

# *Elizabethtown Area*

## *School District*

English Grade 11

---

Course Number:	121	Length of Course:	1 Semester
Grade Level:	11 Required	Total Clock Hours:	120 Hours
Length of Period:	80 minutes	Date Written:	10-12-04 10-1-05 (rev) 8-3-07
Periods per Week/Cycle:	5	Written By:	Comm Arts
Credits (if app.):	1.0		

### Course Description:

This course is designed for the student whose goals include attending a post-high school educational institution, either for two or four years, and/or entering the world of work. This course concentrates on American literature with an emphasis on the synthesis of American history, culture and literature. Frequent composition exercises use literature as the basis for response writing. Principles of grammar are reviewed, with an emphasis on correction of errors as they occur in individual writing assignments. Vocabulary development includes Latin prefixes, suffixes, and roots as well as pertinent vocabulary gleaned from the study of American literature. Additionally, emphasis is placed on research skills: the organizing, analyzing, synthesizing, and interpreting of information. The Modern Language Association format is used for the documentation of research papers.

<p>Elizabethtown Area School District Curriculum</p> <p><b>Grade, Subject:</b> Grade 11, English Language Arts – Forging the American Dream and Identity</p>	
<p><b>Strand</b></p> <p>1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing</p> <p>1.5: Speaking and Listening</p>	
<p><b>Big Idea:</b></p> <p>Comprehend and evaluate complex texts across a range of types and disciplines</p> <p>Purpose, topic, and audience guide types of writing</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</p>	
<p><b>PA Core Standards:</b></p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p><b>Essential Questions:</b></p> <p>EQ1: What is the American Dream?</p> <p>EQ2: How have religious beliefs shaped America?</p>	<p><b>Understandings: Students will understand THAT...</b></p> <p>U1: The Native Americans, Puritans and Revolutionaries each contributed to the American Dream, which is ever evolving.</p> <p>U2: Religious beliefs have shaped American values, including our founding documents</p>
<p><b>Knowledge:</b></p> <p>Defining the American Dream</p> <p>Rhetorical devices and Elements of Persuasion</p> <p>Native American, Puritan and Revolutionary Beliefs</p> <p>Native American Myths</p> <p>Evaluating and integrating sources</p> <p>Parentetical documentation</p>	<p><b>Skills:</b></p> <p>Students will write an informational essay on the American Dream or an origin.</p> <p>Students will read for and evaluate author's purpose and meaning.</p> <p>Students will compare and contrast the beliefs of Native Americans, Puritans and Revolutionaries.</p> <p>Students will compose a research based persuasive essay.</p>

**Anchor Descriptors:**

**CC.1.11-12.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.

**CC.1.11-12.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.

**CC.1.3.11-12.D:** Evaluate how an author's point of view or purpose shapes the content and style of a text.

**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.

**CC.1.3.11-12.K:** Read and comprehend literary fiction on grade level, reading independently and proficiently.

**CC.1.4.11-12.A:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

**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.

**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.

**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.

**CC.1.4.11-12.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Elizabethtown Area School District Curriculum

**Grade, Subject:** Grade 11, English Language Arts – The American Nightmare

**Strand**

1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing  
1.5: Speaking and Listening

**Big Idea:**

Comprehension requires and enhances critical thinking and is constructed through intentional interaction between reader and text. Writing is a means of documenting thinking. Information to gain or expand knowledge can be acquired through a variety of sources.

**PA Core Standards:**

CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.  
CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.  
CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  
CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently to individuals or in group discussions.

**Essential Questions:**

EQ1: How did the American Civil War affect the literary landscape?  
EQ2: What are the dangers of censorship and a lack of knowledge?

**Understandings: Students will understand THAT . . .**

U1: The American Civil War fostered a pessimistic mindset about the American Dream and ushered in the era of Realism.  
U2: When we give up our right to knowledge and our desire to learn, we allow others to dictate our futures.

