



English 11 Course Syllabus

Course Description:

This English course will focus on American literature, primary texts, and informational texts. It will continue to develop a systematic approach to writing, to create a foundation for discussion and critical analysis of personal and scholarly writing, and to identify certain literary concepts in a variety of literary genres. This course will help students to establish an understanding and acknowledgment of American literature through exposure to a variety of forms of literature including the short story, non-fiction essay, poem, drama, and novel, and will cultivate their abilities to respond to literature based on their own life experiences. Writing will be highlighted through the essay, research, documentation, and creative writing. At the end of this course, students will have produced a minimum of 10 full length essays.

Part 1: 5 credit hours | Part 2: 5 credit hours

Course Outline

Common Core Standards

English 11, Part 1

Unit 1 - The Drama

- 1.1 Irony
- 1.2 Analyzing Drama
- 1.3 Author's Choice
- 1.4 Arthur Miller - "The Crucible"
- 1.5 Literary Criticism
- 1.6 Grammar Check - The Hyphen

In this unit:

Students will focus on reading, recognizing, interpreting, analyzing, and evaluating drama. It will go over literary techniques such as irony and author's choice as well as literary criticism. The grammar check in this unit will focus on the hyphen.

([RL.11.1](#), [RL 11.3](#), [RL 11.5](#), [RL.11.6](#), [RL.11.9](#), [SL.11.4](#) , [L.11.1](#), [L.11.1a](#), [L 11.2a](#), [L.11.3](#), [L.11.4a](#), [W.11.1](#), [W.11.1f](#), [W.11.5](#) , [W.11.7](#))

Unit 2 - Foundations and Informational Text

- 2.1 Author's Point of View
- 2.2 Titles and Hooks
- 2.3 Declaration of Independence
- 2.4 Preamble to the Constitution/ Bill of Rights
- 2.5 Tone and Mood
- 2.6 Literary Devices
- 2.7 The Federalist Papers
- 2.8 Grammar Check - Subject/ Verb Agreement

In this unit:

Students will focus on analyzing and using information in America's founding documents and other texts by looking at the author's point-of-view and other literary devices about ideas presented. They will also focus on learning how to improve their writing skills by developing their skills in writing titles and hooks. The grammar check in this unit will focus on subject and verb agreement.

([RI.11.1](#), [RI.11.5](#), [RI.11.6](#), [RI.11.8](#), [RI.11.9](#), [SL.11.4](#), [L.11.1](#), [L.11.1a](#), [L.11.3](#), [L.11.4a](#), [L.11.5b](#), [W.11.2](#), [W.11.5](#) , [W.11.7](#))

Unit 3 - Responding to Literature

- 3.1 Analyzing and Evaluating Literature
- 3.2 Nathaniel Hawthorne - "The Scarlet Letter"
- 3.3 Summarizing
- 3.4 Context Clues
- 3.5 Word Choice

Unit 4 - Poetry

- 4.1 Poetic Techniques
- 4.2 Figurative Language
- 4.3 Emily Dickinson - "Because I Could Not Stop for Death"
- 4.4 Interpretations of "Because I Could Not Stop for Death"
- 4.5 Edgar Allan Poe - "The Raven"
- 4.6 Interpretations of "The Raven"
- 4.7 Grammar Check - Common Errors

Unit 5 - The Research Paper

- 5.1 Paraphrasing vs. Quoting
- 5.2 Organizational Techniques
- 5.3 Lincoln's Second Inaugural Address
- 5.4 Stephen Crane - "The Red Badge of Courage"
- 5.5 How to Choose Valid Sources
- 5.6 Grammar Review - Pronoun Case and Agreement

In this unit:

Students will focus on how to respond to literature through summarizing, looking at context clues, and word choice. They will also learn how to analyze and evaluate literature.

