

Orange Unified School District

ENGLISH 11

(Year Course)

GRADE LEVEL: 11**PREREQUISITES:** None**INTRODUCTION TO THE SUBJECT:**

English 11 integrates the language arts skills of reading, analysis, interpretation, writing, research, speaking, and listening through a literature-based curriculum. This is a survey course exploring the literature of the United States from the earliest English settlers to the present. The purpose of the course is to acquaint students with American heritage, especially the literary works that present our political, social, and philosophical beliefs. All genres, the characteristics of the various literary movements (e.g., Puritanism, neoclassicism, Romanticism, Realism, Naturalism, and Modernism) and their represented authors are studied. Composition emphasizes the four basic domains of writing: imaginative/narrative, practical/informative, sensory/descriptive, and analytical/expository. Writing is an ongoing practice that will be developed each semester. Students should demonstrate basic writing conventions. Students will engage in all aspects of the writing process. The writing will demonstrate student's awareness of the audience and purpose as well as the progressions through the stages of the writing process with the application of MLA style. The study of literature and composition supports correctness in grammar, usage, mechanics, spelling, diction, and ethnology. Speaking and listening skills are enhanced through a variety of speech activities, e.g., impromptu, formal, debate, and class discussion.

ESSENTIAL LEARNINGS: Students will

- Recognize and use the connotative and denotative meanings of words, analyzing specific comparisons as well as relationship and inferences.
- Analyze the organizational patterns, arguments, and positions advanced through recognition of the rhetorical devices, make warranted and reasonable assertions about the author's argument, critiquing the power, validity, and truthfulness of arguments appealing to a variety of audiences.
- Conduct in-depth analyses of recurrent themes with the use of literary devices throughout American literature
- Analyze the clarity and consistency of both political and philosophical assumptions and author's credibility within literary works
- Write and revise coherent and focused texts that will demonstrate elements of discourse and show understanding of audience, purpose, and command of Standard English conventions

FIRST SEMESTER

ASSESSMENT BLUEPRINT:

Semester	Standard	# of Questions
1	RW.1.1 Terms in political science and history	1
	RW.1.2 Greek, Latin, Anglo-Saxon roots/affixes	1
	RW.1.3 Analogies	2
	RC.2.1 Public documents	2
	RC.2.3 Verify/clarify facts in expository text	2
	RC.2.4 Defend/clarify interpretations	1
	RC.2.5 Implicit/explicit philosophical assumptions/beliefs	1
	RC.2.6 Power, validity, truthfulness of arguments	3
	RL.3.1 Characteristics of sub-genres	2
	RL.3.2 Theme	1
	RL.3.4 Imagery, personification, figures of speech, sounds	2
	RL.3.5 Influence of historical period	1
	RL.3.6 Archetypes	1
	RL.3.8 Political assumptions	1
	RL.3.9 Philosophical arguments	1
	WC.1.1 Grammar, diction, paragraph/sentence structure	4
	WC.1.2 Spelling, punctuation, capitalization	2
	WS.1.1 Elements of discourse	2
	WS.1.2 Point of view, characterization, style	1
	WS.1.3 Structure and support of ideas	2
	WS.1.4 Rhetorical devices	3
WS.1.5 Tone	1	
WS.1.9 Revisions	3	

I. Writing and English Language conventions are integrated throughout the semester.

A.	Writing applications/strategies	WS.1.1 through WS.1.9
B.	Integrated grammar, usage, mechanics, and spelling related instruction.	WC.1.1 through WC.1.5

II. Beginnings (1750)

Choose from the following:

1. Onondaga, Modoc, Iroquois, Navajo
2. Nunez, de Vaca, Cardenas, Equiano
3. Christopher Columbus, William Bradford, John Smith
4. Anne Bradstreet, Edward Taylor, Jonathan Edwards
5. Other representative work at teacher discretion

Focus Topics		Standard
A.	Structural elements	RC.2.2 RL.3.1 RL.3.2 RL.3.3 RL.3.4
B.	Historical/social context of work	RL.3.5
C.	Background of author	RC.2.1 RC.2.5 RL.3.9
D.	Literary terms and vocabulary	RW.1.1 RW.1.2 RW.1.3 RC.2.3

III. A Nation is Born

Choose from the following:

