

ENGLISH COURSE SYLLABUS

Course Title: English 11

Department: English/Language Arts

Course Description:

This course concentrates on the writing of structured expository and persuasive papers and on the critical reading of essays, poems, speeches, short stories, and novels from American literature. Grammar study is incorporated as students learn to further refine and develop their voices as writers. Literature may include *The Crucible*, *The Adventures of Huckleberry Finn*, *A Farewell to Arms*, *The Great Gatsby*, *A Raisin in the Sun*, and *Of Mice and Men*. PSAT and SAT exercises will be used as preparation for standardized exams.

Primary Course Materials:

An asterisk (*) indicates a required title.

Anthology:

Bowler, Ellen, Douglas McCollum, et. al. *Literature: The American Experience*.
Paramount Edition. Englewood Cliffs, NJ: Prentice Hall, 1994.

Novels:

**The Adventures of Huckleberry Finn* by Mark Twain
A Farewell to Arms by Ernest Hemingway
The Grapes of Wrath by John Steinbeck
**The Great Gatsby* by F. Scott Fitzgerald
**Of Mice and Men* by John Steinbeck
Moby Dick by Herman Melville
My Antonia by Willa Cather
**The Scarlet Letter* by Nathaniel Hawthorne
Uncle Tom's Children by Richard Wright

Drama:

**The Crucible* by Arthur Miller
The Glass Menagerie by Tennessee Williams
**A Raisin in the Sun* by Lorraine Hansberry

Poetry:

*"Upon the Burning of Our House" by Anne Bradstreet
*"The Raven" by Edgar Allan Poe
*"To a Waterfowl" and *"Thanatopsis" by William Cullen Bryant
* "There's a certain slant of light" and *"Hope is a thing with feathers" and
*"I heard a fly buzz—when I died" by Emily Dickinson

from “Song of Myself” and “Beat! Beat! Drums” and “A Noiseless Patient Spider” by Walt Whitman

“I, Too Sing, America” and selected poems from the Dreams series by Langston Hughes

Non-Fiction:

*from The Declaration of Independence

“I Have a Dream” by Dr. Martin Luther King, Jr.

*from “Sinners in the Hands of an Angry God” by Jonathan Edwards

*Speech at the Virginia Convention by Patrick Henry

*from The Crisis, Number 1 by Thomas Paine

*from “Self-Reliance” and from “Nature” by Ralph Waldo Emerson

*from “Civil Disobedience” and from “Walden” by Henry David Thoreau

*from *Autobiography* and “Poor Richard’s Almanac” by Benjamin Franklin

*“Gettysburg Address” by Abraham Lincoln

Short Stories:

“Quitters, Inc.” by Stephen King

*“Rip Van Winkle” and * “The Devil and Tom Walker” by Washington Irving

*“The Minister’s Black Veil” by Nathaniel Hawthorne

“The Notorious Jumping Frog of Calaveras County” by Mark Twain

*“An Occurrence at Owl Creek Bridge” by Ambrose Bierce

*“The Story of an Hour” by Kate Chopin

“The Life You Save May be Your Own” and “A Good Man is Hard to Find” by Flannery O’Connor

*“Hills Like White Elephants” and * “A Clean, Well-Lighted Place” and * “The End of Something” and * “A Cat in the Rain” and * “The Short Happy Life of Francis Macomber” and

“The Killers” by Ernest Hemingway

* “The Fall of the House of Usher” by Edgar Allan Poe

Grammar:

*Chin, Beverly Ann, ed. *Grammar for Writing: Level Gold*. New York: Sadlier-Oxford, 2007.

SAT Preparation:

11 Practice Tests for the New SAT & PSAT. New York: Random House, 2005.

Comber, Geoffrey, Howard Zeiderman, and Kevin Dungey. *SAT Preparation For Critical Reading: The Touchstones Method*. Annapolis: CZM Press, 1995.

Essential Questions:

Thematic Concept: American Dream / American Nightmare

What is the American Dream?

How has the American Dream changed over time?

To what extent do culture and society influence an individual's concept of happiness?

How does an individual balance the American Dream's promise of freedom with his/her responsibilities?

Is liberty and justice for all attainable?

To what degree is human will a factor in the relationship between good and evil?

