

Survey 11 English

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This eleventh grade English course is a survey of classical and popular literature. Students will read and analyze novels, essays, poetry, short stories, and nonfiction. This course focuses on refining skills in reading, writing, and speaking. Students will be required to hone their analytical reading skills, support their analyses with textual evidence, and continue to refine their understanding of grammar and syntax. They will write narrative, expository, and persuasive compositions, and prepare and present oral presentations. At the end of the course, students will create and submit a cumulative portfolio that reflects on their learning over the course of the year. All opportunities offered in the course are aligned to the State of Maine’s high school graduation requirements.

Graduation Standards

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

1. **Reading Comprehension:** Read and comprehend appropriately complex literary and informational texts independently and proficiently.
2. **Reading Interpretation:** Interpret, analyze, and evaluate appropriately complex literary and informational texts.
3. **Writing Arguments:** Write clear and coherent arguments for a range of tasks, purposes, and audiences.
4. **Writing Informative and Narrative Texts:** Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.
5. **Writing Process:** Develop and strengthen writing.
6. **Writing Research:** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
8. **Speaking and Listening Presentation:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1

Literary Analysis and The American Dream

Summary

Students will read and discuss a work of classic literature. They will practice identifying the theme of the piece.

Performance Indicators Assessed in Unit

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)

(RL.2)

B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)

	<p>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)</p> <p>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>
Unit 2	Independent Author Study
Summary	Students will read multiple texts from a provided selection. They will examine the themes and styles/structures of the books, and what the literature reveals about the author.
Performance Indicators Assessed in Unit	<p>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>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>
Unit 3	Grammar and Vocab
Summary	Students will complete a series of mini-units over various conventions of Standard English, such as proper use of commas, semicolons and apostrophes, and various sentence structures. They will study authors’ use of these techniques, and complete a summative at the end of each mini-unit demonstrating their competence with that grammatical/ conventional skill. Students will also chose and analyze vocabulary in their class texts.
Performance Indicators Assessed in Unit	Writing Process B. Demonstrate command of the conventions of standard English grammar and usage when writing (L.1; L.2).
Unit 4	Argument Writing
Summary	Students will learn to recognize and analyze rhetorical strategies and devices in written and verbal communication. Students will then apply this knowledge and write and deliver a speech employing the use of these devices.
Performance Indicators Assessed in Unit	<p>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>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>SPEAKING AND LISTENING PRESENTATION:</p> <p>B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (SL.4)</p> <p>D. Adapt speech to a variety of contexts and tasks. (SL.6; L.3)</p> <p>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)</p>
Unit 5	The Pursuit of Happiness
Summary	Students will study essays, poems and a novel themed around self-identity. They will practice their expository writing skills and compose a college application essay.
Performance Indicators Assessed in Unit	<p>READING INTERPRETATION:</p> <p>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)</p> <p>WRITING INFORMATIVE AND NARRATIVE TEXTS</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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>

	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)
Unit 6	The Great Gatsby
Summary	Students will read and discuss F. Scott Fitzgerald’s <i>The Great Gatsby</i> , connecting it to 1920s American history, and 1920s poetry. For the final, they will watch the Baz Luhrmann version of the story and compare the film with the text.
Performance Indicators Assessed in Unit	READING INTERPRETATION: 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) 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)
Unit 7	Portfolio
Summary	This unit focuses on the writing process. Students will create a portfolio of polished work that demonstrates proficiency in a number of performance indicators. Finally, students will write a written reflection of their work and performance over the course of English 11.
Performance Indicators Assessed in Unit	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 significant for a specific purpose and audience. (W.5) B. Demonstrate command of the conventions of standard English grammar and usage when writing. (L.2)

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
 - Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
 - The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
 - The method of scoring of formative assessments will be determined by assignment.