<p><b>Knowledge</b>  Elements of satire  Dystopia  Characteristics of Realism  Rhetorical devices</p>	<p><b>Skills:</b>  Students will discuss and analyze elements of satirical wit.  Students will analyze <i>Fahrenheit 451</i> and compare the society depicted in the novel to contemporary society.  Students will evaluate the rhetorical effectiveness of Lincoln's speeches.  Students will reflect and assess their own worldview, identifying it as Realist, Romantic or both.</p>
<p><b>Anchor Descriptors:</b>  <b>CC.1.2.11-12.A:</b> 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.  <b>CC.1.2.11-12.B:</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.  <b>CC.1.3.11-12.D:</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.  <b>CC.1.3.11-12.H:</b> 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.  <b>CC.1.3.11-12.K:</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.  <b>CC.1.4.11-12.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.  <b>CC.1.4.11-12.V:</b> 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.  <b>CC.1.4.11-12.W:</b> 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.  <b>CC.1.4.11-12.X:</b> Write routinely over extended time frames (time</p>	

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.

**CC.1.4.11-12.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**CC.1.5.11-12.A:** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

English Language Arts

<p><b>Grade, Subject:</b> Grade 11, English Language Arts – The Dream</p> <p>Deferred</p>	
<p><b>Strand</b></p> <p>1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing</p> <p>1.5: Speaking and Listening</p>	
<p><b>Big Idea:</b></p> <p>Purpose, topic and audience guide types of writing</p> <p>Effective speaking and listening are essential for productive communication.</p> <p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p>	
<p><b>PA Core Standards:</b></p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently to individuals or in group discussions.</p>	
<p><b>Essential Questions:</b></p> <p>EQ1: To what extent has equality been achieved for minority groups in America today?</p> <p>EQ2: Is the American Dream still alive today? How has it changed for modern Americans?</p>	<p><b>Understandings: Students will understand THAT...</b></p> <p>U1: Students will discuss and analyze opportunity in America today as it relates to different minority and socioeconomic groups.</p> <p>U2: Students will discuss and analyze the modern day version of the American Dream and if it is still obtainable for everyone.</p>

<p><b>Knowledge:</b>  Elements of a slave narrative  Elements of modern poetry  Modern American literary themes</p>	<p><b>Skills:</b>  Students will discuss and analyze the depiction of American slavery in a slave narrative  Students will analyze and interpret the abstract meaning of a modern poem, interpreting its use of language and metaphor.  Students will interpret and discuss the modern American themes of disillusionment, alienation, and search for identity.  Students will compose a synthesis essay, defining American literature across different eras and groups of Americans.  Students will reflect upon a life changing event that shaped how they view the world.</p>
<p><b>Anchor Descriptors:</b>  <b>CC.1.2.11-12.A:</b> 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.  <b>CC.1.2.11-12.B:</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.  <b>CC.1.3.11-12.D:</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.  <b>CC.1.3.11-12.H:</b> 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.  <b>CC.1.3.11-12.K:</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.  <b>CC.1.4.11-12.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.  <b>CC.1.4.11-12.V:</b> 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.  <b>CC.1.4.11-12.W:</b> 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</p>	



for citation.

**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.

**CC.1.4.11-12.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**CC.1.5.11-12.D:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

English Language Arts

Elizabethtown Area School District Curriculum

**Grade, Subject:** Grade 11, English Language Arts – The Individual in Pursuit of Happiness

**Strand**

1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing  
1.5: Speaking and Listening

**Big Idea:**

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text  
Writing is a means of documenting thinking  
Writing is a recursive process that contains ideas thoughts and feelings

**PA Core Standards:**

CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.  
CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.  
CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**Essential Questions:**

EQ1: What elements of American transcendentalism have become an engrained part of American society and culture?  
EQ2: How does my family's story fit into the American story/Dream?

**Knowledge:**

Beliefs of the American Transcendentalist movement  
Beliefs of the American Romantic period  
Civil disobedience and non-conformity  
Elements of poetry

**Understandings: Students will understand THAT....**

U1: The modern environmental movement, the emphasis in American. culture on individualism, and nonviolent resistance all have roots in the American transcendentalist movement.  
U2: Each American has his/her (Remember the Ladies!) version of the American Dream.

**Skills:**

Students will evaluate a short story  
Students will conduct a formal interview  
Students will document resources according to MLA standards  
Students will research their family's ancestry

purposes and audiences.

**CC.1.4.11-12.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

English Language Arts