

ENGLISH 11
First Half of Semester

- I. Speaking and Listening
- II. Grammar
 - A. Mechanics
 - B. Punctuation
 - C. Sentence Structure
 - D. Composition
- III. Literature: Historical Background
 - A. The New Land (1492-1750)
 - 1. Literary Skills
 - a. Oral tradition
 - b. Myths
 - c. Puritans
 - d. Predestination
 - e. Original Sin
 - f. Utilitarianism
 - g. Tribe/Nation
 - h. Constitution
 - i. Persuasion
 - j. Theocracy
 - k. Work Ethic
 - 1. Essay Writing
 - 2. Literary Focus
 - a. Compare/Contrast
 - b. Finding Origins
 - c. Understanding Historical Accounts
 - d. Understanding Figurative Language
 - e. Understanding Persuasive Techniques
 - f. Appreciating Tone
 - B. Colonial Period/Revolutionary Period (1750-1800)
 - 1. Literary Skills
 - a. Understanding Oratorical Devices
 - b. Understanding the Age of Reason
 - c. Understanding Autobiography
 - d. Understanding Aphorisms
 - e. Making Inferences
 - f. Understanding Styles
 - g. Understanding Reasoning
 - 2. Literary Focus
 - a. Writing Dialogue
 - b. Writing Autobiographical Accounts
 - c. Understanding Narrative Writing
 - d. Understanding Style
 - e. Understanding Fragments

- f. Understanding Irony
- g. Understanding Paradox
- h. Understanding Suspense
- i. Understanding Setting
- j. Understanding Conflict
- k. Understanding Characterization

C. The New England Renaissance (1840-1855)

1. Literature Skills

- a. Understanding Analogies
- b. Understanding Conformity
- c. Reading with Expression
- d. Understanding Cause and Effect
- e. Evaluating Style
- f. Interpreting Symbols
- g. Understanding Personification

2. Literary Focus

- a. Evaluating Fireside Poets
- b. Understanding Transcendentalism
- c. Understanding Theme
- d. Understanding Tone
- e. Using Meter
- f. Understanding Historical Context
- g. Understanding Nonconformity
- h. Understanding Allegory
- i. Understanding Self-Reliance
- j. Understanding Civil Disobedience
- k. Understanding Slavery
- l. Understanding Essay Writing

English 11
Second Half of Semester

- I. Literature: Historical Background
 - A. Division, War, and Reconciliation (1855-1866)
 - 1. Literary Skills
 - a. Understanding Effect of Refrain
 - b. Understanding Negro Spirituals
 - c. Understanding Emotive Language
 - d. Recognizing Free Verse
 - 2. Literary Focus
 - a. Understanding Elegies
 - b. Understanding the Abolitionist Movement
 - c. Understanding Tone and Style
 - d. Recognizing Autobiography
 - e. Understanding Historical Context
 - B. Realism and the Frontier (1865-1915)
 - 1. Literary Skills
 - a. Understanding Point of View
 - b. Appreciating Dialect
 - c. Understanding Exaggeration
 - d. Understanding Regional Literature
 - e. Understanding Realism and Naturalism
 - f. Recognizing Sonnet
 - g. Recognizing Sound Devices
 - 2. Literary Focus
 - a. Interpreting Dialect
 - b. Recognizing Jargon
 - c. Recognizing Narration
 - d. Recognizing Humor
 - e. Understanding Irony
 - f. Recognizing Assonance and Alliteration
 - g. Understanding Personification
 - h. Appreciating Figurative Language
 - i. Literary Essay Writing
 - C. The Modern Age (1915-1946)
 - 1. Literary Skills
 - a. Understanding Modernism
 - b. Understanding Stream-of-Consciousness
 - c. Understanding Character Motivation
 - d. Understanding The Sequence of Events
 - e. Understanding Biography
 - f. Understanding Informal/Personal Essays
 - g. Interpreting Ambiguity
 - h. Evaluating Subject of Biography
 - i. Recognizing a Period's Characteristic