Course Objectives:

MHS Learning Expectations:

Melrose High School students will:

- Write effectively using standard English
- Demonstrate the ability to read effectively
- Demonstrate the ability to communicate effectively
- Demonstrate the ability to use technology responsibly and effectively

MHS Grade 11 English Course Goals:

Students will be able to:

- I. Write compositions that reflect knowledge of formal written English, including appropriate ideas, organization, voice, word choice, and sentence fluency.
- II. Read age and grade-level appropriate fiction and non fiction for comprehension and analysis.
- III. Complete an autobiographical essay that compares and contrasts their present and former selves.
- IV. Write a convincing, well-organized persuasive essay using effective rhetorical techniques exploring some issue of interest or importance and incorporating pertinent details and examples, and then present a speech to the class.
- V. Complete a short research paper using MLA style that makes a connection between the lives and times of American authors and the literature they wrote.

Content Outline:

Since this course follows the development of American literature, it generally follows a chronological order. However, due to availability of books and individual class necessities, some substitution and reorganization may be necessary.

Unit: Puritan Era: 1500s - late 17th century

At the start of the year, students will be introduced to and review literary terms and rhetorical devices. Students will also begin analyzing the themes and techniques of early American writing by examining the quest of the Puritans and the origin of the American Dream. Students will examine relevant literary terms in conjunction with their literature study. In addition to other supplementary materials, teachers will select from the following works:

Anne Bradstreet "Upon the Burning of Our House"
Jonathan Edwards "Sinners in the Hands of an Angry God"
Arthur Miller *The Crucible*
Nathaniel Hawthorne *The Scarlet Letter*

The culminating activities of this unit will encompass a core assignment which is a written analysis comparing and contrasting good and evil characters in *The Crucible*. Also included in this unit is a literary analysis open response identifying images and turning points in an excerpt from *The Scarlet Letter*. The specific requirements and details of these assignments are included in supplementary curriculum materials.

Unit: Revolutionary Era: late 17th century- late 18th century

Students will examine the growth of independence reflected in American literature of this time and how the American Dream has shifted from the Puritan era. They will also study rhetorical devices used in political works during times of upheaval. In addition to other supplementary materials, teachers will select from the following works:

Patrick Henry "Speech to the Virginia Convention"
Thomas Paine "The Crisis No. 1"
Thomas Jefferson The Declaration of Independence
Martin Luther King "I Have a Dream" (for speech reference)
Benjamin Franklin selections from *Autobiography* and "Poor Richard's Almanac"
Abraham Lincoln selection from his "Gettysburg Address"

The culminating activities of this unit will encompass a core assignment which is a persuasive speech incorporating the rhetorical techniques studied in this era and relevant research. Also included in this unit is a non-fiction open response identifying key elements in Lincoln's "Gettysburg Address." The specific requirements and details of these assignments are included in supplementary curriculum materials.

Unit: Romantic Era: 1800-1850

In this unit, students will be exposed to the fictional works that began to characterize American literature, especially in terms of the concepts of happiness and independence. Students will understand and identify the characteristics of Romanticism, Transcendentalism, and Gothic literature, as well as be introduced to the development of the American Romantic hero. Students will examine relevant literary terms in conjunction with their literature study. In addition to other supplementary materials, teachers will select from the following works:

William Cullen Bryant "To a Waterfowl" and "Thanatopsis"

Washington Irving “Rip Van Winkle” and “The Devil and Tom Walker”
Edgar Allan Poe “The Raven” and “The Fall of the House of Usher”
Nathaniel Hawthorne “The Minister’s Black Veil”
Ralph Waldo Emerson *from* “Self Reliance” and *from* “Nature”
Henry David Thoreau *from* “Civil Disobedience” and *from* “Walden”
Emily Dickinson “There’s a certain slant of light,” “Hope is a thing with feathers,” and “I heard a fly buzz – when I died”

The culminating activities of this unit will encompass an analytical project exploring the role of nature in Romantic era literature and a poetry analysis open response discussing the theme of hope in Dickinson’s “Hope is a thing with feathers.” The specific requirements and details of these assignments are included in supplementary curriculum materials.

Students will complete a common mid-year assessment incorporating all units of study up to this point.

