**Curriculum**

**English 11**

**Course Overview**

This course uses American literature as its basis and incorporates complementary World Literature texts linked to the theme of nations’ and individuals’ attempts to establish distinctive voices and identities. Emphasis is placed on key writers representing the literary movements of Puritanism, Romanticism, and Realism. Students continue to hone their writing skills through the production of analytical essays, vocabulary building exercises, and discussions designed to sharpen reading, analytical, and presentational expertise.

**Department Standards**

Students will:

* develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;
* develop an appreciation for literature through the comprehension and analysis of various genres;
* communicate their understanding and ideas effectively in a variety of written forms;
articulate organized ideas through a variety of oral activities;
* expand and strengthen their vocabularies to enhance their ability to understand and communicate;

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 a wider range of literary and rhetorical techniques and devices.

2.4 Students will continue to 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 their analytical writing to 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 and rhetorical strategies.

4.1 Students will develop language and speaking skills in order to communicate ideas precisely and clearly in oral form.

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, some of which is text-based, so that their ability to communicate meaning effectively in multiple contexts is enhanced.

6.1 Students will continue to develop their use of the standard structures and conventions of English grammar in order to speak, write, and think more effectively.

**Performance Indicators**

Students will display a detailed knowledge of and critical insights about the works studied.

Students will generate an appropriate thematic comparison between multiple works and support it with relevant textual evidence.

Students will demonstrate an understanding of the meaning of new vocabulary words and will use them appropriately.

Students will create a logical argument based on themes central to the text using relevant evidence to support their ideas.

Students will analyze an author’s use of language, including literary devices.

**Technology Standards**

Students will use electronic media and a range of other software packages such as the Google Suite to submit queries and present homework with their learning community. (2.1)

 Students will interact, collaborate and make contributions to project or group work using a variety of digital media to include web-based tools as well as the Google Suite. (2.2)

Students will locate, evaluate, synthesize and apply information from a wide range of sources globally. (3.2)

Students will subscribe to academic datatbase such as JSTOR to search for and access academic journals to enhance their understanding and critical readings of texts. (3.3)

**Assessments**

ASSESSMENTS

A range of assessments is designed to cater to multiple learning styles. The following is not an exhaustive list.

Summer reading reduction (diagnostic)

Class Discussion

Group collaboration on a given topic e.g. contextualizing, visual displays

In-class essays

Homework essays

Vocabulary Quizzes

Reading Quizzes

Speeches, debates

Oral presentation of a reasoned argument

Written personal narratives (with a view towards college application)

Close-reading literary responses of extracts from the text

Literary analysis of character, theme, plot development, symbols, motifs

Analysis of contemporary American music and art to support the literature

Semester exams

**Core Topics**

Voices from the New World

The Age of Reason

Romanticism

Realism

Modernism

Contemporary Fiction and Memoir

**Specific Content**

Examine the motifs of gender, class, and character

Illuminate necessary elements of each play’s specific setting

Introduce the historical factors that led to distinct styles of writing in the developing literary culture of the New World

Examine the components of the rhetorical triangle and their uses in Age of Reason writing.

Introduce American Romanticism and the elements that make it unique.

Explore the ways an author uses diction to influence the mood and tone of a narrative.

Introduce Realism and Naturalism and the elements that create a uniquely American voice

Explore the ways an author uses narrative style as a means of imparting humor and contemporary social commentary

Analyze an author’s use of motifs, imagery, symbolism, and irony to create and enhance the themes of a story

Introduce Modernism and the elements that are unique to that literary movement

Explore the ways an author uses point of view to create a circular narrative

Complete vocabulary units using the words in a variety of ways that show understanding.

**Resources**

2013-2014 Summer Reading: Notes from a Big Country (Bryson) and Cannery Row (Steinbeck)

Selection of works by John Smith, William Bradford, Anne Bradstreet, Jonathan Edwards, Benjamin Franklin, Thomas Paine, and Patrick Henry

Extracts from Emerson, Thoreau, Twain.Short stories by Washington Irving, Edgar Allan Poe, James Fenimore Cooper, Hemingway, Tan.

The Scarlet Letter

I Know Why the Caged Bird Sings

The Great Gatsby

A View from the Bridge

The Things They Carried

Selection of poems from across America's literary heritage

"Membean" on-line vocabulary builder