

# MORENO VALLEY HIGH SCHOOL LANGUAGE ARTS 11 CURRICULUM

Course Title: Language Arts 11 Course Number: 1003

Department: English/Language Arts ADS Number: 1003

Prerequisites: English 10

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 11

## COURSE DESCRIPTION

English 11 is a seminar-based course that incorporates all Humanities: Philosophy, Religion, History, Literature, Language, and Fine Arts in a study of primarily American thinkers, writers and artists, although we will dabble in the thoughts of all Great Books. Daily readings, conversations, and informal writing assignments guide us toward topics that result in at least eight formal writing assignments per semester. We learn basic language conventions (grammar, editing skills and vocabulary) to encourage active, concise communication – oral and written. Comparison/Contrast and Persuasive essays and short stories are the writing focus of English 11.

## SYLLABUS

- I. The Essay – Students read essays of varying difficulty in-class, coaching and seminarizing together, analyzing arguments in order to understand rhetorical strategies
- II. Writing Personal Essays – Students’ first essays will be based on personal experience.
- III. The Novel – Throughout the year students read and study, in-depth, novels from the English 11 list. Some in-class reading, but the novels are primarily read as outside assignments. The novels and other relevant readings are discussed and papers are due on topics that the discussion and the novel itself inspire.
- IV. Writing Comparison/Contrast Essays – Students take topics from daily reactions to class readings to practice developing their own theses and supporting arguments.
- V. Writing Persuasive Essays – Students take topics from daily reactions to class readings to practice developing their own theses and supporting arguments.
- VI. The Short Story – Reading short stories examining plotline, characterization, theme, symbol, setting, tone, style, and point of view.
- VII. Writing the Short Story – Students choose an abstract idea on which they have strong convictions, develop one powerful statement that becomes the guiding force in creating their own short story, emulating two techniques from short story writers we have previously studied.

## **STRATEGIES**

Socratic Practice

Individual Writing Conferences

Plentiful Group and Individual Instruction and Feedback on formal writings

Didactic Instruction in vocabulary, etymology, grammar, language, and usage as necessary

## **ASSESSMENTS**

- Formal Writings
- Occasional Quizzes
- Daily Oral Participation
- Daily Writings
- Vocabulary
- Socratic Seminar Rubric – The framework of the rubric is listed below:
  1. ACADEMIC SKILLS – Textual understanding; speaking; listening; knowing how to learn; critical thinking
  2. SOCIAL SKILLS – Teamwork; Sensitivity/Good manners
  3. PERSONAL SKILLS – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative

## **SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

*Cold Mountain*

*Civil War Stories*

*The Grapes of Wrath*

*The Jungle*

*The Things They Carried*

Other novels to be announced

Textbook

*Introduction to Great Books 2*

## **SUGGESTED TITLES/AUTHORS WEB SITES**

<http://rinkworks.com/brainfood/practical.shtml>

<http://www.mycoted.com/creativity/puzzles/puzzles.php>

<http://eluzions.com/Puzzles/Lateral/>

<http://www.puzz.com/sudokus.html>

<http://www.puzz.com/kimsriddles.html>

[http://www.edhelper.com/logic\\_puzzles.htm](http://www.edhelper.com/logic_puzzles.htm)

<http://www.wikipedia.com>

<http://www.Bartleby.com>

<http://www.LitVillage.com>

<http://www.pbs.org>

<http://www.shakespeare.org.uk>

<http://www.shakespeare.com>

[http://jade.ccccd.edu/jmiller/English\\_2342\\_Resource\\_Links.htm](http://jade.ccccd.edu/jmiller/English_2342_Resource_Links.htm)

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Teacher:

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**SEMINAR PIECES OR THEMES**

Novels generally warrant 2-4 Seminars each. Essays from Great Books 2, Emerson, Thoreau, The Republic, Meno

**STRAND I: READING AND LISTENING FOR COMPREHENSION****CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<ol style="list-style-type: none"> <li>1. Demonstrate increasing insight and reflection to print and non-print text through personal expression.</li> <li>2. Reflect and respond expressively to texts so that the audience will: <ul style="list-style-type: none"> <li>• discover multiple perspectives</li> <li>• investigate and articulate connections</li> <li>• explore how life experiences influence a response to a selection</li> <li>• recognize that responses of others may be different</li> </ul> </li> <li>3. Respond to informational texts by: <ul style="list-style-type: none"> <li>• using a variety of strategies for preparation, engagement, and reflection</li> <li>• paraphrasing main ideas and supporting details</li> <li>• explaining significant connections between speaker?s/author?s purpose, tone, biases, and the message for the intended audience</li> </ul> </li> </ol>	<p>Students must use other writers' ideas in order to synthesize their own ideas in all essays (e.g. To what extent does Emerson's ideas in "Self-Reliance" have application in your own life?)</p> <p>In daily notebook entries, students react the ideas of others, make connections between the current reading and previous readings.</p> <p>In analyzing rhetorical strategies of essay writers, students learn the components of argument</p>

