

.ENGLISH DEPARTMENT GUIDE

COLLEGE PREPARATORY ENGLISH, GRADE 11

Course Description: ENGLISH 3 (CP)

In general, all English courses are designed to improve students' ability to read for a variety of purposes, plan and write for a wide variety of purposes and audiences, apply standard English grammar and usage, speak effectively and listen responsively, develop and apply higher order (critical) thinking skills.

Students in this course will examine American literature to determine common themes among literary selections, and to explore the changing cultural beliefs and values in American history and literature. Suggested themes are the American Dream, idealism and disillusionment, man's relationship with nature, and alienation and belonging. Reading, writing, speaking, listening and media literacy skills will continue to be developed and refined. Students will be expected to produce a research project and to make formal and informal presentations to the class. Level 1 and 2 of this course will be differentiated by teaching methods, the pace of the course, and the relative difficulty of materials and assignments.

Major Course Objectives

When students have completed Junior English (CP), they will know and be able to:

1. Identify, analyze and apply knowledge of literary terms and techniques
2. Write effective analytical essays with a clear focus, coherent organization, and sufficient detail
3. Develop and apply their knowledge of standard English conventions in their speaking, writing, revising and editing
4. Pose questions, listen actively to the ideas of others, contribute their own information or ideas in group discussions or in oral presentations
5. Make connections between the text, their own lives, and a variety of media
6. Develop contextual vocabulary skills and applications

Relationship to the Massachusetts English Language Arts Curriculum Framework

1. Analyze differences in responses to focused group discussion in an organized and systematic way (2.6)
2. Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary (3.17)
3. Create an appropriate scoring guide to evaluate final presentations (3.18)
4. Identify and use correctly new words acquired through study of their different relationships to other words. (4.26)
5. Use general dictionaries specialized dictionaries, thesauruses, histories of language, books of quotations and other related references as needed (4.27)
6. Identify, describe, and apply all conventions of standard English (5.30)
7. Describe historical changes in conventions for usage and grammar (5.31)
8. Analyze and explain how the English language has developed and been influenced by other languages. (5.33)
9. Analyze the role and place of standard American English in speech, writing, and literature. (6.10)
10. Analyze how a dialect can be a source of negative or positive stereotypes among social groups. (6.11)
11. For imaginative/literary texts, identify and analyze the point(s) of view (8.32)
12. For imaginative/literary texts, analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood (8.33)

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13. For informational/expository texts, analyze and evaluate the logic and use of evidence in an author's argument (8.34)
14. Relate a literary work to the seminal ideas of its time (9.7)
15. Identify and analyze characteristics of genres that overlap or cut across the lines of genre classifications (10.6)
16. Apply knowledge of the concept that a text can contain more than one theme (11.6)
17. Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme (11.7)
18. Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes (12.6)
19. Analyze and evaluate the logic and use of evidence in an author's argument (13.26)
20. Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes (13.27)
21. Analyze and evaluate the appropriateness of diction and imagery (14.6)
22. Identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding (15)
23. Analyze the influence of mythic, traditional, or classical literature on later literature and film (16.12)
24. Identify and analyze types of dramatic literature (17.8)
25. Identify and analyze dramatic conventions (17.9)
26. Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone (19.24)
27. Write poems using a range of forms and techniques (19.29)
28. Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation (19.30)
29. Use effective rhetorical techniques and demonstrate an understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments (20.6)
30. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. (21.9)
31. Use all conventions of standard English when writing and editing (22.10)
32. Organize ideas for emphasis in a way that suits the purpose of the writer (23.14)
33. Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources (24.6)

Assessment Tools

Success in Junior English (CP) will be assessed by the following methods:

1. Homework may be checked for completeness, accuracy, and/or understanding
2. Quizzes are given as needed.
3. Unit tests consist of multiple choice, short answer, and/or open-response items.
4. In written responses, emphasis is placed on organization, focus, elaboration, accuracy, and depth of understanding.
5. Essay assignments are given in timed and untimed settings, and are assessed using a rubric.
6. Projects are often assigned to groups and individuals, and are assessed using a rubric.

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Materials and Resources:

Core textbook: Prentice, Hall American Literature

Supplementary Texts: Warriner's English Grammar and Composition
The Moon is Down (summer reading)
Scarlet Letter
The Crucible
The Night Thoreau Spent in Jail
Catcher in the Rye
Othello
The Great Gatsby
Death of a Salesman
Streetcar Named Desire
Huckleberry Finn
Anthology of American Poetry
Anthology of American Women's Poetry

Supplementary Materials: relevant newspapers and periodicals
Films and TV programs related to literary selections
Library and Internet resources as available

Relationship to the High School Student Expectations:

Students will have the opportunity to:

1. be an effective reader
2. be an effective writer
3. be an effective speaker/presenter/performer
4. be an effective information seeker/organizer