

**Course Description**

This course surveys American literature. The overview will begin with a study of pre-colonial literature and the experience of the colonizers and the colonized. Puritanism and the Romantic Transcendental movements are explored. Students read novels such as *The Scarlet Letter*, *The Grapes of Wrath*, and *The Catcher in the Rye*. Lessons learned from classic American literature will assist students in gaining greater understanding of themselves and the world around them. Students often respond via the class website to discuss literary texts and to comment on the comments of their classmates. Independent reading is assigned each term. Expository writing - an ongoing process - is stressed, with a review of accepted usage and sentence structure. Writing assignments range from the personal essay, to the critical analysis of a literary work, to practice in writing essays for college applications. Students sharpen their composition skills by developing their proficiency with summary. Students often engage in group work to collectively think about and to solve thorny literary conundrums.

Grade Eleven offers students the opportunity to take English 11 CP, English 11 Honors, or AP Language and Composition. Placement in all classes is determined by performance in Grade 10. Teachers consider differentiating factors when recommending placement; differentiating factors include pace of delivery, complexity of assessment, and expectations for independent study.

**Study Habits Required for Success:**

1. Close reading of texts: Please expect 20 minutes of quiet home reading time 4 nights per week. Distraction (social media) free.
2. Download audiobooks to re-engage attention with text.
3. Use Grammarly on all written submissions.
4. Annotate texts for ease of analysis. (Notes that do not include summary and are inline with the text.)
5. Make quizlets and flashcards to prepare for full exams.
6. Stay after with the teacher to ensure expectations prior to submitting a draft.
7. Read all written work aloud to catch errors.
8. Split Membean minutes to meet weekly deadlines.



**Content Standards, Materials, Student Products**

[Curriculum Frameworks - Grade 11 English Language Arts](#)

The Massachusetts Department of Elementary and Secondary Education (DESE) identifies six key knowledge and academic skills for English language arts students. In accordance, each term HHS Grade 11 students will:

**DESE#1: Read complex texts independently.**

- a. *Of Mice and Men*
- b. *The Great Gatsby*
- c. *The Crucible*
- d. *The Scarlet Letter*
- e. *The Things They Carried*
- f. *Catcher in the Rye*
- g. *Hillbilly Elegy*
- h. *The Glass Castle*
- i. *Their Eyes Were Watching God*
- j. Conversations in American Literature
- k. Uncharted Territory
- l. Norton Reader
- m. HHS Reads selections

**DESE #2: Writes effectively using and/or analyzing sources.**

- a. Argumentative Essay
- b. Narrative Writing
- c. Expository Essay
- d. Presentation Notes
- e. Original Poetry
- f. Speech (2)
- g. Annotated Bibliography

**DESE #3: Builds and presents knowledge after conducting research.**

- a. 10 Slide / 5 source historical research topic with presentation notes
- b. Multiple 400 word thesis-defending analysis papers
- c. Multiple 800 word thesis-defending analysis papers

**DESE #4: Uses context to determine meaning or words and phrases.**

- a. Annotates poetry and prose with a focus on syntax and rhetoric
- b. Moves at pace with Membean
- c. Consideration of cultural and historical language context in language study
- d. Reads literary criticism with an attention to mature and nuanced vocabulary

**DESE #5: Can identify, assess, interpret, describe, analyze, and explain matters of “civic” life.**

- a. Reads fiction and nonfiction with maturity and respect.
- b. Considers author’s tone when analyzing literature
- c. Makes connections between fictional characters and circumstances to real world experiences/civic circumstances.

**DESE #6: Have the capacity to listen and the ability to communicate in ways that are accessible to others.**

- a. Participates in conversations of contrasting views with maturity and respect.
- b. Listens to peer and teacher perspectives, even those in opposition to their own, and formulates a thoughtful response.
- c. Modulates their own verbal delivery dependent upon audience needs.



Subject: English 11/11H

Units	Essential Questions
<b>Short Story</b>	<ul style="list-style-type: none"> <li>How do readers prepare for reading?</li> <li>What are readers thinking about as they read?</li> <li>What can a reader do when they don't understand?</li> <li>What impact does fluency have on comprehension?</li> <li>Why are strategies important?</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>How does culture affect drama through history?</li> <li>How does drama bridge cultural diversity?</li> <li>How have the events in history molded drama?</li> </ul>
<b>Fiction</b>	<ul style="list-style-type: none"> <li>How do readers reflect and respond?</li> <li>What connections do readers make?</li> <li>How might being able to recognize literary features help in appreciating literature?</li> </ul>
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>How is information organized?</li> <li>Why is information organized in different ways?</li> </ul>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>What role does format have on poetry?</li> <li>Do poetic devices help convey meaning?</li> <li>Can poets compromise meaning for style? Or style for meaning?</li> <li>How has poetry evolved over time?</li> </ul>
<b>Argumentative Writing</b>	<ul style="list-style-type: none"> <li>How does the audience influence the format of your writing?</li> <li>How does the purpose influence the format of your writing?</li> </ul>
<b>Narrative Writing</b>	<ul style="list-style-type: none"> <li>Why do we write?</li> <li>How is your style of writing influenced by purpose?</li> <li>What is the importance of sharing?</li> </ul>
<b>Expository Writing</b>	<ul style="list-style-type: none"> <li>How do we evaluate writing?</li> <li>How can we use evaluation and reflection to improve our writing?</li> </ul>



Units	Essential Questions
<b>Presentations</b>	<ul style="list-style-type: none"> <li>▪ How do we fix common habits that we commit as public speakers which can be distracting to an audience?</li> <li>▪ What type of speech presentation approach is best for me and the situation?</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>▪ How does speaking clearly at an understandable pace help me and others understand my point?</li> <li>▪ How does listening to peers help me become a more fluent reader and speaker?</li> <li>▪ How does speaking and listening allow me to expand/shape my understanding of literature and the world?</li> </ul>
<b>Civics Real World Connections</b>	<ul style="list-style-type: none"> <li>▪ What are the consequences if I do not accept my personal responsibilities to my community?</li> <li>▪ How do my actions impact others in my community?</li> <li>▪ How can I impact social change?</li> </ul>
<b>Vocabulary and Grammar</b>	<ul style="list-style-type: none"> <li>▪ What is the purpose of applying grammar and mechanics skills?</li> <li>▪ What is the purpose of communication?</li> <li>▪ Where do words or phrases come from?</li> <li>▪ How does word choice affect meaning?</li> </ul>