

Survey English 11

Instructors:

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This eleventh grade English course, featuring study of American Literature, complements World and American Studies and provides students a humanities context for developing reading, listening, viewing, writing and oral communication skills. Students study multiple genres of literature and write for different purposes and audiences. Students work individually and collaboratively to discover how universal human concerns affect the formation and expressions of a culture. Students practice the strategies needed to master various types of assessment to meet the State of Maine's high school graduation requirement.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Reading Comprehension

Read and comprehend appropriately complex literary and informational texts independently and proficiently.

Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Standard 3: Writing Arguments

Write clear and coherent arguments for a range of tasks, purposes, and audiences.

Standard 4: Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

Standard 5: Writing Process:

Develop and strengthen writing.

Standard 6: Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard 7: Speaking and Listening Discussion

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

Standard 8: Speaking and Listening Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1

Literary Analysis

Summary

Students will read and discuss a work of classic literature. They will practice identifying the theme of the piece. Students who already have a grasp on theme will focus on literary criticism and examine the piece through various literary lenses.

Performance Indicators Assessed in Unit

STANDARD 1: READING COMPREHENSION:

- A. 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. (RL.2)
- B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)
- C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)

STANDARD 2: READING INTERPRETATION:

- A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both

	explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)
Unit 2	Argument Writing
Summary	Students will learn to recognize and analyze rhetorical strategies and devices in written and verbal communication. Students will then have to apply this new knowledge and write and deliver a speech employing the use of these devices. The rest of the class will evaluate their classmates' use of rhetoric.
Performance Indicators Assessed in Unit	<p>STANDARD 2: READING INTERPRETATION:</p> <p>C. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL+RI.6)</p> <p>E. Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8)</p> <p>STANDARD 3: WRITING ARGUMENTS:</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1a)</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)</p> <p>C. Use 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. (W.1c)</p> <p>D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)</p> <p>STANDARD 7: SPEAKING AND LISTENING DISCUSSION:</p> <p>E. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3; L.3)</p>
Unit 3	Multi-genre Unit
Summary	Students will work in groups to read and discuss a variety of texts including novel or memoir which present a variety of views on an overarching theme or question. They will discuss how the authors address the overall theme, and how the genre impacts the author's message. They will use this knowledge to create a mutli-genre project, focusing on what their purpose is, and how to enhance that purpose with their writing.
Performance Indicators Assessed in Unit	<p>STANDARD 2: READING INTERPRETATION:</p> <p>B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p> <p>D. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem. (RL+RI.7)</p> <p>STANDARD 5: WRITING PROCESS:</p> <p>A. Independently 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. (W.5)</p> <p>B. Demonstrate command of the conventions of standard English grammar and usage when writing (L.1; L.2).</p> <p>C. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or</p>

	information. (W.6)
Unit 4	Maine Literature
Summary	This unit will examine the connection between location, culture, and literature. Students will read Maine literature and assess what it conveys about Maine culture and the identity of the Maine people. Students will practice skills learned in the previous unit by having collegial discussions over a variety of examples of Maine literature, and will create a multi-media presentation conveying their own understanding of local culture.
Performance Indicators Assessed in Unit	STANDARD 8: SPEAKING AND LISTENING PRESENTATION: B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (SL.4) D. Adapt speech to a variety of contexts and tasks. (SL.6; L.3) E. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level. (L.6)
Unit 5	College and Career Research
Summary	Students will research a career of their choice, and the educational preparation necessary to enter that career. They will produce a research paper over the career. They will prepare an employment or college entrance portfolio of a cover letter, application essay, and resume.
Performance Indicators Assessed in Unit	STANDARD 6: WRITING RESEARCH: A. Collect relevant information from multiple print and digital sources. (W.8) B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source. (W.8) C. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (W.9) STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS: A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a) B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.2b) E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c) F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d) G. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f; W.3e) STANDARD 5: WRITING PROCESS: A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most

	<p>significant for a specific purpose and audience. (W.5)</p> <p>B. Demonstrate command of the conventions of standard English grammar and usage when writing (L.1; L.2).</p> <p>C. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.6)</p>
Unit 6	Independent Author Study
Summary	Students will read multiple books by an author of their choice at an acceptably rigorous level. They will examine the themes and styles/structures of the books, and what the literature reveals about the author. They will turn their findings into a project that will be submitted at the end of the unit.
Performance Indicators Assessed in Unit	<p>STANDARD 1: READING COMPREHENSION:</p> <p>A. 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. (RL.2)</p> <p>STANDARD 2: READING INTERPRETATION:</p> <p>A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)</p> <p>B. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p>