



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: College Prep English 11 Honors Grade Level(s): 11 Units of Credit: 1 Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

For this course, students will read and analyze American literature from the Early American Period through the Contemporary Period. This course will be more rigorous than College Prep English 11 because students will read, discuss, and analyze more selections and in more depth than the students in College Prep English 11. More emphasis will be placed on extensive analytical writing. This reading, writing, and discussion will be the vehicle for building college-preparatory skills including note-taking, close reading and analysis, written expression, discussion, and research skills. The course will also emphasize practice for the Reading and Writing sections of the SAT. Students can expect to create at least one research project, and independent reading will be assigned.
Prerequisite: Honors Program Criteria

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Teacher Demonstrations Guided Individual Practice Guided Group Practice	Independent Reading Homework Flexible Groups	Constructed Response Timed Essay Response SAT Reading and Writing Practice
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Assessments

Quizzes Tests Journals	Essays Research Paper Independent Project	Group Projects Homework Checks Common Final
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Materials/Resources

<i>Elements of Literature</i> : Level 5 Holt, Rinehart and Winston	<i>Elements of Language</i> : Level 5 Holt, Rinehart and Winston SAT Usage Prep	Sadlier-Oxford Book Level F
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Adopted: 8/16/89

Revised: 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Early American Literature	<ul style="list-style-type: none"> • Analyze figurative language. • Interpret author’s purpose. • Analyze character motivation and development. • Identify allusions. • Identify author’s tone. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)</p>

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Romantic Period</p>	<ul style="list-style-type: none"> • Analyze figurative language. • Interpret author’s purpose. • Analyze character motivation and development. • Identify allusions. • Identify author’s tone. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Realist Period	<ul style="list-style-type: none"> • Analyze figurative language. • Interpret author's purpose. • Analyze character motivation and development. • Identify author's tone. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Modern Period	<ul style="list-style-type: none"> • Interpret author's purpose. • Analyze character motivation and development. • Identify author's tone. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>CC.1.2.11-12. J Acquire and use accurately general academic and domain-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>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Contemporary Period</p>	<ul style="list-style-type: none"> • Interpret author's purpose. • Analyze character motivation and development. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12. J Acquire and use accurately general academic and domain-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>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

Vocabulary / Grammar and Usage	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Vocabulary	<p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>
<p>Grammar and Usage</p> <ul style="list-style-type: none"> • Complete Sentences • Run-ons and Fragments • Subject and Verb Agreement • Pronoun and Antecedent Agreement • Pronoun Case and Unclear Reference • Pronoun Shift • Parallel Structure • Coordination and Subordination • Comparison of Modifiers • Logical Comparison 	<p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-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>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-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>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

Writing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Literary Analysis</p>	<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

Writing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Literary Analysis (continued)	CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Research Project and MLA Format</p>	<p>CC.1.4.11–12.V 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>CC.1.4.11–12.W 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>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>