

11th GRADE ENGLISH ACCELERATED DISTRICT SYLLABUS

Contact Information

What is this class about?

Prerequisite: Placement in the Accelerated-level course requires that students have demonstrated proficiency in the English II: Accelerated course, or that the student has earned an 85% or above in English II: College Prep and has obtained the recommendation of the current English teacher.

These courses involve students examining traditional literary forms and connecting timeless themes in classic British literature to contemporary writing, both fiction and nonfiction. Curriculum units are organized to engage students in understanding cultural perspectives on heroism and evaluate how authors craft language to convey argument, produce social commentary, and portray human experiences. Instructional activities, assignments, and assessments require that students apply critical reading skills in their written and spoken analysis of complex texts. Students are expected to perform independent research and collaborate with peers. ***Requirements include summer reading, a research paper, and independent reading throughout the school year.***

What will we be covering?

Texts Covered (Selections vary by class/teacher):

- **Long Fiction:** Suggested Choices: *1984*, *Brave New World*, *Frankenstein*; *Grendel*; *Things Fall Apart*; *Lord of the Flies*, *Animal Farm*, *Curious Incident of the Dog in the Nighttime*; *Fahrenheit 451*, *Macbeth*, *Hamlet*, or *Julius Caesar*,
- **Short Fiction:** *Beowulf*, *Sir Gawain & the Green Knight*, *Le Morte d'Arthur*, "The Mark of the Beast" (Kipling); "Bartleby, The Scrivener" (Melville); "Interpreter of Maladies" (Lahiri); *A Dead Woman's Secret* (Guy De Maupassant), *The Lottery* (Jackson); *Harrison Bergeron* (Vonnegut); *The Pedestrian* (Bradbury); *We Ate the Children Last* (Martel); *There Will Come Soft Rains* (Bradbury); *The Perfect Match* (Liu); *The Monsters are Due on Maple Street* (Serling); *Anthem* (Rand); *Minority Report*, selections from *The Canterbury Tales*; *A Modest Proposal* (Jonathan Swift); *Shooting an Elephant* (Orwell); *How Much Land Does A Man Need?* (Leo Tolstoy); *The Mark of the Beast* (Rudyard Kipling); *Interpreter of Maladies* (Jhumpa Lahiri); *Girl* (Jamaica Kincaid); *Harrison Bergeron* (Kurt Vonnegut)
- **Essays:** "Beowulf: The Monsters and the Critics" (Tolkien); "What Makes a Hero?" (Zimbardo); Excerpt from "On Seeing England" (Kincaid), "Why, and How, We Should Read Shakespeare Today", "Kill Bill: Why We Must Take Shakespeare Out of the Classroom", "Why do We Force High School Students to Read Shakespeare?"
- **Poetry:** "Ozymandias" by Shelley, "Holy Sonnet 10" ("Death Be Not Proud") by Donne, "Ode to a Suit" by Neruda,, "When I Have Fears" by Keats, "To An Athlete Dying Young" by A.E. Housman, "The Soldier" by Rupert Brooke, "Wired" by Siegfried Sassoon, "Anthem for Doomed Youth" by Wilfred Owens; "The Wanderer" (Anglo -Saxon); "Seafarer," *Eve's Apology in Defense of Women* excerpt (Amelia Lanier); *The World Is Too Much With Us* (William Wordsworth); *The Chimney Sweeper*, from *Songs of Innocence & Songs of Experience* (William Blake); *The Poison Tree* (William Blake); selected poetry (see Mini-Unit and Poetry Foundation); Poems for Social Justice
- **Multimedia:** select scenes from "The Hobbit: The Desolation of Smaug" (film); TED Talk "The Danger of a Single Story" (Adichie), Shakespeare: Why Tragedies are Alluring; Why Shakespeare Loved Iambic Pentameter; Why Should You Read Macbeth?; Why Should You Read Hamlet?; The Great Conspiracy Against Julius Caesar, Why People Fall for Misinformation; Can you Outsmart a Troll?; How to Spot a Misleading Graph; How False News Spreads, Select Scenes from *The Hunger Games*, *Divergent*, *Maze Runner*; *Tomorrow When the War Began*, and/or *Minority Report*; *Model Citizen*

Routine websites used:

- Google Classroom
- Commonlit.org
- Albert.io
- Activelylearn.com
- Youtube.com
- Membean.com

How will I be graded?

