

English 11 Syllabus

RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

Course Description

English 11 is a year-long course, satisfying the Eleventh Grade English requirement. This course will include all standards in the reading, writing, speaking/listening, and language strands in an integrated approach. Students will also satisfy the state's American Literature requirement.

Grading

Points shall be awarded for assignments, quizzes, and tests. Points will be awarded and collected cumulatively throughout the year. The final exam will be 10% of the course grade.

Textbook

The American Experience: Timeless Voices, Timeless Themes. Prentice Hall: 2005.

Additional Reading

Novels:

Ray Bradbury – *The Illustrated Man*

F. Scott Fitzgerald – *The Great Gatsby*

Sue Monk Kidd – *The Secret Life of Bees*

John Steinbeck – *The Grapes of Wrath*

Short stories:

Hamlin Garland – “Under the Lion’s Paw”

Nathaniel Hawthorne – “Young Goodman Brown,” “Dr. Hiedegger’s Experiment”

Ernest Hemmingway – “The Short Happy Life of Francis Macomber,” “Soldier’s Home”

Stephen King – “The Crate”

Washington Irving – “The Spectre Bridegroom”

Kurt Vonnegut – “The Euphio Question,” “Harrison Bergeron”

Poems:

Louisa May Alcott – “Brighter Shone The Golden Shadows”

Maya Angelou – “A Brave and Startling Truth” and “Still I Rise”

John Berryman – “The Ball Poem”

Anne Bradstreet – “Upon the Burning of Our House”

Emily Dickinson – “Behind Me Dips Eternity,” “The Wind Begun to Rock the Grass”

Stephen Foster – “Oh! Susanna!”

Nathaniel Hawthorne – “The Darkened Veil”

Francis Scott Key – “The Star Spangled Banner”

Emma Lazarus – “The New Colossus”

Henry Wadsworth Longfellow – “The Ropewalk”

Edgar Allan Poe – “In Youth I Have Known One”

Dudley Randall – “Ballad of Birmingham”

Walt Whitman – “O Captain My Captain”

Non-fiction texts:

Isaac Asimov – “All Four Verses”

Tony Hawk – “Do What You Love”

Cotton Mather – *Memorable Providences*

Aparna Marthur – “The US Does Poorly on Yet Another Metric of Economic Mobility”

Alana Semuels – “Poor at 20, Poor for Life”

Ying Ying Yu – “A Duty to Family, Heritage, and Country”

From the *Wonders of the Invisible World* (1693) by Cotton Mather Reprinted in *American Literature: A Prentice Hall Anthology*, Volume 1 in 1991

Words About The Word “Witch” From *Salem Witch Museum Miscellany* available at the [Salem Witch Museum](#)

“Six Dead After Church Bombing.” [United Press International](#) September 16, 1963

Optional Reading Choices

Isabel Allende - *City of the Beasts*

Steve Alten - *Meg*

Laurie Halse Anderson - *The Impossible Knife of Memory*

Matthew Tobin Anderson - *Feed*

Ann Brashares - *The Here and Now*

Ally Condie - *Matched*

Emma Donoghue - *Room*

Pat Frank - *Alas, Babylon*

Robert Fulghum - *Sigmund Wollman’s Reality Test*

Lamar Giles - *Fake ID*

Sally Green - *Half Bad*

Colleen Hauck - *Tiger’s Curse*

Pete Hautman - *Mr. Was*

Amie Kaufman and Meagan Spooner - *These Broken Stars*

Nick Lane - *Hostage Three*

Frank McCourt - *Angela’s Ashes*

Thomas Mullen - *The Last Town on Earth*

Lauren Oliver - *Panic*

Danielle Paige - *Dorothy Must Die*

Susan Beth Pfeffer - *Life as We Knew It*

John Rocco - *Swim that Rock*

Robyn Schneider - *The Beginning of Everything*

Andrew A. Smith - *The Marbury Lens*

Lex Thomas - *Quarantine: The Loners*

Scott Westerfeld – *Uglies, Pretties*

Rick Yancy - *The 5th Wave*

Gabrielle Zevin - *Memoirs of a Teenage Amnesiac*

Markus Zusak - *The Book Thief*

Instructional Resources

Website: www.turnitin.com

Essential Questions

- What is the value of literature in our lives?
- Why is it important to know an author's point of view?
- How does language impact the meaning of a text?
- Why do we write?
- What does clear, coherent writing look like?
- How does the interaction of text and reader create meaning?
- How does the narrative perspective influence our understanding of events?
- How do recurring patterns/ideas and our understanding of these affect our understanding of the text?
- How do an author's words influence our opinions?
- How can we make our writing better?
- Why do authors try to get big messages across in their writing?
- How do we summarize text? Why would we want to?
- How do we determine the meaning of words?
- Why is research a necessary life skill?
- How can purpose and audience influence our writing?
- How do we determine the relevance and validity of a source?
- Why is it important to use multiple sources?
- Why is plagiarism wrong?
- What purpose does writing serve?
- Why do we read non-fiction?
- How can the language of a text influence our perception of the text?
- Why is it important to know how language can be used to manipulate understanding of an issue?

Essential Learning Intentions:

RL1 – Students will be able to support textual analysis using cited and inferred evidence.

RL2 – Students will be able to determine and analyze theme(s) and the development within a text.

RL2 – Students will be able to provide an objective summary of the text.

RL2 – Students will be able to determine and analyze theme(s) and the development within a text.

RL4 – Students will be able to determine figurative connotative and denotative meanings of words and phrases.

RL4 – Students will be able to analyze impact of word choice on meaning and tone.

RL6 – Students will be able to analyze an author's intent through explicit and implied language.

RI6 – Students will be able to determine how author's use of rhetoric, style & content express viewpoint.

W1 – Students will be able to write arguments to support their claims in an analysis.

W1 – Students will be able to use valid reasoning to support their claims.

W1 – Students will be able to use relevant and sufficient evidence to support their claims.

W2 – Students will be able to write an informative text to convey complex ideas, concepts, and information.

W2 – Students will be able to write an explanatory text to convey complex ideas, concepts, and information.

W4 – Students will be able to write effectively, organizing appropriately for task, purpose, & audience.

W5 – Students will be able to improve their writing with a revision process for a specific purpose & audience.

W7 – Students will be able to research & synthesize multiple sources to answer a question/solve a problem.

W8 – Students will be able to gather, assess, & integrate multiple print/digital sources.

W8 – Students will be able to avoid plagiarism & follow a standard citation format.

L1 – Students will be able to show command in conventions & usage of standard grammar in writing & speech.

L1 – Students will be able to effectively consult references to resolve grammar issues.

L2 – Students will be able to use the conventions of standard English.

L6 – Students will be able to independently acquire & use vocab appropriate for college/career readiness

SL2 - Students will integrate multiple sources of information in various formats to make decisions and solve problems.

SL2 - Students will evaluate the credibility and accuracy of sources.

SL3 – Students will be able to evaluate a speaker's viewpoint, reasoning, use of evidence, rhetoric & tone used.