

English Language Arts Grade 11 – ENG302

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 TWO includes the following units:

Unit 4 – The Pursuit of Happiness: In this unit, you will consider the American Dream from the viewpoint of what it means to be happy and to pursue happiness. You explore this idea by analyzing a variety of texts, most significantly, "Into the Wild" by Jon Krakauer. This and other works present similar and sometimes contrasting ideas of happiness and its pursuit. The texts in this unit invite you to question, challenge, and/or critique the multiple perspectives presented. You will learn to appreciate the passion and stylistic techniques with which authors assert ideas and advance a theme and convey meaning. With this knowledge, you will construct a personal essay and a multi-genre research project.

Unit 5 – An American Journey: In this unit, you will explore how the concept of a journey has evolved as a part of the American Experience since the times of the Pilgrims. They will analyze how multiple perspectives converge in a literary movement, conducting research and analyzing a variety of texts to prepare a collaborative presentation on the Harlem Renaissance. Their understanding of this cultural period in American History, famed for its creative outpouring of African American literature and arts, will prepare them to delve deeply into one work of fiction: "Their Eyes Were Watching God" by Zora Neale Hurston. They will apply their knowledge of the predominant philosophies, values, and beliefs of the Harlem Renaissance in order to analyze how Hurston's novel is both a reflection and a departure from this literary movement.

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.