- j. Understanding Dramatic Monologue
- k. Understanding Free Verse
- l. Interpreting Satire
- 2. Literary Focus
 - a. Recognizing Slang
 - b. Recognizing Imagery
 - c. Recognizing Symbolism
 - d. Recognizing Exaggeration
 - e. Recognizing Character Inferences
 - f. Recognizing Humor
 - g. Recognizing Setting
 - h. Recognizing Essay Writing
 - i. Understanding Frame Story/Atmosphere
- D. Contemporary Writers (1945-Present)
 - 1. Literary Skills
 - a. Understanding Scansion
 - b. Understanding Epiphany
 - c. Understanding Foreshadowing
 - d. Identifying Rationalization
 - e. Understanding Experimental Fiction
 - f. Understanding Oratory/Argumentation
 - g. Understanding Post-Modernism
 - 2. Literary Focus
 - a. Recognizing Classification
 - b. Recognizing Exposition
 - c. Recognizing Argumentation
 - d. Recognizing Point-of-View
 - e. Recognizing Ordered Events
 - f. Understanding Theme
 - g. Understanding Lyric Poetry
 - h. Understanding Rhythm
 - i. Understanding Theme
 - j. Thinking Metaphorically
 - k. Understanding Essay Writing
- E. Journal Writing (Daily)
- F. Vocabulary Development (Ongoing)
- G. Research Paper

English Eleven

Speaking and Listening: Students will deliver oral presentations that will use traditional rhetorical strategies of narration, persuasion, description, and demonstrate a command of standard English.

By the end of eleventh grade the student will:

1. Make persuasive presentations that organize evidence to support a position, present evidence clearly and convincingly, and support and defend ideas and thoughts in public forums. VIS#2, 3, 4
2. Analyze and evaluate persuasive presentations that critique the accuracy, relevance, and organization of evidence and critique the clarity and effectiveness of delivery. VIS#2, 3, 4
3. Analyze the impact of media on the state, nation, and democratic process (influence on elections, promotion of tourism, creating images of leaders, shaping attitudes). VIS#2, 3, 4
4. Use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony and dialogue to achieve clarity. VIS#2, 3, 4
5. Use logical, ethical, and emotional appeals to enhance a specific tone and purpose. VIS#2, 3, 4
6. Make use of effective and interesting language, including:
 - a. informal usage for effect
 - b. standard English for clarity
 - c. technical language for specificity. VIS#2, 3, 4
7. Use research and analysis to justify strategies for focus, gesture, and movement; and apply research to justify vocal strategies (rate, volume, pause), dialect pronunciation, and enunciation. VIS#2, 3, 4
8. Critique the impact of diction and syntax used by speakers. VIS#2, 3, 4
9. Analyze the techniques used in media messages for a particular audience and evaluate the effectiveness. VIS#2, 3, 4
10. Deliver oral histories and investigation reports that:
 - a. use exposition, narration, description, and argumentation
 - b. analyze several historical records of a single event, examining critical relationships.

- c. Explain the perceived reason(s) for similarities and differences, using information derived from primary and secondary sources to support or enhance the presentation
- d. Consider the validity and reliability of sources. VIS#2, 3, 4

11. Deliver oral responses to literature that:

- a. demonstrate a comprehensive grasp of the significant ideas of works or passages
- b. analyze the use of imagery, language, universal themes, and unique aspects through the use of such rhetorical strategies as narration, description, argumentation, and exposition
- c. support key ideas and viewpoints through accurate and detailed references to text and other works
- d. demonstrate awareness of the author's use of stylistic devices
- e. identify and assess the impact of perceived ambiguities, nuances, and complexities within text. VIS#2, 3, 4

12. Deliver multimedia presentations that:

- a. combine text, images, sounds, and integrate information from a wide range of materials, including television, videos, films, newspapers, magazines, CD ROM's, Internet, and computer media generated images.
- b. edit and monitor the product for quality
- c. test audience response and revise the presentation accordingly. VIS#2, 3, 4

Reading/Literature: Students will read and respond to different levels of writing. Students will focus on traditional and contemporary literature to which they will explicate, analyze, and evaluate. By grade twelve, students will be able to relate literary themes to contemporary literature.