Unit: Realism Era: 1850-1900

Students will explore the growth of America as a nation and the reflection of that regionalism in literature. They will explore the verisimilitude of the literature in this era and the view of America it presents. Students will examine relevant literary terms in conjunction with their literature study. In addition to other supplementary materials, teachers will select from the following works:

Mark Twain “The Notorious Jumping Frog of Calaveras County,” “The War Prayer,” and *The Adventures of Huckleberry Finn*
Ambrose Bierce “An Occurrence at Owl Creek Bridge”
Kate Chopin “The Story of an Hour”

The culminating activity of this unit will include an analytical project that traces the moral development of characters in *The Adventures of Huckleberry Finn*. The specific requirements and details of these assignments are included in supplementary curriculum materials.

Unit: Modern Era: 1900-1950

For this unit, students will explore the Modernist era marked by disillusionment with tradition and the loss of innocence. This era heralded experimentation and the total rejection of traditional themes and styles. Modernist writers typically embraced one of three ideas, collectively known as the American Dream: admiration for America as a new Eden, optimism, and the ultimate triumph of the individual. Students will examine relevant literary terms in conjunction with their literature study. In addition to other supplementary materials, teachers will select from the following works:

F. Scott Fitzgerald *The Great Gatsby*
John Steinbeck *The Grapes of Wrath* and *Of Mice and Men*
Ernest Hemingway *A Farewell to Arms*, “Hills Like White Elephants,” “A Clean, Well-Lighted Place,” “The End of Something,” “A Cat in the Rain,” “The Short Happy Life of Francis Macomber,” and “The Killers”

The culminating activities of this unit will encompass an analytical essay exploring the consequences of potentially criminal acts, and a core assignment which is an analytical essay based on Fitzgerald's *The Great Gatsby*. The specific requirements and details of these assignments are included in supplementary curriculum materials.

Unit: Contemporary Era: 1950-present

For this unit, students will explore Contemporary Fiction, also known as Postmodernism, which tends to allow multiple interpretations of the work itself. The writings in this period reflect the rapidly changing technology, atomic concerns, and many scientific possibilities that loom in the future. Because of all of these changes, the new American Dream will be discussed. Students will examine relevant literary terms in conjunction with their literature study. In addition to other supplementary materials, teachers will select from the following works:

Stephen King "Quitters, Inc"

Lorraine Hansberry *A Raisin in the Sun*

Langston Hughes "I, Too Sing, America," selected poems from the "Dreams" series

Richard Wright *Uncle Tom's Children*

Tennessee Williams *The Glass Menagerie*

Flannery O'Connor "The Life You Save May Be Your Own" and "A Good Man is Hard to Find"

The culminating activity of this unit will encompass a drama open response identifying and analyzing the theme in Hansberry's *A Raisin in the Sun*. The specific requirements and details of these assignments are included in supplementary curriculum materials.

Unit: Research Strategies

Students will be required to write a research paper on a topic related to the readings from American literature. These papers will have students explore the connection between an author's life and his or her writing. This research will enhance students' reading and understanding of these texts, as well as further their knowledge of good research practices. They will select another text by one of the authors already read this year. Students will read that text and research the author's life and write a paper in which they make connections between the author's life and his/her writing.

Unit: Transition to College:

Students will finish their junior year by exploring their post-secondary education options and beginning to prepare their college applications. Students will look at potential school options and prepare documents to be included in college applications. The culminating activity of this unit is a personal, self-reflective essay, prepared in the style of a college application essay, titled "The Stranger in the Photo Is Me."

Students will complete a common final assessment incorporating all units of study from the mid-year assessment to the end.

Content Outline Continued:

Literary Devices:

Puritan Era: *The Crucible* – Allegory, Foil, Euphemism, Verisimilitude
The Scarlet Letter – Frame story, Epithet, Motif
“Sinners in the Hands of an Angry God” – Invective

Revolutionary Era: Rhetoric (ethos, logos, pathos), Allusion, Understatement and Overstatement

Romantic Era: “The Devil and Tom Walker” – Epithet
“Rip Van Winkle” – Frame story
“Thanatopsis” – Frame poem
Poe – Conceit, Alliteration, Internal/external rhyme scheme, Parody
Transcendentalists – Paradox

Realism Era: *The Adventures of Huckleberry Finn* – Satire, Sarcasm, Dialect

Modern Era: Hemingway – Diction, Syntax, and Voice

Contemporary era: *Raisin in the Sun* – aside, stage directions

Grammar:

Rules of Usage
Active and Passive Voice
Tense
Commonly Misused Words and Expressions

Vocabulary:

SAT Preparation:

Students may complete parts of *SAT Preparation for Critical Reading: The Touchstones Method* or sample test sections from *11 Practice Tests for the New SAT & PSAT*.