1. Benjamin Franklin, Thomas Jefferson, Thomas Paine, Phillis Wheatley
2. Patrick Henry, John F. Kennedy, Martin Luther King, Jr.
3. Abigail Adams, Jean de Crevecoeur
4. Other representative work at teacher discretion

Focus Topics		Standard
A.	Historical/social context of work	RL.3.5
B.	Background of author/impact on text	RC.2.4 RC.2.5 RL.3.9
C.	Rhetorical devices/public vs. private documents	RC.2.1
D.	Analysis of mood, theme, tone	RL.3.2 RL.3.3
E.	Analysis of impact of public documents and their appeal to audience	RC.2.1 RC.2.3 RC.2.6
F.	Oral language activities	WC.1.1

IV. Novels, Nonfiction, Drama

Choose from the following:

1. *The Crucible* (Arthur Miller)
2. *The Scarlet Letter* (Nathaniel Hawthorne)
3. *The Autobiography of Benjamin Franklin* (Benjamin Franklin)
4. Other representative work at teacher discretion

Focus Topics		Standard
A.	Dramatic structure	RL.3.1
B.	Background of the author	RC.2.4 RC.2.5 RL.3.9
C.	Literary devices and vocabulary	RC.2.5 RL.3.9

V. A Growing Nation (1800-1870)

Choose from the following:

1. Irving, Longfellow, Bryant, Holmes, Lowell, Whittier, Lewis, Powell
2. Poe, Hawthorne, Melville
3. Emerson, Thoreau
4. Dickinson, Whitman
5. Other representative work at teacher discretion

Focus Topics		Standard
A.	Reading/understanding short story/poetry (denotation and connotation)	RL.3.1
B.	Figurative language, poetic terms, devices, vocabulary	RL.3.4
C.	Background of author/impact on text	RC.2.1 RC.2.4 RC.2.5 RL.3.9
D.	Historical context of work	RL.3.5 RL.3.8

V. Novels

Choose **one** from the following:

1. *The Adventures of Huckleberry Finn* (Mark Twain)
2. *The Red Badge of Courage* (Stephen Crane)
3. *The Narrative of the Life of a Slave* (Frederick Douglass)
4. Other representative work at teacher discretion

Focus Topics		Standard
A.	Socio-historic background /social and political context	RL.3.5 RL.3.8 RL.3.9
B.	Literary terms	RC.2.5 RL.3.9
C.	Universal themes/archetypes	RL.3.2 RL.3.5 RL.3.6
D.	Figurative language	RL.3.4
E.	Plot, characterization, setting	RL.3.5

SECOND SEMESTER

ASSESSMENT BLUEPRINT:

Semester	Standard	# of Questions
2	RW.1.1 Terms in political science and history	1
	RW.1.2 Greek, Latin, Anglo-Saxon roots/affixes	1
	RW.1.3 Analogies	3
	RC.2.1 Public documents	1
	RC.2.2. Clarity of meaning	1
	RC.2.3 Verify/clarify facts in expository text	2
	RC.2.4 Defend/clarify interpretations	1
	RC.2.5 Implicit/explicit philosophical assumptions/beliefs	1
	RC.2.6 Power, validity, truthfulness of arguments	1
	RL.3.1 Characteristics of sub-genres	2
	RL.3.2 Theme	1
	RL.3.3 Irony, tone, mood, style, sound	1
	RL.3.4 Imagery, personification, figures of speech, sounds	1
	RL.3.5 Influence of historical period	3
	RL.3.6 Archetypes	1
	RL.3.8 Political assumptions	2
	WS.1.1 Elements of discourse	2
	WS.1.2 Point of view, characterization, style	1
	WS.1.4 Rhetorical devices	3
	WS.1.5 Tone	3
WS.1.9 Revisions	8	

I. Writing and English Language conventions are integrated throughout the semester.

A.	Writing applications/strategies	WS.1.1 through WS.1.9
B.	Integrated grammar, usage, mechanics, and spelling related instruction.	WC.1.1 through WC.1.5

II. Division, Reconciliation, and Expansion (1850-1914)

Choose from the following:

1. Crane, Spirituals, Douglass, Bierce, Lincoln, Lee
2. Chestnut, Goss, McKim, Sojourner Truth, Molly Moore
3. Twain, Harte, Chief Joseph, Larry McMurty
4. Chopin, Wharton, Cather; Poets: Dunbar, Robinson, Masters
5. Other representative work at teacher discretion

