

a-g English 11

Course Description:

This course should include, but not be limited to, the following areas of study. Students will read works of American writers and view works of American artists in terms of literary, political and cultural perspectives. Emphasis in the writing process is on the essay form, research and documentation, analysis of themes in American literature and resume format. Spelling, mechanics and grammar are reinforced and refined throughout the course as each student advances through the pre-writing, writing, revising and publishing stages of essay development. Students will create persuasive, descriptive, evaluative and informative essays, articles and reviews. Creative and evaluative thinking is emphasized.

Prerequisite(s): English 10

Length of Course: One year required for graduation

Year in School Taken: 11

Course Details/Objectives:

Please refer to the attached **English-Language Arts Standards for High School Grades 9 - 12**, which will focus the individual student's course of study in reading, writing, language, oral communication and research skills. These guidelines must be covered, studied and applied with greater depth and breadth with each successive grade level (English 9, 10, 11, and 12).

English-Language Arts Standards for High School Grades 9 - 12

I. READING

- A. Word Analysis, Fluency and Systematic Vocabulary Development
 - understanding word derivations
 - identifying and using literal and figurative meanings of words
 - interpreting connotative meanings
 - understanding the origin and meanings of new words
- B. Reading Comprehension
 - generating relevant questions about readings
 - paraphrasing ideas to demonstrate comprehension (retell story)
 - extending ideas through analysis, evaluation and elaboration
- C. Literary Response and Analysis
 - expressing purpose and characteristics of dramatic literature (e.g. comedy, tragedy, drama, dramatic monologue)
 - comparing and contrasting themes
 - analyzing characters (e.g. internal and external conflicts, motivations, relationships and influences) and explain the way interactions affect the plot
 - examining literary devices: figurative language, imagery, allegory and symbolism
 - recognizing how voice and persona affect characterization, tone and plot

II. WRITING

A. Writing Strategies

- demonstrating organization and focus
- using precise language, action verbs, sensory details, appropriate modifiers
- using the active vs. passive voice
- develop main ideas emphasizing supporting evidence
- integrate quotations into written text while maintaining flow of ideas

B. Research Writing

- using clear research questions and methods; citing sources
- synthesizing information from each medium: almanacs, microfiche, news sources, field studies, speeches, journals, technical documents.
- using appropriate conventions in the text, notes and bibliographies

C. Evaluation and Revision

- organization, precise word choice, tone
- defining purpose and audience

D. Presentation of Writing

- Use of graphics and proper formatting

III. WRITING APPLICATIONS

A. Biographical and autobiographical narratives

B. Write responses to responses

C. Expository compositions: analytical essays and research reports

D. Persuasive compositions

E. Business letters

F. Technical document

IV. WRITTEN AND ORAL LANGUAGE CONVENTIONS

A. Grammar and Mechanics

- correct use of clauses, phrases, capitalization, spelling and punctuation
- sentence construction and consistency of verb tenses
- proper formatting: spacing and margins, title page presentation, appropriated citing of sources

B. Speaking and Listening

- practice delivering clear presentations
- use of gestures, tone and specific vocabulary
- the art of persuasion and debate
- Interviewing techniques

Key Assignments:

1. Write an essay on one of Twain's novels analyzing the plot, characters, point of view, setting and theme.
2. Write a five to seven page biography on at least three of the authors' work read such as Poe, Hawthorne, Twain, Melville, Crane or Lee using the political climate during their lifetime explaining its influences on their work.

3. Write an essay comparing and contrasting how "The Scarlett Letter" might have been portrayed had it been written in present day New England.
4. Select a novel that has been made into a movie and write an essay comparing and contrasting the two pieces of work.
5. Select a drama and write a small research paper analyzing the author's main theme in your opinion with supporting details for evidence.
6. Students will write and present an informative speech of their choice doing research with the use of graphics with instructor's approval.
7. Write an essay on the use of allegory in one of the dramas assigned and read.
8. Write your own short story integrating quotations into the written text while maintaining the flow of ideas using precise language, action verbs, and sensory details.

Methods for Evaluating Student Performance:

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Monthly review of work by education specialist (credentialed teacher),
- Portfolios
- Parent facilitator and education specialist observation
- Student demonstrations,
- Student grades,
- Student work samples
- Written examinations
- Research projects

Suggested READING LIST:

Short Stories:

- "The Devil and Tom Walker" Irving, W.
- "The Fall of the House of Usher" Poe, E.
- "The Minister's Black Veil" Hawthorne, N.
- "The Celebrated Jumping Frog of Calaveras County" Twain, M.
- "Dr. Heidegger's Experiment" Hawthorne, N.
- "The Outcast of Poker Flat" Harte, B.

