

English 11

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 eleventh grade reading, writing, and speaking / listening and language strands in an integrated approach. Students will also satisfy the state American literature requirement.

Textbook:

The American Experience. Prentice Hall. 2005

Required Resources:

F. Scott Fitzgerald – The Great Gatsby
Arthur Miller – The Crucible
Ray Bradbury – The Illustrated Man
Sue Monk Kidd – The Secret Life of Bees
John Steinbeck – The Grapes of Wrath

“Limited Choice” Resources: (students will be asked to choose at least one title from this list)

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

Student Choice:

Will student be asked to choose additional reading material from the classroom or school library?

Yes

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 narrative perspective influence our understanding of events? How do recurring patterns/ideas and our understandings of these patterns/ideas affect our understanding of the text? How do an author's words influence our opinions?
- How can I make my writing better?
- Why do authors try to get big messages across in their writing?
- How do I summarize a text?
- Why would I want to summarize a text? How do I figure out the meaning of a word? How can the language of a text impact our understanding?
- 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 understandings of these patterns/ideas affect our understanding of the text? How do an author's words influence our opinions?
- 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? How can I make my writing better?
- Why do we read nonfiction?
- How does an understanding of language help us to comprehend what we read? How can the language of a text influence our perception of a text?
- Why is it important to know how language can be used to manipulate your understanding of an issue?
- 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 understandings of these patterns/ideas affect our understanding of the text? How do an author's words influence our opinions?
- 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:

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.

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.

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.

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.

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.

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.

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.

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.

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.

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..

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.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

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.

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.

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.

11-12.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.