

English Language Arts Grade 11 – ENG301

Course Description:

In this grade during this year-long course, you will explore the concept of the American Dream. You will read foundational U.S. documents such as Lincoln's Second Inaugural Address and The Declaration of Independence, essays by Thoreau and Emerson, poetry by Hughes and Whitman, Arthur Miller's drama "The Crucible", and Zora Neale Hurston's "Their Eyes Were Watching God". These texts will help you gather evidence to incorporate in an informative essay defining what it means to be an American and a synthesis essay that argues whether or not America still provides access to the American Dream. You will compare both print and film versions of "The Crucible", and study various features of news outlets while working to create your own news outlet.

Semester ONE includes the following units:

Unit 1 - The American Dream: This unit establishes the theme of the American Dream by examining preconceived notions and exposing students to the historical and literary foundations of that dream. The first half of the unit asks students to revisit and challenge their understanding by exposing them to a variety of authors in multiple genres, all of whom have a different and interesting take on the American Dream and what it means to be an American. After analyzing a variety of contemporary and historical texts, students refine their working definitions of the American Dream and synthesize information from the unit to create a thoughtful and coherent essay defining what it means to be an American. By putting the American Dream in historical context, exposing students to multiple viewpoints, working with seminal historical documents and revisiting their preconceived notions, students will begin to understand the complex and difficult task of synthesizing information to create a clear and insightful argument about whether or not America still provides access to the American Dream.

Unit 2 – The Power of Persuasion: This unit builds on the idea of the American Dream and America's commitment to freedom of speech by looking closely at the rhetorical tools used by writers and speakers to persuade an audience and to make a statement about American society. The first part of the unit focuses on Arthur Miller's play, "The Crucible", as students examine the methods an author can incorporate within a work of fiction to persuade an audience to his or her point of view. Through a close reading of "The Crucible", students gain an understanding of the significance of literature in America's social conscience. Then, the focus shifts to persuasive speeches and an investigation of how rhetorical appeals and rhetorical devices are used in classic American speeches such as Abraham Lincoln's "The Gettysburg Address" and Franklin D. Roosevelt's "First Inaugural Address."

You can find all your readings within the course. If you would like, you can get a hard-copy "Springboard" textbook from your school. You can see PDF attachments in each Learning Unit for an online copy of the texts. You can access your book online. Springboard instruction is explicit teaching of learning strategies that empower students by equipping them with the skill to know when, why, and how to use them free of teacher support. In this program:

- Students are consistently exposed to the higher-order thinking skills and behaviors demanded of college-level work.
- Students practice close analysis with pre-AP and AP reading strategies, leading to an ability to independently analyze any new text.
- Students are confronted with increasingly challenging texts, both canonical and contemporary, fiction and nonfiction.
- Students are challenged by complex writing tasks in persuasion, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these rhetorical modes.

Course Objectives:

Language Arts: Reading, Writing, Speaking and Listening

READING LITERATURE

- Students determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- Students analyze a point of view by distinguishing what is directly stated in a text from what is really meant.

READING FOR INFORMATION

- Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students integrate and evaluate multiple sources of information presented in different media or formats (such as visually or through numbers) as well as in words in order to address a question or solve a problem.

WRITING

Writing tasks in high school may include literary analysis, research papers, creative writing, and essays.

- Students introduce a topic and develop it thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic).

- Students organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative.
- Students use appropriate and varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Students use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic.

Here's a snapshot of some of the work students will be doing in these areas:

- Reading and analyzing foundational works of American and world literature and examining how two or more texts from the same time period treat similar themes or topics
- Citing strong evidence from a text to analyze what it says explicitly as well as what it infers, including determining when a text leaves a point unclear or unproven
- Identifying and evaluating the reasoning used in historical documents, including the application of constitutional or legal principles
- Supporting arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence
- Conducting short- and long-term research projects to answer a question or solve a problem
- Participating effectively in group discussions, expressing ideas clearly and persuasively and building on the ideas of others
- Demonstrating understanding of complex or figurative language (such as hyperbole), and distinguishing what is directly stated in a text from what is actually meant
- Understanding the role that figurative language plays in a text
- Presenting information using multiple media formats (such as graphics or audio/visual presentations) to enhance understanding of findings, reasoning, and evidence

Description of Projects, Exams, Activities:

- Activities – Within each of the units, students must complete formative activities. When completed, the activities provide feedback to students on ways to improve learning for better understanding.
- Discussion Assignments – In each of the units, students will complete a journal assignment. The teacher and other students read each journal assignment and provides and feedback.
- Embedded Assessments – Students use the writing process to complete essays and presentations.

Materials: All course materials have been approved for district use.

Timelines & Methods for evaluating student progress: Students are expected to log in daily and submit assignments on a weekly basis. Progress will be evaluated each month based progress towards assignment completion of assignments. This course meets state and district graduation requirements in the area of English.

Weekly contact will be conducted through a submitted assignment with instructor feedback. Students who do not submit an assignment are expected to email or call his/her instructor. Each student is expected to spend a minimum of five hours per week on this course. Additional hours may be necessary to complete the course successfully.