

Glendale Unified School District

High School

June 18, 2019

Department: English

Course Title: English 11

Course Code: 1259D/1260D

Grade Level(s): 11

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 10 / English 10 Honors

Recommended

Textbook: *SpringBoard English Language Arts Grade 11*

Course Overview: English 11 is a one-year course that continues to develop students' ability to communicate in both written and spoken forms, building on skills introduced in previous courses. The course emphasizes close reading; critical analysis; writing for specific audiences, tasks and purposes; and in-depth discussion and evaluation of class discussion. In response to readings chosen from American literature - including non-fiction texts, novels, short stories, oratory, and poetry - students will engage in a variety of listening and speaking opportunities that reflect both academic and vocational discourse.

The purpose of this course is to provide an intellectually demanding and thought-provoking course of study that will prepare students for both admission to college and for vocational environments. Students will be required to identify figurative and rhetorical devices and their impact in various writing situations and employ these devices in their own writing.

They will write multi-draft essays, conduct research, engage in seminars, prepare and deliver presentations.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: The American Dream

(7 weeks)

STANDARDS

RL 11-12.1, RL 11-12.4, RL 11-12.9, RI 11-12.1, RI 11-12.1, RI 11-12.4, RI 11-12.5, RI 11-12.6, RI 11-12.7, RI 11-12.9, RI 11-12.10, W 11-12.1a, W 11-12.1b, W 11-12.1c, W 11-12.1d, W 11-12.1e, W 11-12.2a, W 11-12.2b, W 11-12.2c, W 11-12.2d, W 11-12.2e, W 11-12.2f, W 11-12.5, W 11-12.7, W 11-12.9, W 11-12.9a, W 11-12.10, SL11-12.1, SL11-12.1a, SL 11-12.1b, SL 11-12.1d, SL 11-12.4, SL 11-12.5, L.11-12.1a, L.11-12.2a, L.11-12.3, L.11-12.3a, L.11-12.4c-d, L.11-12.5b, L.11-12.6

- A. This unit introduces the American Dream as the thematic focus of the year by examining preconceived notions and exposing students to the historical and literary foundations of that dream. The first half of the unit asks students to revisit and challenge their understanding by exposing them to a variety of authors in multiple genres, all of whom have a different and interesting take on the American Dream and what it means to be an American. After analyzing a variety of contemporary and historical texts, students refine their working definitions of the American Dream and synthesize information from the unit to create a thoughtful and coherent essay defining what it means to be an American. By considering the American Dream in its historical context, being exposed to multiple viewpoints, working with seminal historical documents, and revisiting preconceived notions, students will begin to understand the complex and difficult task of synthesizing information to create a clear and insightful argument about whether or not American still provides access to the American Dream.
- B. The sequence of instruction begins with establishing students' understanding of the American Dream, as well as examining the definition of key terms such as freedom and patriotism. Once students have created a working definition of the American Dream, they will use a variety of strategies with multiple genres (poetry, nonfiction, drama, short story, etc.) to clarify their understanding and refine their analytical skills. Students will apply this knowledge, along with an understanding of primary/secondary sources, to write a definition essay in Embedded Assessment 1. With a clear understanding of the American Dream and the viewpoints of multiple writers, poets, and even their peers, students will work toward synthesizing this information into a coherent argument in Embedded Assessment 2.

Definition Essay: Students will write a multi-paragraph essay that defines their interpretation of what it means to be an American. This essay should use the strategies

of definition and different perspectives from the unit to help develop a complex and thoughtful definition.

Synthesis Essay: Students will synthesize at least three to five sources and their own observations to defend, challenge, or qualify the statement that America still provides access to the American Dream.

