on one mother/daughter relationship in *The Joy Luck Club.*Critical essay on *The Joy Luck Club.*Discuss in class the similarities and di*fferences between the novel and movie versions of* The Joy Luck Club.  
Write a critical Essay on the uniquely American tragedy of Willy Loman, *Death of a Salesman*.  
Write a critical essay on *The Great Gatsby.*Write a short story of at least six pages in length using specific criteria.  
Take the Second Semester Examination.

**Core Topics**

Identifying American culture in a range of genres of American literature.  
Techniques of writing and analyzing Poetry, specifically Imagism.  
Techniques of description.  
Techniques of characterization in fiction.  
Identifying themes in literature.  
Techniques of writing non-fiction.  
Techniques of writing the essay.  
Themes of American identity in American literature.  
Basic literary elements and terminology.

Writing the critical essay.  
Basic literary elements.  
Presenting orally to the class.  
Descriptive writing.  
Literary technique.  
Elements of drama.

Censorship of literature, cinema, and politics.  
First person narration, strengths and weaknesses.  
Folk tales.  
"Feudal" Chinese culture.  
Hopes and dreams of immigration to America.  
Application of the literary techniques of use of images, similes, metaphors, proper nouns, and dialogue.

Relevant literary and cross-cultural aspects of *The Joy Luck Club.*Aristotelian ideas of tragedy.  
The American tragedy of Willy Loman in *Death of a Salesman.*The American Dream as represented in *The Great Gatsby.*

**Specific Content**

**Quarter 1**

Write effective analytical paragraphs.  
Write effective five/six paragraph analytical essays.  
Use similes, metaphors and images in poetry and description.  
Improve writing through the writing process.  
Learn conventional standards and format for word processing.  
Identify themes and major ideas in works of literature in a variety of genres.  
Identify basic literary elements in a work of fiction.

**Quarter 2**

Introduce elements of the novel, relying on discussion of previous experience and how these are used (or not) in *Cannery Row.*  
Introduce elements of the critical essay, including how to create a thesis, how to use references from the text, how to organize paragraphs and the essay, how to use formal language, and how to write a conclusion.  
Introduce basic elements of drama.

Offer the opportunity for developing critical and interpretive skills through the independent reading of *The Catcher in the Rye*.

**Quarter 3**

Continue to refine critical essay writing skills.  
Listen to and discuss North American folk tales, and analyze their content and cultural uniqueness.  
Continue to develop oral presentation skills.

Offer the opportunity for developing critical and interpretive skills through the independent reading of *Digging to America*.

**Quarter 4**

Mother/daughter relationships in *The Joy Luck Club.*  
Cultural and age differences in *The Joy Luck Club.*Characteristics of Greek tragedy.  
The tragedy in *Death of a Salesman.*  
The American Dream in *The Great Gatsby.*  
Writing a short story, building upon "creative" writing exercises since the beginning of the academic year.

**Resources**

2015-2016 Summer Reading: *Book of Unknown Americans* by Cristina Henriquez

Photocopies of various texts, including Hector St. John de Crèvecoeur's "Letters from an American Farmer", Willa Cather's "A Wagner Matinee", Benjamin Franklin's "The Whistle", and Kate Chopin’s “Story of an Hour,” to name several

Photocopies of various poems by Ezra Pound, William Carlos Williams, Hilda Doolittle, and Amy Lowell, to name several

*Adventures in American Literature*

*Cannery Row* by John Steinbeck

*A Streetcar Named Desire* by Tennessee Williams

*The Catcher in the Rye* by J.D. Salinger

*The Joy Luck Club* by Amy Tan

*Digging to America* by Anne Tyler

*Death of a Salesman* by Arthur Miller

*The Great Gatsby* by F. Scott Fitzgerald

*Twelfth Night* by William Shakespeare

Various North American folk tales

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