

**English Standards**

**English 11**

**Course Overview:** Eleventh-grade language arts focuses on an in-depth study of American Literature. Students will review the causes and events that influenced society and that resulted in the literature of authors, poets and politicians. Their writing and speaking will reflect American themes as well.

**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1:** **The Beginning (Before 1800) (15 Days)**

**Description:** Students will learn about the historic events that shaped and influenced the literature of that time period. They will analyze the selections and learn vocabulary.

**Standards**

1. **The students will compare early Native American oral tradition with other cultural oral traditions. (RL.11-12.4)**
2. **The students will understand the shared story elements of Native American by reading “Earth on Turtle’s Back” and “When Grizzlies Walked Upright.” (RL.11-12.4)**
3. The students will read “The Black Veil”, “The Crucible”, and poems by Anne Bradstreet to understand the Puritan influence on literature. (RI.11-12.4)
4. The students will examine the Declaration of Independence as an example of nonfiction. (RI.11-12.1, RI.11-12.2, RI.11-12.9)

**Unit 2** **Romanticism (1800-1860) (10 Days)**

**Description:** Students will learn about the historic events that shaped and influenced the literature of that time period. They will analyze the selections and learn vocabulary.

**Standards**

1. **The students will identify the differences between Romanticism and Rationalism (W.11-12.2)**
2. The students will review first person point of view by reading Edgar Allen Poe’s **“The Black Cat”** (RL. 11-12.9, RL. 11-12.10)
3. The students will recognize the use of nature by romantic poets after reading and evaluating William Cullen Bryant’s **“Thanatopsis”** (RL.11-12.9)
4. The students will read **“Rip Van Winkle”** by Washington Irving to analyze the structure of the text (RL11-12.5, RL.11-12.3)
5. The students will read and analyze ***The Scarlet Letter*** by Nathaniel Hawthorne in order to see the lingering influence of Puritan Culture. (RI. 11-12.4, RL. 11-12.5, RL11-12.3)
6. **The students will read “I Hear America Singing” and “Song of Myself” by Walt Whitman to review poetic language devices (RL.11-12.2, RL. 11-12.9)**

**Unit 3:** **Transcendentalism (10 Days)**

**Description:** Students will learn about the historic events that shaped and influenced the literature of that time period. They will analyze the selections and learn vocabulary.

**Standards**

1. The students will make sense of the ideology of transcendentalism after viewing a Power Point presentation. (SL.11-12.7, SL.11-12.2)
2. The students will describe the theme of “Self-Reliance” as promoted by Ralph Waldo Emerson, specifically self-reliance and nonconformity. (RI.11-12.9)
3. The students will read excerpts from Walden and understand the ideas of civil disobedience and simple living as presented by Henry David Thoreau. (RI.11-12.9)
4. **The students will compare the ideas of individuality, observing nature, and nonviolent protest which were developed by transcendentalists in the 1800‟s with popular ideas existing in today’s America in an essay format. (RI.11-12.5, RI.11-12.6, W.11-12.7, W.11-12.8)**

**Unit 4:** **Realism (1860-1914) (5 Days)**

**Description:** Students will learn about the historic events that shaped and influenced the literature of that time period. They will analyze the selections and learn vocabulary.

**Standards**

1. The students will identify historical events which occurred between 1860 and 1914. (RI.11- 12.7, RL.11-12.9)
2. The students will contrast the differences between romantic literary characteristics and realist literary characteristics by evaluating subjects, themes, heroes, and settings. (RL.11-12.9)
3. The students will understand the differences among optimism, pessimism, and realism. (L.11- 12.6)
4. The students will read “An Occurrence at Owl Creek Bridge” by Ambrose Bierce and examine the character of Payton Farqhar as the protagonist/hero. (RL.11-12.9)
5. The students will read “The Celebrated Jumping Frog of Calaverous County” by Mark Twain and examine it as an example of regionalism and sarcasm. (RL.11-12.6, RL.11-12.6

**Unit 5:** **Modernism (1914-1939) (26 Days)**

**Description:** Students will learn about the historic events that shaped and influenced the literature of that time period. They will analyze the selections and learn vocabulary.

