

Information for Course Syllabus

Name of Course: 11 CP English

Grade Level: 11th Grade

School: ORHS

Major Assignments: There will be three formal essays

Field Trips: None

How can parents access instructional materials? [On Canvas](#)

	Duration/Standards
Unit One: Colonial and Revolutionary Periods	Term 1.1: 4.5 Weeks
Nonfiction Texts: <i>Of Plymouth Plantation</i> (Bradford) <i>The General History of Virginia</i> (Smith) <i>Sinners in the Hands of an Angry God</i> (Edwards) <i>Speech in the Virginia Convention</i> (Henry) <i>The Declaration of Independence</i> (Jefferson) <i>The Crisis</i> (Paine) From <i>The Autobiography</i> (Franklin)	11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. 11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning
Poetry: Anne Bradstreet	11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

Additional Optional Texts:

Native American Myths

Equiano

The Crucible

Grammar Focus:

ACT Usage Standards (agreement, prepositions, commonly confused words)

Writing Focus:

Argumentative essay (Options: Revolutionary or Puritan)

Narrative and descriptive writing (Options: Native American Myths)

During this unit, students will enrich their vocabulary through various activities; explore various essential questions centered around the American Dream; and examine the historical, cultural, and geographical influences on American Literature.

Students will also review TIQA TIQA C structure for paragraphs.

Common Assessments:

Student will focus on language standards and the ACT.

11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content

11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what

is most significant for a specific purpose and audience.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases

	<p>based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Unit Two: American Romanticism</p>	<p>Term 1.2: 4.5 Weeks</p>
<p>Fiction Texts: (Choose 4-5)</p> <p>“Rip Van Winkle” (Irving)</p> <p>“The Legend of Sleepy Hollow” (Irving)</p> <p>“The Devil and Tom Walker” (Irving)</p> <p>“Dr. Heidegger’s Experiment” (Hawthorne)</p> <p>“The Minister’s Black Veil” (Hawthorne)</p> <p>Excerpt from <i>Moby-Dick</i> (Melville)</p> <p>“The Masque of the Red Death” or “The Black Cat” (Poe)</p> <p>Poetry Texts:</p> <p>Selections from Longfellow, Holmes, and/or Poe</p> <p>Nonfiction:</p> <p><i>Walden and Civil Disobedience</i> (Thoreau)</p> <p><i>Self-Reliance and Nature</i> (Emerson)</p> <p>Grammar Focus: ACT Punctuation Standards (period, comma, question mark, semi-colon, colon)</p> <p>Writing Focus:</p> <p>Students will write a research paper using both primary and secondary sources (Possible primary source: “Dr. Heidegger’s Experiment”)</p>	<p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning</p> <p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <p>11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <p>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p> <p>11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</p>

During this unit, students will continue to work on quotation integration and paragraph development. Students will review how to integrate secondary sources into a paragraph.

Students will also continue to enrich their vocabulary through various activities; explore various essential questions centered around the American Dream; and examine the historical, cultural, and geographical influences on American Literature.

Common Assessments:

Student will focus on language standards and the ACT.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

	<p>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <p>11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>Unit Three: Realism and the Late 19th Century</p>	<p>Term 2.1: 2 Weeks</p>
<p>Fiction Texts: (Choose 4-5)</p> <p>"The Story of an Hour" (Chopin)</p> <p>"The Yellow Wallpaper" (Gilman)</p> <p>"The Open Boat" "A Gray Sleeve" (Crane)</p> <p>"An Occurrence at Owl Creek Bridge" (Bierce)</p> <p>Excerpt from <i>The Jungle</i> (Sinclair)</p> <p>Poetry Texts:</p> <p>Selections from Whitman, Dickinson, and/or Robinson</p> <p>Nonfiction:</p> <p>"Gettysburg Address" (Lincoln)</p> <p>Grammar Focus: ACT Knowledge of Language Standards (style, tone, idiom, exactness, wordiness, diction, vocabulary)</p> <p><i>Students will continue to enrich their vocabulary through various activities; explore various essential questions centered around the American Dream; and examine the historical, cultural, and geographical influences on American Literature.</i></p>	<p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning</p> <p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <p>11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <p>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p>

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11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying

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<p>Unit Four: 20th Century Literature</p>	<p>Term 2.2: 4 Weeks</p>
<p>Long Fiction Texts: (Choose from list) <i>The Great Gatsby</i> <i>Their Eyes Were Watching God</i> <i>The Glass Menagerie</i> <i>A Raisin in the Sun</i> <i>Fahrenheit 451</i> <i>Of Mice and Men</i></p> <p>Short Fiction Texts: (Choose from list) Faulkner Hemingway O'Conner</p>	<p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning</p> <p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <p>11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <p>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p>

Grammar Focus: ACT Conventions of Grammar (Sentence structure)

Writing Focus:

Student will write an opinion paper reflecting on insight gained over the duration of the course. Topics may focus on literary analysis, real-world impact of literature; tracing a theme throughout history.

Common Assessments:

Student will focus on language standards and the ACT.

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11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation

11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation

	<p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p>
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