([RL.11.1](#), [RL.11.2](#), [RL.11.6](#), [RL.11.9](#), [RI.11.1](#), [RI.11.4](#), [SL.11.1](#), [L.11.1](#), [L.11.1a](#), [L.11.2](#), [L.11.3](#), [L.11.4a](#), [W.11.1](#), [W.11.4](#), [W.11.5](#), [W.11.6](#), [W.11.9](#))

In this unit:

Students will focus on making inferences and determine the central meaning of a poem through close analysis, develop inferential questions in response to a poem, identify patterns in terms of sound, form, and ideas/content within a poem. They will also analyze how the writer's choices contribute to the poem's overall meaning. The grammar check in this unit will focus on common errors.

([RL.11.1](#), [RL.11.3](#), [RL.11.5](#), [RL.11.7](#), [RL.11.9](#), [RI.11.1](#), [SL.11.1](#), [L.11.1](#), [L.11.3](#), [L.11.4a](#), [L.11.4b](#), [L.11.4c](#), [L.11.4d](#), [L.11.5a](#), [L.11.5b](#))

In this unit:

The students will demonstrate an understanding of research through writing, conduct research and use sources as relevant evidence, produce clear writing that is appropriate to task by using research strategies. They will also focus on presenting a topic using multiple valid sources. The grammar check in this unit will focus on pronoun case and agreement.

([RL.11.1](#), [RL.11.3](#), [RI.11.1](#), [RI.11.3](#), [RI.11.5](#), [RI.11.6](#), [RI.11.7](#), [SL.11.4](#), [SL.11.5](#), [L.11.1](#), [L.11.2](#), [L.11.4a](#), [L.11.4b](#), [L.11.4c](#), [L.11.4d](#), [L.11.5a](#), [L.11.5b](#), [W.11.1](#), [W.11.2](#), [W.11.5](#), [W.11.6](#), [W.11.7](#), [W.11.8](#), [W.11.9](#))

English 11, Part 2

Unit 1- Personal Narrative

- 1.1 Author's Purpose
- 1.2 Mark Twain - "The Adventures of Huckleberry Finn"
- 1.3 Thesis Statements
- 1.4 Parts of Speech
- 1.5 Point of View
- 1.6 Grammar Check - Sentence Structure/Complexity

In this unit:

Students will focus on using different tools to improve upon their personal narrative writing skills by studying author's purpose, point of view, and how to make stronger thesis statements. They will also learn about the different parts of speech. The grammar check in this unit will focus on sentence structure and complexity.

([RL.11.3](#), [RL.11.4](#), [RL.11.5](#), [RL.11.6](#), [RL.11.9](#), [RL.11.10](#), [RI. 11.1](#), [RI. 11.2](#), [RI. 11.5](#), [RI. 11.7](#), [RI. 11.10](#), [SL.11.1](#), [SL.11.2](#), [SL.11.3](#), [SL.11.4](#), [L.11.1](#), [L.11.2a](#), [L.11.4a](#), [L.11.4b](#), [L.11.4c](#), [L.11.4d](#), [W.11.3](#), [W.11.3a](#), [W.11.3b](#), [W.11.3c](#), [W.11.3d](#), [W.11.3e](#), [W.11.4](#), [W.11.5](#), [W.11.6](#), [W.11.10](#))

Unit 2- The Analytical Essay

- 2.1 Making Inferences
- 2.2 Using Textual Evidence
- 2.3 F. Scott Fitzgerald - "The Great Gatsby"
- 2.4 Figurative and Connotative Meanings
- 2.5 Varying Syntax

In this unit:

The students will focus on using different tools to improve their writing of analytical essays by studying about making inferences and using textual evidence. They will also learn about the differences between figurative and connotative meanings and how to vary syntax.

