

English 11, Semester A

Credits: 0.5

Course Overview and Goals

English/Language Arts is the study of the creation and analysis of literature written in the English language. In English 11, Semester A, you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In this course, you will read and analyze different genres in literature with an emphasis on American literary movements over time. You will also complete writing activities to evaluate literary works with regards to literary techniques, form, and theme.

By the end of this course, you will be able to do the following:

- ❖ Recognize different perspectives of the American identity in literature
- ❖ Analyze the historical and cultural significance of literature from the Revolutionary period
- ❖ Analyze seminal American texts from the Revolutionary period
- ❖ Identify and examine literary techniques used in romantic literature
- ❖ Identify and examine characteristics of theme and form in early American poetry
- ❖ Analyze the emergence and thematic elements of gothic literature
- ❖ Examine the historical and cultural significance of transcendentalist literature
- ❖ Evaluate the characteristics and common themes of narratives of enslaved people
- ❖ Evaluate the emergence of the realist period and its literature
- ❖ Analyze how authors use complex characters and other literary elements for effect in realist literature
- ❖ Analyze elements of form and theme in nineteenth-century poetry
- ❖ Evaluate naturalist literature and analyze elements of structure and purpose in writing

Scope and Sequence

This document outlines the design of English 11, Semester A, as well as the coverage of the Common Core State Standards within the course.

[Common Core State Standards for English Language Arts](#)

UNIT 1: AMERICAN LITERATURE THROUGH THE EIGHTEENTH CENTURY (DAYS 1 – 30)

In this unit, you will focus on the foundations and development of American literature through the eighteenth century. Texts analyzed in this unit include oral storytelling traditions of the American Indians, accounts by the first European settlers, literature and poetry of the American Revolution, and seminal U.S. documents such as the Declaration of Independence and the U.S. Constitution.

| Lesson/CCSS Standards | Lesson Objective |
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| Syllabus and Orientation | Review the Student Orientation and Course Syllabus at the beginning of this course. |
| Perspectives in American Literature <i>11-12.RL.1, 11-12.RL.3, 11-12.RL.4, 11-12.RL.6, 11-12.RL.7, 11-12.RL.9, 11-12.RL.10, 11-12.W.2.b, 11-12.W.2.c, 11-12.W.2.e, 11-12.W.4, 11-12.W.9.a, 11-12.W.10, 11-12.SL.3, 11-12.L.3.a</i> | Investigate different perspectives of the American identity in literature. |
| The American Indian Voice <i>11-12.RL.1, 11-12.RL.7, 11-12.RL.10, 11-12.RI.1, 11-12.RI.4, 11-12.RI.10, 11-12.W.3.b, 11-12.W.3.d, 11-12.W.5, 11-12.W.9.a, 11-12.SL.3, 11-12.L.2.b</i> | Identify the characteristics of American Indian stories from early American history. |
| Colonial Literature <i>11-12.RL.1, 11-12.RL.2, 11-12.RL.4, 11-12.RI.2, 11-12.RI.4, 11-12.RI.5, 11-12.W.9.a, 11-12.L.5.a, 11-12.L.6</i> | Analyze the historical and cultural significance of literature from the Colonial period. |
| Poetry in the Age of Reason <i>11-12.RL.3, 11-12.RL.4, 11-12.RL.6, 11-12.RI.1, 11-12.RI.10, 11-12.L.5.a, 11-12.L.6</i> | Evaluate the emergence of the Revolutionary period in America and analyze the poetry of that era. |
| Literature and the American Revolution <i>11-12.RI.6, 11-12.RI.7, 11-12.W.1.c, 11-12.W.9.b, 11-12.SL.2, 11-12.SL.3</i> | Analyze the historical and cultural significance of literature from the Revolutionary period. |

| Lesson/CCSS Standards | Lesson Objective |
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| The Voice of a New Nation 11-12.RL.9, 11-12.RI.1, 11-12.RI.3, 11-12.RI.8, 11-12.RI.9, 11-12.RI.10, 11-12.W.1.b, 11-12.W.1.c, 11-12.W.1.d, 11-12.W.2.b, 11-12.W.4, 11-12.W.5, 11-12.W.9.b, 11-12.W.10, 11-12.SL.3, 11-12.L.6 | Analyze seminal American texts from the Revolutionary period. |
| Unit Activity 11-12.W.1.a, 11-12.W.2.c, 11-12.W.2.e, 11-12.W.4, 11-12.W.5, 11-12.W.8, 11-12.W.10, 11-12.L.3.a | Write informative texts that convey complex ideas and evaluate the credibility and accuracy of sources. |

UNIT 2: THE EARLY AND MID-NINETEENTH CENTURY: ROMANTICISM (DAYS 31 – 62)

This unit focuses on some of the most influential literary movements in American history: romanticism, gothic literature, transcendentalist literature, and narratives of enslaved people.