Unit 2: **The Power of Persuasion**

(7 weeks)

STANDARDS

RL 11-12.2, RL 11-12.3, RL 11-12.4, RL 11-12.5, RL 11-12.6, RL 11-12.7, RL 11-12.9, RL 11-12.10, RI 11-12.1, RI 11-12.3, RI 11-12.6, RI 11-12.9, W 11-12.1a, W 11-12.1b, W 11-12.1c, W 11-12.1d, W 11-12.1e, W11-12.1f, W 11-12.3a-e, W 11-12.4, W 11-12.5, W 11-12.7, W 11-12.10, SL11-12.1a, SL 11-12.3, SL 11-12.4b, SL 11-12.5, SL 11-12.6, L.11-12.1a-b, L.11-12.3, L.11-12.3a, L.11-12.4, L.11-12.4a, L.11-12.4c-d, L.11-12.5, L.11-12.5a, L.11-12.6

- A. This unit sets a historical context by focusing on texts set in colonial and revolutionary America and continues to build on the idea of the American Dream. The unit highlights America's commitment to freedom of speech by looking closely at the rhetorical tools used by writers and speakers to persuade an audience and to make a statement about American society. The first part of the unit focuses on Arthur Miller's play *The Crucible*, as students examine the methods an author can incorporate within a work of fiction to persuade an audience to his or her point of view. Through a close reading of *The Crucible*, students gain an understanding of the significance of literature in America's social conscience. Then, the focus shifts to persuasive speeches and an investigation of how rhetorical appeals and rhetorical devices are used in classic American speeches such as Abraham Lincoln's Gettysburg Address and Franklin D. Roosevelt's First Inaugural Address.
- B. The sequence of instruction begins with a study of *The Crucible* by Arthur Miller as a literary text and as a vehicle of social commentary. Part of Miller's purpose was to persuade audiences that hysteria, bred of hypocrisy, deceit, and repression, leads to a loss of personal and social integrity. Students will analyze the craft of drama with an eye to Embedded Assessment 1, which asks them to create a dramatic scene that conveys social commentary. Students then participate in activities designed to continue building a receptive classroom environment for taking a stand on a contemporary issue. The activities move into a review of rhetorical appeals and an introduction of rhetorical devices so that students can apply this new knowledge to creating their own persuasive speech about an issue of importance to them.

Persuasive Speech: Students will write and present an original, persuasive speech that addresses a contemporary issue. They should incorporate rhetorical appeals and devices to strengthen their argument and to help them achieve their desired purpose.

Course Content-Second Semester

Unit 3: American Forums: The Marketplace of Ideas

(7 weeks)

STANDARDS

RL 11-12.1, RL 11-12.4, RL 11-12.5, RL 11-12.6, RL 11-12.10, RI 11-12.1, RI 11-12.4, RI 11-12.5, RI 11-12.6, RI 11-12.7, RI 11-12.10, W 11-12.1, W 11-12.1a, W 11-12.1c, W 11-12.2, W 11-12.2a, W 11-12.2b, W 11-12.2d, W 11-12.3, W 11-12.3a, W 11-12.4, W 11-12.5, W 11-12.7, W 11-12.10, SL 11-12.1, SL 11-12.1a-c, SL 11-12.2, SL 11-12.3, SL 11-12.5, L.11-12.1a-b, L.11-12.2b, L.11-12.3a, L.11-12.4a-d, L.11-12.5b, L.11-12.6

- A. Central to any democracy is the way writers use language to influence public opinion. Consequently, one of our foremost obligations as teachers of English may be to teach students how to discern between arguments that use careful reasoning based on sound evidence and those that rely instead on manipulation, biased language, and fallacious reasoning. This unit focuses on these issues, examining multiple genres through which writers make statements about issues of the day. Through careful study of how writers use language and evidence, the unit explores the distinction between persuasion and manipulation, and challenges students to craft their own, well-crafted texts.
- B. The unit begins by exploring the thematic issue of the relationship between news media (newspapers in particular) and the free exchange of ideas in a democracy. Students then explore the distinction between objective and biased reporting before moving into an exploration of the nature of editorial texts. To this end, students analyze how evidence, reasoning, and language all significantly contribute to the presentation of an opinion and whether this presentation is considered effective—and/or ethical—or not.