Major Evaluation Strategies:

Name of Assessment	Type of Assessment	Curriculum Frameworks Assessed	MHS Learning Expectations Assessed
Essay: “The Stranger in the Photo Is Me”	Writing	19, 20, 21, 22, 23, 25	1,2,3,4
Essay: <i>The Crucible</i>	Writing	Reading/Literature: 1, 2, 3 Writing: 1, 2, 4, 5, 9 Language: 1, 2, 5, 6	1,2,3,4

Essay: <i>The Scarlet Letter</i>	Writing	Reading/Literature: 1, 2, 3 Writing: 1, 2, 4, 5, 9 Language: 1, 2, 5, 6	1,2,3,4
Persuasive Speech	Writing/ Presentation	Writing: 1, 2, 4, 5, 7, 8, 9, 10 Speaking: 1, 2, 3, 4, 5 Language: 1, 2, 3, 5, 6	1,2,3,4
Project: Nature as a Teacher	Writing	Reading/Literature: 1, 2, 3, 4, 5, 6 Writing: 1, 2, 4, 5, 8, 9 Speaking: 2, 4, 5 Language: 1, 2, 5, 6	1,2,3,4
Project: Morality in <i>The Adventures of Huckleberry Finn</i> selections	Writing	Reading/Literature: 1, 2, 3, 4, 5, 6, 9 Writing: 1, 2, 4, 5, 9 Language: 1, 2, 5, 6	1,2,3,4
Essay: <i>The Great Gatsby</i> - Class Struggle	Writing	Reading/Literature: 1, 2, 3, 4, 5, 6, 9 Writing: 1, 2, 4, 5, 9 Language: 1, 2, 5, 6	1,2,3,4
Project: <i>Of Mice and Men</i> - The trial of George	Writing	Reading/Literature: 1, 2, 3, 4, 5, 6, 9 Writing: 1, 2, 3, 4, 5, 7, 8, 9 Language: 1, 2, 5, 6	1,2,3,4
Open Response: Literary Analysis: Identifying images and turning points in a chapter from <i>The Scarlet Letter</i>	Writing	Reading/Literature: 1, 2, 3, 4, 5 Writing: 1, 2, 4, 10 Language: 1, 2, 5, 6	1,2,3
Open Response: Analysis of a Drama: Identify and analyze the dream theme in Hansberry's <i>A Raisin in the Sun</i> .	Writing	Reading/Literature: 1, 2, 3, 4, 5 Writing: 1, 2, 4, 10 Language: 1, 2, 5, 6	1,2,3

Open Response: Poetry Analysis: Discuss the theme of hope in Dickinson's "Hope is a thing with Feathers."	Writing	Reading/Literature: 1, 2, 3, 4, 5 Writing: 1, 2, 4, 10 Language: 1, 2, 5, 6	1,2,3
Open Response: Non-fiction critical reading: Identifying and analyzing key elements in a speech	Writing	Reading/Information: 1, 2, 3, 4, 5, 6 Writing: 1, 2, 4, 10 Language: 1, 2, 5, 6	1,2,3
<i>Grammar for Writing: Level Gold</i>	Test	Language: 1, 2	1,2,3
Poetry/Literary Analysis	Writing	Reading/Literature: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Writing: 1, 2, 4, 10 Speaking/Listening: 1, Language: 1, 2, 4, 5, 6	1,2,3
Vocabulary Quizzes	Test	Language: 1, 4	1,2,3
The Research Paper	Writing	Reading/Informational: 7, 8, 10 Writing: 1, 2, 4, 5, 6 Language: 1, 2, 5, 6	1,2,3,4
Mid-Year Assessment	Test/ Writing	Reading/Literature: 1, 2, 3, 4, 5, 9, 10 Reading/Information: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Writing: 1, 2, 4, 10 Language: 1, 2, 5, 6	1,2,3
Final Assessment	Test/ Writing	Reading/Literature: 1, 2, 3, 4, 5, 9, 10 Reading/Information: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Writing: 1, 2, 4, 10 Language: 1, 2, 5, 6	1,2,3

Learning Standards from the Massachusetts Curriculum Frameworks:

Reading Standards for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. 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.
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 the power, persuasiveness, or beauty of the text. .
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. 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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. 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.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. 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 tasks, purposes, and audiences.

Speaking and Listening Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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.