| Lesson/CCSS Standards | Lesson Objective |
|---|---|
| The Beginnings of Romanticism 11-12.RL.1, 11-12.RL.3, 11-12.RL.4, 11-12.RL.5, 11-12.RL.9, 11-12.W.9.b, 11-12.L.4.d, 11-12.L.6 | Evaluate the emergence of the romantic period and its literature. |
| Elements of Romantic Literature 11-12.RL.1, 11-12.RL.2, 11-12.RL.4, 11-12.RL.6, 11-12.RL.9, 11-12.W.9.b, 11-12.L.5.a | Identify and examine literary techniques used in romantic literature. |
| Theme and Form in Early American Poetry 11-12.RL.4, 11-12.RL.5, 11-12.RL.9, 11-12.W.9.b, 11-12.L.4.b, 11-12.L.4.c, 11-12.L.5.b, 11-12.L.6 | Identify and examine characteristics of theme and form in early American poetry |
| American Gothic Literature 11-12.RL.1, 11-12.RL.3, 11-12.RL.5, 11-12.RL.9, 11-12.W.2.d, 11-12.W.3.c, 11-12.W.3.d, 11-12.W.9.b, 11-12.L.3.a, 11-12.L.4.c, 11-12.L.4.d, 11-12.L.5.a, 11-12.L.5.b, 11-12.L.6 | Analyze the emergence and thematic elements of gothic literature. |
| Transcendentalism 11-12.RI.1, 11-12.RI.2, 11-12.RI.3, 11-12.W.2.d, 11-12.W.2.e, 11-12.W.3.b, 11-12.W.3.d, 11-12.L.5.a | Examine the historical and cultural significance of transcendentalist literature. |
| Slavery and American Literature 11-12.RI.2, 11-12.RI.3, 11-12.RI.5, 11-12.RI.6, 11-12.W.10, 11-12.L.4.c, 11-12.L.4.d, 11-12.L.5.a, 11-12.L.6 | Evaluate the characteristics and common themes in slave narratives. |

| Lesson/CCSS Standards | Lesson Objective |
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| Unit Activity 11-12.RL.7, 11-12.RI.8, 11-12.W.1.c, 11-12.W.1.d, 11-12.W.1.e, 11-12.W.2.a, 11-12.W.2.b, 11-12.W.2.d, 11-12.W.2.f, 11-12.W.8, 11-12.W.9.a, 11-12.W.9.b, 11-12.W.10, 11-12.SL.3, 11-12.L.3.a, 11-12.L.6 | Conduct a research project to answer a question or solve a problem and write arguments to support claims using sound reasoning and evidence. |
| Discussing the Impact of Historical Events 11-12.W.6, 11-12.W.7, 11-12.W.8, 11-12.W.9.a, 11-12.W.9.b, 11-12.W.10, 11-12.SL.3, 11-12.SL.4, 11-12.L.3.a, 11-12.L.6 | Facilitate a collaborative discussion. |

UNIT 3: THE LATE NINETEENTH CENTURY: REALISM AND NATURALISM (DAYS 63 – 90)

In this unit, you will examine how realist authors use complex characters, unreliable narrators, and other literary techniques in their works. You will also study nineteenth-century poetry and American naturalism, including the structure and purpose common in naturalist works.

| Lesson/CCSS Standards | Lesson Objective |
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| American Realism 11-12.RL.1, 11-12.RL.3, 11-12.RL.4, 11-12.RL.5, 11-12.W.5, 11-12.L.2.a | Evaluate the emergence of the realist period and its literature. |
| Complex Characters in Realism 11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.4, 11-12.RL.5, 11-12.L.4.c | Analyze how authors use complex characters and other literary elements for effect in realist literature. |
| Unreliable Narrators in Realism 11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.5, 11-12.RL.6, 11-12.L.4.c, 11-12.L.5.a | Evaluate how authors use unreliable narrators and other literary techniques for effect in realist literature. |
| Humor in American Realism 11-12.RL.1, 11-12.RL.2, 11-12.RL.4, 11-12.W.3.a, 11-12.W.3.d, 11-12.W.4, 11-12.L.3.a, 11-12.L.4.b, 11-12.L.4.c, 11-12.L.4.d, 11-12.L.5.a | Identify and analyze characteristics of satire and humor in realist literature. |
| Nineteenth-Century American Poetry 11-12.RL.1, 11-12.RL.3, 11-12.RL.9, 11-12.L.4.c | Analyze elements of form and theme in nineteenth-century poetry. |
| American Naturalism 11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.4, 11-12.RL.5, 11-12.W.1.a, 11-12.L.4.a, 11-12.L.4.b, 11-12.L.4.c | Examine the emergence of the naturalist period and its literature. |

| Lesson/CCSS Standards | Lesson Objective |
|---|--|
| <p>Naturalism and Society</p> <p>11-12.RL.9, 11-12.RL.10, 11-12.RI.1, 11-12.RI.2, 11-12.RI.3, 11-12.RI.4, 11-12.RI.5, 11-12.RI.6, 11-12.W.1.c, 11-12.W.1.d, 11-12.W.2.c, 11-12.W.2.e, 11-12.L.4.a, 11-12.L.4.b, 11-12.L.4.d, 11-12.L.6</p> | <p>Evaluate naturalist literature and analyze elements of structure and purpose in writing.</p> |
| <p>Unit Activity</p> <p>11-12.RL.1, 11-12.RL.10, 11-12.W.1.a, 11-12.W.1.b, 11-12.W.1.c, 11-12.W.1.d, 11-12.W.5, 11-12.W.8, 11-12.W.9.b, 11-12.W.10</p> | <p>Write arguments to support claims using reasoning and evidence, support analyses of texts by citing evidence, and deliver a speech that presents information and supporting evidence.</p> |

Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).