- 1. Read and analyze relationships among American literature, history, and culture. VIS#1, 2, 3, 4
- 2. Describe contributions of different cultures to development of American literature. VIS#1, 2, 3, 4
- 3. Describe the development of American literature in the 17th, 18th, 19th, and 20th centuries. VIS#1, 2, 3, 4
- 4. Contrast periods in American literature. VIS#1, 2, 3, 4
- 5. Differentiate among archetype characters in American literature. VIS#1, 2, 3, 4
- 6. Describe the major themes in American literature. VIS#1, 2, 3, 4
- 7. Convey the Author's point of view in contemporary and historical essays, speeches, and critical reviews. VIS#1, 2, 3, 4

8. Read a variety of print materials. VIS#1, 2, 3, 4
9. Use information from text to clarify or refine understanding of academic concepts. VIS#1, 2, 3, 4
10. Read and follow directions to complete a laboratory experiment. VIS#1, 2, 3, 4
11. Extend general and specialized vocabularies for reading and writing. VIS#1, 2, 3, 4
12. Generalize ideas from selection to make predictions about other texts. VIS#1, 2, 3, 4
13. Read and critique a variety of poetry. VIS#1, 2, 3, 4
14. Analyze the poetic elements of classic poems. VIS#1, 2, 3, 4
15. Identify the poetic elements and techniques that make poetry enjoyable. VIS#1, 2, 3, 4
16. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to elicit reader's emotions. VIS#1, 2, 3, 4
17. Compare and contrast the works of contemporary and past American poets. VIS#1, 2, 3, 4
18. Read a variety of dramatic selections. VIS#1, 2, 3, 4
19. Describe the relationship between farce and characterization. VIS#1, 2, 3, 4
20. Describe the dramatic devices used by playwrights to present selected plays. VIS#1, 2, 3, 4
21. Explain the use of monologue and soliloquy. VIS#1, 2, 3, 4
22. Explain the use of verbal and dramatic irony. VIS#1, 2, 3, 4
23. Analyze features and rhetorical devices of different types of public documents (policy statements, speeches, debates, and platforms) and the author's use of the features to achieve their purposes. VIS#1, 2, 3, 4
24. Analyze how the patterns of organization, repetition of key ideas, syntax, and word choice in text influence understanding. VIS#1, 2, 3, 4
25. Analyze the author's implicit and explicit philosophical assumptions and beliefs about a subject. VIS#1, 2, 3, 4

26. Critique the power of logic of the arguments proposed in public documents, their appeal to the audience, and the extent to which they anticipate and address reader concerns and counterclaims (appeal to reason, pathos, authority, and logic).
VIS#1, 2, 3, 4
27. Analyze characteristics of genre such as satire, parody, allegory, poetry, prose, drama, novel, short story, and essay.
VIS#1, 2, 3, 4
28. Analyze how irony, mood, tone, style, and the sound of language are used for specific rhetorical and aesthetic purposes.
VIS#1, 2, 3, 4
29. Analyze recognized works of American literature representing a variety of genre and traditions, including:
 - a. tracing development of American literature from the Colonial Period forward
 - b. contrasting the major periods, themes, styles, and trends describing the contributions of different cultures
 - c. analyzing the philosophical, political, religious, ethical, and/or social influences that have shaped characters' traits, plots, and settings.
VIS#1, 2, 3, 4

Writing: Students will write narrative, expository, persuasive, and descriptive texts, demanding command of standard English. Students will write a well-organized research paper demonstrating the writing process.