([RL.11.1](#), [RL.11.2](#), [RL.11.4](#), [RL.11.9](#), [RL.11.10](#), [RI. 11.1](#), [RI. 11.2](#), [RI. 11.5](#), [RI. 11.7](#), [RI. 11.10](#), [SL.11.1](#), [SL.11.1c](#), [SL.11.1d](#), [SL.11.2](#), [SL.11.3](#), [SL.11.4](#), [SL.11.5](#), [L.11.1](#), [L.11.2a](#), [L.11.3](#), [L.11.3a](#), [L.11.4a](#), [L.11.4b](#), [L.11.4c](#), [L.11.4d](#), [W.11.2](#), [W.11.2a](#), [W.11.2b](#), [W.11.2c](#), [W.11.2d](#), [W.11.2e](#), [W.11.2f](#), [W.11.4](#), [W.11.5](#), [W.11.6](#), [W.11.7](#), [W.11.9](#), [W.11.9a](#), [W.11.10](#))

Unit 3 - The Purpose of Journaling

- 3.1 Theme
- 3.2 Journaling
- 3.3 Harper Lee - "To Kill a Mockingbird"
- 3.4 Nuances in Words

In this unit:

The students will focus on how journaling can make them better writers and connect it to personal narrative writing. They will also learn about theme and nuances in words to improve their reading and writing skills.

([RL.11.2](#), [RL.11.4](#), [RL.11.6](#), [RL.11.9](#), [RL.11.10](#), [RI. 11.1](#), [RI. 11.2](#), [RI. 11.5](#), [RI. 11.7](#), [RI. 11.10](#), [SL.11.1](#), [SL.11.2](#), [SL.11.3](#), [SL.11.4](#), [SL.11.5](#), [L.11.1](#), [L.11.2a](#), [L.11.4a](#), [L.11.4b](#), [L.11.4c](#), [L.11.4d](#), [L.11.5](#), [L.11.6](#), [W.11.3](#), [W.11.3a](#), [W.11.3b](#), [W.11.3c](#), [W.11.3d](#), [W.11.3e](#), [W.11.4](#), [W.11.5](#), [W.11.6](#), [W.11.9a](#), [W.11.10](#))

Unit 4 - Using Literary Devices and Sequencing

- 4.1 Clarifying Complex Ideas
- 4.2 Literary Devices
- 4.3 Sequencing of Events
- 4.4 Joseph Heller - "Catch-22"
- 4.5 References and Citations

In this unit:

Students will focus on the ten common literary devices with an overview of all literary devices. They will also go over how to clarify complex ideas and sequencing of events. Then the students will learn about referencing and citations.

([RL.11.1](#), [RL.11.2](#), [RL.11.6](#), [RL.11.9](#), [RL.11.10](#), [RI.11.1](#), [RI.11.2](#), [RI.11.4](#), [RI.11.7](#), [SL.11.1](#), [L.11.1](#), [L.11.1a](#), [L.11.2](#), [L.11.3](#), [L.11.4](#), [L.11.5](#), [L.11.6](#), [W.11.4](#), [W.11.5](#), [W.11.6](#), [W.11.9a](#), [W.11.10](#))

Unit 5 - The Persuasive Essay

- 5.1 Citing Sources
- 5.2 Rhetorical Strategies
- 5.3 Brown v the Board of Education
- 5.4 Body Paragraph Structure
- 5.5 Letter From Birmingham Jail
- 5.6 Combining Clauses
- 5.7 Phrases vs. Clauses

In this unit:

Students will focus on using different tools to improve upon their persuasive writing skills. They will learn how to cite sources, different rhetorical strategies, and improve upon their body paragraph writing structure. Combining clauses and phrases vs. clauses are also topics that will be covered.

([RI.11.1](#), [RI.11.2](#), [RI.11.3](#), [RI.11.5](#), [RI.11.6](#), [RI.11.7](#), [RI.11.8](#), [RI.11.10](#), [SL.11.4](#), [SL.11.5](#), [L.11.1](#), [L.11.2](#), [L.11.4a](#), [L.11.4b](#), [L.11.4c](#), [L.11.4d](#), [L.11.6](#), [W.11.1](#), [W.11.1a](#), [W.11.1b](#), [W.11.1c](#), [W.11.1d](#), [W.11.1e](#), [W.11.5](#), [W.11.6](#), [W.11.7](#), [W.11.8](#), [W.11.9b](#), [W.11.10](#))