	Focus Topics	Standard
A.	Structural elements	RC.2.2 RL.3.1 RL.3.2 RL.3.3 RL.3.4
B.	Historical/social context of work	RL.3.5 RL.3.8

C.	Background of author	RC.2.4 RC.2.5 RL.3.9
D.	Literary terms and vocabulary	RW.1.1 RW.1.2 RW.1.3 RC.2.5 RL.3.9

III. Disillusion, Defiance, and Discontent (1914-1946)

Choose from the following:

1. Poets: Eliot, Pound, Williams, H.D., Cummings, Auden, MacLeish
Short Story: Fitzgerald, Steinbeck, Wolf
2. Poets: Sandburg, Frost, Hughes, McKay, Cullen, Bontemps, Toomer
Short Story: Hemingway, Welty, Porter, Faulkner, Thurber, E.B. White, Hurston
3. Other representative work at teacher discretion

Focus Topics		Standard
A.	Structural elements	RC.2.2 RL.3.1 RL.3.2 RL.3.3 RL.3.4
B.	Historical/social context of work	RL.3.5 RL.3.8
C.	Background of author	RC.2.4 RC.2.5 RL.3.9
D.	Literary terms and vocabulary	RW.1.1 RW.1.2 RW.1.3 RC.2.5 RL.3.9

IV. Prosperity and Protest (1946-Present)

Choose from the following:

1. O'Connor, Updike, Lowell, Roethke, Tyler, Walker
2. McCullers, Safire, Cisneros, Tan
3. Baldwin, Plath, Erdrich, O'Brien
4. Other representative work at teacher discretion

Focus Topics		Standard
A.	Structural elements	RC.2.2 RL.3.1 RL.3.2 RL.3.3 RL.3.4
B.	Historical/social context of work	RL.3.5 RL.3.8
C.	Background of author	RC.2.4 RC.2.5 RL.3.9

D.	Literary terms and vocabulary	RW.1.1 RW.1.2 RW.1.3 RC.2.5 RL.3.9
----	-------------------------------	------------------------------------------------

V. Novels, Nonfiction, Drama

Choose one or more from the following authors (full text or excerpt):

- | | | | | |
|----------|------------|----------|-----------|----------|
| Anaya | Ellison | Krakauer | Soto | Walker |
| Angelou | Fitzgerald | Miller | Steinbeck | Wilder |
| Anderson | Hemingway | Morrison | Tan | Williams |
| Bradbury | Hensberry | O'Brien | Tyler | Wolfe |
| Collins | Kingsolver | Rand | Vonnegut | Wright |
- Other representative author at teacher discretion

Focus Topics		Standard
A.	Structural elements	RC.2.2 RL.3.1 RL.3.2 RL.3.3 RL.3.4
B.	Socio-historic background /social and political context	RL.3.5 RL.3.8 RL.3.9
C.	Literary devices	RC.2.5 RL.3.9
D.	Universal themes/archetypes	RL.3.2 RL.3.5 RL.3.6
E.	Figurative language	RL.3.4

DATE OF LAST CONTENT REVISION: February 1999

DATE OF CURRENT CONTENT REVISION: March 2011

DATE OF BOARD APPROVAL: April 1999

CALIFORNIA STANDARDS TESTS
GRADE 11 ENGLISH-LANGUAGE ARTS
(Blueprints adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	8	11%
1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history	2	
1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology	2	
1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	4	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.	19	25%
2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices	4	
2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	3	
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents	2	
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations	2	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject	2	

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)	6	
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.	17	23%
3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres	3	
3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim	1	
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both	2	
3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions	1	
3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions:	3 <small>(rotating annually)</small>	
1) trace the development of American literature from the Colonial period forward	(1)	
2) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period	(1)	
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	(1)	
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i>)	1	
3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors (12 th grade)	NA*	
3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach)	3	

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)	3	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	9	12%
1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	7	
1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization	2	
1.3 reflect appropriate manuscript requirements in writing	NA*	
1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	22	29%
1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments	4	
1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes	2	
1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples	4	
1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action	4	
1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone	2	
1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)	NA*	
1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)	2	
1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents	NA*	
1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre	4	
TOTALS	75	100 %