**Standards**

1. The students will identify historical events (such as World War I, the roaring 20s, the Great Depression, and the rise of Hitler) which affected the perception of the American dream. (RI.11-12.8, RI.11-12.9))
2. **The students will understand types of characterization, direct and indirect, and trace the writing style of Ernest Hemingway with *The Old Man & the Sea.* (RL.11-12.3, RL.11- 12.9, RL.11-12.10)**
3. **The students will read *The Great Gatsby* by F. Scott Fitzgerald to interpret difficult writing and symbolism. (RL.11-12.1, RL.11-12.8).**
4. **The students will compare and contrast the two stories in order to understand the characterization techniques used by authors. (W.11-12.3)**
5. The students will examine the Harlem Renaissance by reading the background information provided in the Elements of Literature book in order to understand the influence of family, religion, and music on African American writers of the 1920‟s. (RI.11-12.8, RI.11-12.9)
6. **The students will compose a narrative essay describing a character trait after reading Zora Neale Hurston’s “How it Feels to be Colored Me.” (W.11-12.1, Formal Language)**

**Unit 6:** **“Greatest American \_\_\_\_\_\_” Research Paper & Presentation (30 days)**

**Description:** Students will select a famous American musician, author or person of interest, and compose persuasive MLA paper and PP speech

**Standards**

1. **The students will gather biographical information, summarize a song or anecdote. (Formal Writing)**
2. **The students will compose a research paper of no less than five pages, using proper MLA formatting, and containing a Works Cited page with at least five sources. (Formal Writing)**
3. **The students will use the revision process in order to improve both the quality and content of the writing. (Formal Writing)**
4. The students will investigate various sources and present information so listeners can follow their line of reasoning, using correct PowerPoint guidelines: font size, bullets, background, readability, and content. (SL11-12.1, SL.11-12.2)
5. **The students will present information and evidence utilizing effective speaking skills: enunciation, tone, volume; eye contact, gestures, pacing. (SL.11-12.4)**

**Unit 7: Poetry (15 days)**

**Description:** The students will learn about the various poems that took place in American Literature, make their own creative poems, and celebrate National Poetry Month.

**Standards**

1. Students will hear the differences between the uses of technology and its application to literature. (W. 11-12.4, W.11-12.6)
2. Students will analyze why poetry specifically needs to be read, not automated, but by a person. (SL.11-12.2, SL.11-12.5)
3. Students will make decisions about their own emphasis on certain words and use the correct figurative language to convey the correct meaning of their poems (L.11-12.3, L.11-12.5)
4. **Students will determine theme after reading poetry (RL.11-12.2)**
5. Students will analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its anesthetic impact. (RL.11-12.5)

**Unit 8: The *Glass Castle* (25 days)**

**Description:** Students will enjoy this non-fiction memoir by the author that recounts her unusual upbringing. She overcame many challenges to be a successful New York writer.

**Standards**

1. **The students will identify major and minor characters from the novel. (RL.11-12.1, RL.11-12.3)**
2. **The students will trace and analyze the development of the major characters. (RL.11-12.1, RL.11-12.3)**
3. **The students will identify and examine the setting and its importance from their chosen book. (RL.11-12.1, RL.11-12.3)**
4. **The students will trace the development of the plot from the memoir. (RL.11-12.1, RL.11-12.3)**
5. **The students will identify the use of word choice and figurative language in their chosen novel. (RL.11-12.4)**
6. **The students will evaluate the effectiveness of word choice and figurative language for conveying meaning in their chosen novel. (RL.11-12.4)**
7. The students will use necessary technology such as PowerPoint or Movie Maker to convey a contemporary issue in their presentation to the class. (SL.11-12.5)

**Formal Writing** - For all formal writing assignments in a unit, the students will brainstorm, draft, revise, edit, and publish written work using technology. The students will demonstrate a command of English grammar, capitalization, punctuation, and spelling. When researching, the students will cite digital and print sources in MLA format to avoid plagiarism. (W.11-12.4, W.11-12.5, W.11-12.6, W.11- 12.8, W.11-12.10, L.11-12.1, L.11-12.2, L.11-12.3)