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B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<ol style="list-style-type: none"> <li>1. Conduct research using data from in-depth field studies.</li> <li>2. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.</li> <li>3. Inform an audience by using a variety of media to research and explain insights.</li> <li>4. Demonstrate proficiency in accessing and sending information electronically.</li> </ol>	<p>Students use the Internet to access secondary information that informs their synthesis, and presentation thereof, of relevant ideas in class conversation.</p>

**STRAND I: READING AND LISTENING FOR COMPREHENSION**

**CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<p>1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"><li>• finding and interpreting information effectively</li><li>• recognizing propaganda as a purposeful technique</li><li>• establishing and defending a particular perspective</li><li>• responding respectfully to viewpoints and biases</li></ul> <p>2. Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:</p> <ul style="list-style-type: none"><li>• examining the functions and effects of narrative strategies (e.g., plot, conflict, suspense, point of view, characterization, dialogue)</li><li>• interpreting effects of figures of speech and the effects of sounds</li><li>• analyzing stylistic features such as word choice and links between sense and sound</li><li>• identifying ambiguity, contradiction, irony, parody, and satire</li><li>• demonstrating how selections reflect the cultures that shaped them.</li></ul> <p>3. Analyze overall effectiveness of one's own writing.</p>	<p>In seminar, students are constantly asked to interpret ideas and support their interpretations, identifying the techniques whereby a writer has formulated his argument (e.g. Do you agree with Berlin's statement about anarchists finding equality? Why or why not?)</p> <p>Study of author's arguments, short stories, novels</p> <p>Guided step-by-step writing instruction, individual writing conferences</p>

**STRAND I: READING AND LISTENING FOR COMPREHENSION**

**CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<p>1. Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> <li>• decoding vocabulary using knowledge Greek and Latin bases and affixes</li> <li>• discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation)</li> <li>• contrasting use of language conventions of authors in different time periods</li> <li>• analyzing the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking)</li> </ul> <p>2. Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization.</p> <p>3. Recognize how new information changes one's personal knowledge base.</p> <p>4. Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances.</p> <p>5. Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).</p> <p>6. Use an array of media and technologies to examine and comprehend information.</p>	<p>Students receive didactic instruction in etymology, and keep weekly individualized vocabulary lists</p> <p>Analyzing Platonic Dialogues for the construction of an argument in Seminar (e.g. How does Socrates demonstrate the learning is simply recollection?)</p>

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION**  
**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<p>1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> <li>• finding and interpreting information effectively</li> <li>• recognizing propaganda as a purposeful technique</li> <li>• establishing and defending a point of view</li> <li>• responding respectfully to viewpoints and biases</li> </ul> <p>2. Identify, analyze, and evaluate criteria used for formal and informal discussions to determine how well others engage in discussion.</p> <p>3. Analyze differences in responses to focused group discussion in an organized and systematic way.</p>	<p>Writing persuasive essays (e.g. Support or refute Kant's idea that the faculty of judgment is different than the instinct of judgment)</p> <p>Using Seminar Rubric for self-evaluation and for peer evaluation</p> <p>Weekly Seminar practice demands continual assessments of differences in arguments (e.g. Consider William James' ideas on Habit as we approach Dewey's ideas on Habit)</p>

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION****CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Demonstrate control of grammar, diction, paragraph, and sentence structure. 2. Use a variety of technology tools to present information appropriate for the purpose and audience. 3. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments).	Writing personal, persuasive, and comparison/contrast essays  Students conduct primary and secondary research in preparation for writing a persuasive essay (e.g. Using interviews combined with Internet research to establish a position on a local issue)

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION****CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Use argument to: <ul style="list-style-type: none"> <li>• interpret researched information</li> <li>• establish and defend a point of view</li> <li>• address concerns of the opposition</li> <li>• use logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies)</li> <li>• use techniques (e.g., rhetorical devices, parallelism, hypothetical situation, irony, concrete images)</li> <li>• develop a sense of completion</li> </ul> 2. Synthesize and organize information from a variety of sources in order to inform and persuade an audience. 3. Analyze the works of others for: <ul style="list-style-type: none"> <li>• consistency of facts, ideas, tone, voice</li> <li>• development of argument or plot</li> <li>• clarity and conciseness</li> </ul>	Weekly Seminars (e.g. Sinclair's <i>The Jungle</i> , opening question: Do you hold Jurgis accountable for the plight of his family? Why or why not?)

**STRAND III: LITERATURE AND MEDIA****CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.**

A. BENCHMARK: Use language, literature, and media to understand the role of the individual as a member of many cultures

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Analyze the clarity and consistency of literary works or essays on a topic. 2. Analyze arguments, concepts, and perspectives presented in literary works and media.	Reading and discussing essays, short stories, and novels together.

**STRAND III: LITERATURE AND MEDIA****CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.**

B. BENCHMARK: Understand literary elements, concepts, and genres

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Interpret culturally specific ambiguities, subtleties, contradictions, ironies, and nuances in literary works. 2. Analyze ways in which writers use personification, figures of speech, and sounds to evoke readers' emotions and understanding.	Reading and discussing essays, short stories, and novels together.