1. Write a variety of forms with an emphasis on persuasion. VIS#2, 3, 4
2. Develop a focus for writing. VIS#2, 3, 4
3. Evaluate and cite applicable information. VIS#2, 3, 4
4. Organize ideas in a logical manner. VIS#2, 3, 4
5. Revise writing for accuracy and depth of information. VIS#2, 3, 4
6. Edit final copies for correct use of language, spelling, punctuation, and capitalization.
VIS#2, 3, 4
7. Write, revise, and edit personal and business correspondence to a standard acceptable in the work place and higher education. VIS#2, 3, 4
8. Apply a variety of planning strategies to generate and organize ideas. VIS#2, 3, 4
9. Organize information to support the purpose of writing. VIS#2, 3, 4
10. Structure ideas and arguments in a persuasive way and support them with precise and relevant examples. VIS#2, 3, 4

11. Employ a variety of rhetorical devices to enhance meaning such as elaborating upon parallels, relationships, patterns, and analogies; incorporating visual aids (graphs, tables, and pictures). VIS#2, 3, 4
12. Use language in natural, fresh, and vivid ways to create specific tone. VIS#2, 3, 4
13. Write reflexive texts that:
 - a. explain the significance of personal experiences, events, conditions, or concerns using rhetorical strategies such as narration, description, and exposition
 - b. draw comparisons between specific incidents and broader themes that illustrate the speaker's important beliefs or generalizations about life
 - c. maintain a balance between describing the incidents and relating them to more general abstract ideas. VIS#2, 3, 4
14. Write historical investigation reports that:
 - a. use exposition, narration, description, argumentation, or a combination of the four modes of presentation to support the main proposition
 - b. analyze several historical records of a single event, examining critical relationships between and among elements of the research topic
 - c. explain the perceived reason(s) for the similarities and differences using information derived from primary and secondary sources to support or enhance presentation
 - d. consider the validity and reliability of sources. VIS#2, 3, 4
15. Write responses to literature that promote a judgment that:
 - a. demonstrate a comprehensive grasp of the significant ideas of works or passages
 - b. analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies like narration, description, argumentation, and exposition
 - c. support key ideas and viewpoints through accurate and detailed references to texts or other works
 - d. demonstrate awareness of the author's use of stylistic devices
 - e. identify and assess the impact of perceived ambiguities, nuances, and complexities within texts. VIS#2, 3, 4
16. Write multimedia presentations that:
 - a. combine texts, images, and sounds, compiling information from a wide range of materials (television, videos, films, newspapers, magazines, CD ROM's, Internet, and computer generated images)
 - b. edit and monitor for quality
 - c. test audience response and revise the presentation accordingly. VIS#2, 3, 4,

Grammar: Students will demonstrate the standard use of grammar in writing and speaking. Students will proofread and edit for errors in grammar and usage to create a polished final copy.

1. Demonstrate correct usage of capitals, end marks, commas, compound sentences, phrases, clauses, and interrupters. VIS#2, 3, 4
2. Demonstrate correct usage of semicolons, colons, italics, quotation marks, apostrophes, and hyphens. VIS#2, 3, 4
3. Produce different genres of writing such as paragraphs, compositions, narratives, summaries, letters, and manuscripts. VIS#2, 3, 4
4. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage. VIS#2, 3, 4
5. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. VIS#2, 3, 4
6. Reflect appropriate manuscript requirements in writing. VIS#2, 3, 4
7. Revise writing to highlight individual voice and improve the style, sentence variety, subtlety of meaning, and tone, purpose, audience, and genre. VIS#2, 3, 4

Research/Technology: Students will use on-line sources to retrieve data and other technology to create a document in standard manual script style.

1. Analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue. VIS#2, 3, 4
2. Narrow a topic. VIS#2, 3, 4
3. Develop a plan for research. VIS#2, 3, 4
4. Use creative and critical research strategies (field studies, oral histories, interviews, experiments, and electronic sources) to develop presentations. VIS#2, 3, 4
5. Use systematic strategies to organize and record information (scripting, and annotated bibliographies). VIS#2, 3, 4
6. Document sources of information using a style sheet format, such as the Modern language Association (MLA) or American Psychological Association (APA). VIS#2, 3, 4
7. Integrate databases, graphics, and spreadsheets into word-processed documents. VIS#2, 3, 4