

# Canyon Crest Academy: English 11

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Level of Difficulty	Estimated Homework	Prerequisites
<input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult	30-60 minutes	<u>District</u> None  <u>Department</u> It is recommended that students have successfully passed English 9 and 10 prior to enrolling in English 11

## Course Description

English 11 is a one-term course which allows students to explore the theme “To Be an American” by studying classic and modern American works—novels, short stories, poems, dramatic works, and essays & expository writings. Students will study and analyze the author’s purpose and methodology for creating his/her work—including the historical background and the societal influence. Students will write essays and will practice timed writings in order to prepare them for the SAT, ACT, EAP and the UC and CSU English Placement Tests. Students will use critical thinking skills—as modeled by their teacher—and will apply them to assignments independently and in cooperative-learning groups. Students will be challenged to grow through class discussion, writing assignments, creative projects, dramatizations, oral presentations and writing workshops. All juniors will have the opportunity participate in the Early Assessment Program, which elicits an analytical response to non-fiction text. The writing focus is designed to prepare students for college level writing requirements.

Necessary skills: Upon entering the course, students should possess the following skills:

- Thorough comprehension & critical analysis of grade-level text
- Exposure to non-fiction, expository text
- Literary response & analysis
- Writing a multi-draft paper (multi paragraph)
- Develop main ideas with supporting evidence
- Evaluate the credibility of an author’s argument
- Blend quotations & textual evidence artfully
- Support perspectives & judgments with convincing evidence
- Deliver presentations
- Contributes to class discussions by asking questions & takes discussion into new realms
- Use clauses, phrases, mechanics of punctuation
- Understand sentence construction and proper English usage
- Control of grammar, paragraph and sentence structure, diction, syntax
- Manuscript requirements: title page, pagination, spacing and margins, integration of source and support material with appropriate citations

Description of an 11th grade College Prep English student:

- Interests may lie in other curricular areas
- Hard working, self-motivated, and willing to invest time in learning more
- Desire to masters concept; appreciates presentation and practice of new concepts
- Accepts challenges, but may need some assistance with critical thinking and abstract ideas

- Prefers to be shown “how to” problem solving strategies and will be able to apply it to new problems
- Able to keep a well-organized notebook and take notes
- Feels comfortable when shown a new method that he or she can master
- Is comfortable in an environment of sharing ideas as a medium for a discussion of deeper analysis and written and oral communication

Performance Objectives: Students will be able to demonstrate mastery in the following areas:

- Comprehension & analysis of grade-level text (fiction and non-fiction material)
- Creating clear and coherent writing (clearly stated thesis, presentation of argument, develop of main ideas with appropriate evidence, synthetic conclusion)
- Evaluating the credibility of an author's argument
- Blending quotations & textual evidence within their work
- Timed Writing of On-Demand essays
- Creating multi-media presentations, using a wide variety of technology

Workload Expectations for an 11th Grade English student:

(NOTE: Individual work depends on the length and involvement of the assignment, project, essay, group project, etc.)

- 4-6 major literary works (i.e. novels, autobiographies, plays, etc.) or units (i.e. short stories, essays, poetry, etc.) –being assigned 20-40 pages of reading per class period (note: when work is being studied/so not every night.)
- 750-1000 words of written response to the literary works/units
- No fewer than 2 multi-draft essays – research, process pieces, and in-class / take home drafts.
- 5-10 timed writings (including essay tests and practice for the DWA)
- 1-2 projects (group or individual)

Works Typically Read can include:

Anthology (short stories / poetry)

The Great Gatsby

The Adventures of Huckleberry Finn

Their Eyes Were Watching God

The Sun Also Rises

Fences

The Crucible

The Joy Luck Club

One Flew Over the Cuckoo's Nest

Seminar Set (book of choice from district-approved list)

Sample Essay Prompt:

“Because of cell phones, hiking in wilderness areas may be safer than before, but it is also noisier than ever. Although people might bring cell phones with them to use in case of an emergency, emergencies are rare. More often, people receive incoming business and even social calls. Technology seems to be following us everywhere: into the wilderness, and then back into civilization. Anywhere at any time, everyone else present can be disturbed by one person’s call. Because more people in these circumstances are bothered by cell phones than are helped, these gadgets should not be permitted in certain public places or designated natural areas.”

- Lois Quaide

Explain Quaide's argument and discuss the extent to which you agree or disagree with her analysis. Support your position, providing reasons and examples from your own experience, observations, or reading.

**Grading**

Please see individual teacher syllabi for grading specifics

**Syllabus Link**

**Supplemental Information**

10 credits

Meets high school graduation requirement for English

Meets UC/CSU subject area "b" requirement