Op-Ed News Project: Students will work in groups to plan, develop, write, revise and present an informational article on a timely and debatable issue of significance to your school community, local community, or national audience. After the group completes its article, they will individually develop a variety of editorial products that reflect their point of view (agreement, alternative, or opposing) on the topic. They should include at least two different pieces, such as cartoons, editorials, letters, posters, photos, and so on.

Unit 4: The Pursuit of Happiness

(7 weeks)

STANDARDS

RI 11-12.1, RI 11-12.3, RI 11-12.4, RI 11-12.5, RI 11-12.7, RI 11-12.10, W 11-12.1, W 11-12.1a, W 11-12.1f, W 11-12.2, W 11-12.2a, W 11-12.2b, W 11-12.2c, W 11-12.3, W 11-12.4, W 11-12.5, W 11-12.7, W 11-12.8, W 11-12.9, W 11-12.9b, W 11-12.10, SL 11-12.1b, SL 11-12.1d, SL 11-12.4a, SL 11-12.5, L.11-12.1, L.11-12.2, L.11-12.2b, L.11-12.3a, L.11-12.6

- A. Students have examined the idea of the American Dream and the ideas and ideals that make it an enduring symbol of aspiration and success. In this unit, students will consider the American Dream from the viewpoint of what it means to be happy and to pursue happiness. They will link this pursuit to the American Transcendentalist movement that finds its spiritual moorings in the natural world. Students explore this idea by analyzing a variety of texts, most significantly *Into the Wild* by Jon Krakauer. This and other works present similar and sometimes contrasting ideas of happiness and its pursuit. The texts in this unit invite students to question, challenge, and/or critique the multiple perspectives presented. Students will learn to appreciate the passion and stylistic techniques with which authors assert ideas, advance a theme, and convey meaning. With this knowledge, students will construct a personal essay and a multi-genre research project.
- B. The sequence of instruction begins with several close-reading activities that ask students to examine genre conventions within a variety of texts as they explore Transcendentalism and its impact on American literature and society. Students will then apply their understanding of stylistic elements (organizational structure, syntax, tone, detail, and diction) to their personal essay.

Personal Essay: Students will write a multi-paragraph reflective essay about a significant personal experience, being sure to describe the experience and their immediate response to it.

Unit 5: **An American Journey**

(8 weeks)

STANDARDS

RL 11-12.1, RL 11-12.2, RL 11-12.3, RL 11-12.5, RL 11-12.10, RI 11-12.3, RI 11-12.7, W 11-12.2, W 11-12.2a, W 11-12.2b, W 11-12.2c, W 11-12.2d, W 11-12.2f, W 11-12.6, W 11-12.7, W 11-12.8, W 11-12.9a, SL11-12.1, SL11-12.1a-d, SL 11-12.2, SL 11-12.5, L.11-12.1, L.11-12.1a, L.11-12.2, L.11-12.2b, L.11-12.5, L.11-12.5a, L.11-12.6

- A. In this unit, students will explore how the concept of a journey has evolved as a part of the American experience since the times of the Pilgrims. They will delve deeply into a work of fiction (*Their Eyes Were Watching God*, *Huckleberry Finn*, *The Great Gatsby*, *A Raisin in the Sun*, or other work). They will research and analyze a variety of texts thematically related to the concept of a journey to prepare a collaborative presentation.
- B. The sequence of activities guides students through the context and examples of writing from the Harlem Renaissance before they begin to conduct research to present a particular aspect of this literary and artistic movement. Next, students examine several texts by Zora Neale Hurston as well as *Their Eyes Were Watching God*.

Multimedia Presentation: Students will present their reading and research about the theme of the journey as part of the American experience in a collaborative multimedia presentation.

Analytical Essay: Students will write an analytical essay in which they delve deeply into the themes and techniques of the selected full-length fiction.

Additional Recommended Materials - *Must be approved by Board of Education.*