



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> English 11 <b>Grade Level(s):</b> 11 <b>Units of Credit:</b> 1 <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 9 <b>Length of Period:</b> 43 minutes <b>Total Instructional Time:</b> 193.5 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 literature will be the vehicle for building college and career preparatory skills including note-taking, close reading and analysis, written expression, discussion, and research skills. Students can expect to create at least one research project. Independent reading will also be assigned. This class will also place an emphasis on developing and mastering skills necessary to score proficient on the Keystone exams.

***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: Level 5</i> Holt, Rinehart and Winston	<i>Elements of Language: Level 5</i> Holt, Rinehart and Winston
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**Adopted:** 4/20/88

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

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Early American Literature</p>	<ul style="list-style-type: none"> <li>• Analyze figurative language.</li> <li>• Interpret author’s purpose.</li> <li>• Analyze character motivation and development.</li> <li>• Identify allusions.</li> <li>• Identify author’s tone.</li> <li>• Interpret and evaluate theme.</li> <li>• Summarize texts.</li> <li>• Evaluate literary elements.</li> </ul> <p>CC.1.2.11-12.A Determine and analyze the relationship <b>between two or more central ideas</b> 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 <b>foundational U.S.</b> and world <b>documents of historical, political, and literary significance</b> for their themes, purposes, and rhetorical features.</p> <p>CC.1.3.11-12.D Evaluate how an <b>author’s point of view or purpose</b> shapes the content and style of a text.</p> <p>CC.1.3.11-12.G Analyze <b>multiple interpretations of a story, drama, or poem</b> (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"> <li>• Analyze figurative language.</li> <li>• Interpret author's purpose.</li> <li>• Analyze character motivation and development.</li> <li>• Identify allusions.</li> <li>• Identify author's tone.</li> <li>• Interpret and evaluate theme.</li> <li>• Summarize texts.</li> <li>• Evaluate literary elements.</li> </ul> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the <b>structure</b> 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 <b>seminal texts</b> based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.L Read and comprehend <b>literary nonfiction and informational text</b> on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.A Determine and analyze the <b>relationship between two or more themes or central ideas of a text</b>, 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 <b>structure of texts</b> 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 <b>major periods of literature</b>, including how two or more texts from the same period <b>treat similar themes</b> or topics.</p>

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

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Modern Period	<ul style="list-style-type: none"> <li>• Interpret author's purpose.</li> <li>• Analyze character motivation and development.</li> <li>• Identify author's tone.</li> <li>• Interpret and evaluate theme.</li> <li>• Summarize texts.</li> <li>• Evaluate literary elements.</li> </ul> <p>CC.1.2.11-12. J  <b>Acquire and use accurately general academic and domain-specific words and phrases</b>, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate <b>independence in gathering vocabulary</b> knowledge when considering a word or phrase important to comprehension.</p> <p>CC.1.2.11-12.K  Determine or <b>clarify the meaning of unknown and multiple-meaning words</b> 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 <b>literary nonfiction and informational text</b> on grade level, reading independently and proficiently.</p> <p>CC.1.2.11-12.G  Integrate and <b>evaluate multiple sources</b> of information presented in <b>different media</b> 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 <b>develop and relate elements of a story</b> or drama.</p> <p>CC.1.3.11-12.K  Read and comprehend <b>literary fiction</b> on grade level, <b>reading independently</b> and proficiently.</p>

Literature Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Contemporary Period</p>	<ul style="list-style-type: none"> <li>• Interpret author's purpose.</li> <li>• Analyze character motivation and development.</li> <li>• Interpret and evaluate theme.</li> <li>• Summarize texts.</li> <li>• Evaluate literary elements.</li> </ul> <p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text <b>says explicitly</b>, as well as <b>inferences and conclusions</b> based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12. J <b>Acquire and use accurately general academic and domain-specific words and phrases</b>, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate <b>independence in gathering vocabulary</b> knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K Determine or <b>clarify the meaning of unknown and multiple-meaning words</b> 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 <b>literary nonfiction and informational text</b> on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.E Evaluate the <b>structure of texts</b> 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 <b>literary fiction</b> on grade level, <b>reading independently</b> and proficiently.</p>



<b>Vocabulary / Grammar and Usage</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Grammar and Usage (continued)</p>	<p><b>CC.1.3.11–12.I</b>                      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><b>CC.1.3.11–12.J</b>                      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><b>CC.1.4.11–12.F</b>                      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

<b>Writing</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<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"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <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>

<b>Writing</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
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.

<b>Writing</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<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>