Novels:

- The Adventures of Huckelberry Finn Twain, M.
- The Adventures of Tom Sawyer Twain, M.
- Grapes of Wrath Steinbeck, J.
- The Scarlett Letter Hawthorne, N.
- Moby Dick Melville, H.
- The Red Badge of Courage Crane, S.
- Call of the Wild London, J.

Uncle Tom's Cabin Stowe, H.
The Big Sky Guthrie, A.
To Kill a Mockingbird Lee, H.
The Ox-Bow Incident Clark, W.

Drama:

Our Town Wilder, T.
The Petrified Forest Sherwood, R.
The Human Comedy Saroyan, A.
All My Sons Miller, A.
Death of a Salesman Miller, A.

Texts:

Holt Literature and Language Arts, Fifth Course, Grade 11 Beers and O'Dell, 2003

ISBN:

Complete Student Edition Package: Includes Holt Literature and Language Arts Student Edition and Holt Handbook, Student Edition 003067368-2

Holt Literature and Language Arts, Student Edition 003056497-2

Holt Literature and Language Arts Annotated Teacher's Edition 003057373-4

Holt Handbook, Student Edition 003065286-3

Holt Handbook, Annotated Teacher's Edition 003065294-4

NOTE: It is recommended that you use this text with: Holt Handbook, 2003, by Warriner (Using these together will allow you to cover the a-g course outline)

Correlations to State Standards found at:

www.hrw.com/ca

The Language of Literature, American Literature
Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer, Marshall
McDougal Littell, 2002
ISBN 0-618-27658-0

Grammar book to accompany text is Language Network

Website of publisher <http://www.mcdougallittell.com/ml>

Copy of the California State Standard Correlation Map:

http://www.mcdougallittell.com/ml_data/pdf/states/CA/CA_LOL_11_StndsMap.pdf

The Hero's Journey: A Guide to Literature and Life,
by Harris and Thompson
Ariane Publications, 1998
ISBN: 0915533022
(Correlations to CA state standards unavailable, book out of print)

American Literature for Life and Work
South Western Educational Publishing, 1997
ISBN: 0538642793
(This is most recent edition and is available at Glencoe publishers 1-800-334-7344, however, correlations to CA state standards are unavailable)

American Literature
Scott Foresman, Addison Wesley, English and Literature, 1997
ISBN: 0673294498
(Correlations to CA state standards are unavailable)

The American Experience

Prentice Hall - English and Literature, 1994

ISBN: 0131225210

Correlations to CA state standards for 1995 through 2004 editions found at:

www.k12pearson.com/statepage/corr_phstate_srchform.cfm?cmpy_cd=PH&state=CA&corr_curr=1

Preview copy of 2002 version with support materials available at Ceres Learning Center (must be viewed in center, no check out)

Grammar and Composition:

Elements of Writing, Fourth Course, by Kenneavy

Holt, Rinehart and Winston, 1993

ISBN: 0030471478

(Correlations to CA state standards not available)

Preview copy available at Ceres Learning Center in the North Dakota Division of Independent Study section – ask site clerk for assistance.

Writer's Choice: Grammar and Composition 11th Grade

Glencoe McGraw-Hill, 2000

ISBN: 0026358883

Reading Anthology to accompany book is Reader's Choice

Correlations to CA state standards found at:

www.glencoe.com/correlations/correlation.php4/ca

Preview copy available at Modesto/Ceres Learning Center (must be viewed in center, no check out)

Prentice Hall Platinum, by Cappillo

Prentice Hall, 2000

ISBN: 01305028X

Correlations to CA state standards for 1995 through 2004 editions found at:

www.k12pearson.com/statepage/corr_phstate_srchform.cfm?cmpy_cd=PH&state=CA&corr_curr=1

A Writer's Reference, Third Edition, by Hacker

Bedford Books of St. Martin's Press, 1995

ISBN: 0312172168

ISBN: 0312397674 – for 5th edition, 2002

(College text, correlations to CA state standards not available)

American Literature

Adventures in American Literature, by Deluzian, et al.

Holt, Rinehart and Winston, 1996

ISBN: 0030986362

(Correlations to CA state standards not available)

The American Experience, by Cappillo

Prentice Hall, 2000

ISBN: 0130502898

Correlations to CA state standards for 1995 through 2004 editions found at:

www.k12pearson.com/statepage/corr_phstate_srchform.cfm?cmpy_cd=PH&state=CA&corr_curr=1

Literature of the United States

Holt, Rinehart and Winston, 1997

ISBN: 0140136266

(Correlations to CA state standards not available)

