



English 11

Course Description: English 11 is a year-long course satisfying the eleventh grade English requirement. This course will include all standards in the eleventh grade reading, writing, and speaking / listening and language strands in an integrated approach. Students will also satisfy the state American literature requirement.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

Essential Skills: Below are the four essential standards for English 11. All standards for grades 11-12 can be found at <https://doe.sd.gov/>

RL.1/RI.1: Cite evidence and inferences from the text.

W.4: Produce coherent writing with development, organization, and style appropriate to task, purpose, and audience.

SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric identifying any false, exaggerated or distorted evidence.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Course Expectations: Although not everything is graded, learning is assessed daily. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assignments and assessments within teacher timelines. Deadlines are an important life skill!
4. Reading, writing, speaking, and listening are life skills. Although we may not always agree with each other, we will always be respectful to each other.

Grading

Skyward Assessment (Grades) may include quizzes, learning checks, tests, reading, writing, speeches, and projects.

Note: For English 11, “40% is the new 0%,” meaning that missing or incomplete work will be assigned 40%. Students should recognize that they are not being awarded 40% for missing work but that the scale has been tightened to make the numbers better represent the evidence of students’ learning.

| Final Grade | |
|-------------|------------|
| A | 100% - 90% |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | 40% - 59% |

Calculations:

| Final Grade Calculation | |
|-------------------------|-----|
| Cumulative Grade | 95% |
| Final Exam(s) | 5% |

Instructional Resources: Prentice Hall Literature: the American Experience textbook, Common Lit and various online resources

Whole class texts frequently used in English 11 (though additional texts may be added):

- Lakota Way (Marshall)
- The Crucible (Miller)
- Narrative of the Life of Frederick Douglass, An American Slave (Douglass)
- The Road (McCarthy)
- The Great Gatsby (Fitzgerald)
- Catcher in the Rye (Salinger)
- True Grit (Portis)
- In Cold Blood (Capote)
- To Kill a Mockingbird (Lee)
- The Bluest Eye (Morrison) ● The Color Purple (Walker)
- The Secret Life of Bees (Kidd)
- A Separate Peace (Knowles)
- The Lone Ranger and Tonto Fistfight in Heaven (Alexie)
- The Things they Carried (O' Brian)
- Looking for Alaska (Green)

Shorter works frequently used in English 11 (though additional texts are often added as discovered):

- Declaration of Independence (Jefferson) ● Sinners in the Hands of an Angry God (Edwards)
- Rose for Emily (Faulkner)
- Hop Frog (Poe)
- World on the Turtle's Back (Iroquois)
- The Raven (Poe)
- Fall of the House of Usher (Poe)
- Tell Tale Heart (Poe)
- The Devil and Tom Walker (Irving)
- Minister's Black Veil (Hawthorne)
- Story of an Hour (Chopin)
- Winter Dreams (Fitzgerald)
- Occurrence at Owl Creek Bridge (Bierce)
- Devil's Dictionary (Bierce)
- Outcasts of Poker Flat (Hart)
- To Build a Fire (London)
- Hills Like White Elephants (Hemingway)
- Short Happy Life of Francis Macomber (Hemingway)

- The Life You Save May Be Your Own (O'Connor)
- A Good Man Is Hard to Find (O'Connor)
- A Rose for Emily (Faulker)
- Health of the Sick (Cortazar)
- Clean Well Lighted Place (Hemingway)
- Tenth of December (Saunders)
- The Match (Whitehead)
- Extra (Li)
- Walden (Thoreau)
- Leaves of Grass (Emerson)
- Learning to Read (X)
- Lamb to the Slaughter (Dahl)
- The Lottery (Jackson)
- Flowers for Algernon (Keyes)

Poetry: Selected poems too numerous and varied to list.

Pacing Guide:

| Course | 11 th Grade English | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Weeks months | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| | Sept | | | Oct | | | Nov | | | Dec | | | Jan | | | Feb | | | Mar | | | Apr | | | May | | | | | | | | | | | |
| Units | To Be Determined in Individual PLC Groups | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essential Standards | <p>11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.</p> <p>11-12.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.</p> <p>11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use hyphens and dashes correctly. b. Spell correctly; consult references as needed.</p> | | | | | | | | | | <p>11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.</p> <p>11-12.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.</p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.</p> <p>11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | | | | | | | | | | <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.</p> <p>11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>11-12.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>11-12.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>11-12.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | | | | | | | | | | <p>11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied. Integration of Knowledge and Ideas</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness.</p> <p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.</p> | | | | | |