- A. Major Assessments - 40%
 - a. Two major assessments per marking period that focus on students' grasp of the unit overall (20% each)

****Completing the research paper component for this course is a Graduation Requirement**

- B. Minor Assessments - 35%
 - a. Formative Assessments that gauge students' understanding of texts, vocabulary retention, writing skills, etc.
- C. Participation/Performance - 25%
 - a. Includes classwork and homework, other.

b. Note that homework assignments will not be accepted late for any credit, unless extenuating circumstances are communicated with the teacher.

Where do I go for Extra Help?

[Teacher's name] is available during Common Time for extra help on [Available letters] days and after school by appointment.

The Literacy Cafe is hosted in the LMC classroom on Tuesdays-Thursdays from 2-4; and the Literacy Lab is available by appointment with [Reading Specialist].

What Is Expected of Me?

1. Come into the classroom ready to learn, be productive during class
2. Bring a charged Chromebook, required books, and materials with you to class, and take them with you when you leave.
3. Minimize distractions by placing your phone, turned on silent, in your bookbags upon entering the room.
4. Treat each person in the classroom with respect and dignity.
5. Follow all procedures and policies of [School's name] High School.

Choosing NOT to follow these expectations will result in:

1. Verbal warning and documentation
2. Teacher detention and phone call home
3. Referral to Vice Principal

Any serious infractions will result in parental contact and a referral to the VP.

Plagiarism

Plagiarism is "the unacknowledged use of another's means of expression and/or work product, whether published or unpublished, without proper credit through the use of quotation marks, citations and other customary means of identifying sources." This means copying the words or ideas of another without the proper form of academic documentation. There are two basic kinds of plagiarism: deliberate plagiarism and accidental plagiarism, equally serious. The most common act of deliberate plagiarism involves copying another person's work and passing it off as your own. The most common act of accidental plagiarism involves failing to provide the proper internal documentation for quoted, summarized, and/or paraphrased ideas from another person, even if the source is listed in a Works Cited/Reference page.

The Black Horse Pike School District maintains a firm stance regarding plagiarism. Academic repercussions will be determined in coordination with the classroom teacher, Supervisor, and/or Vice Principal. While the district realizes that Artificial Intelligence (such as ChatGTP) can be used as a tool for brainstorming and exploring personal topics of interest, it is important to use such tools responsibly and ethically. Regarding issues of academic dishonesty, students are not permitted to submit AI-generated work as their own. Additionally, using AI to evade plagiarism detection is unethical and a violation of academic integrity and the BHP Honor code. As AI is an emerging technology, the district will continue to evaluate its use in the classroom.

How is this class organized?

MP1	
Week 1-5	Week 6-10
Work through the class novel Rhetorical Devices	Reflect on novel Final Literary Analysis Essay on "Othering"

Literary Devices 1. Allegory 2. Analogy 3. Irony/Satire 4. Personification 5. Hyperbole 6. Understatement 7. Symbol/Motif 8. Theme Major Assessment: Literary analysis	Diction Tone Major Assessment: Multi-media Analysis Project
Standards: RL.CR.11-12.1; RL.CR.11-12.2; RL.CR.11-12.3; RL.CR.11-12.4; W.IW.11-12.2 W.WP.11-12.4 W.RW.11-12.7 SL.PE.11-12.1; L.SS.11-12.1 L.KL.11-12.2	

MP2	
Week 1-5	Week 6-10
Media Bias and related concepts (nuance, persuasion misinformation) Figurative Language/Rhetorical Language Point of View Writing Workshop Major Assessment: Explanatory Essay	Work through Shakespeare Review Characterization Social issues Real-world connections Theme Major Assessment: Theme Project
Standards RL.IT.11-12.3 RL.CR.11-12.1; RL.CR.11-12.2; W.IW.11-12.2; W.WP.11-12.4; W.WR.11-12.5; W.SE.11-12.6; W.RW.11-12.7 L.KL.11-12.2 L.VI.11-12.4	

MP3	
Week 1-5	Week 6-10
Examine Informational Texts Annotation Skills Rhetoric Research Unit Examine Pro/Con Sources MLA Citations Bias and Credibility Major Assessment: Research Paper** Multiple perspectives--global social issues **Completing the research paper component for this course is a Graduation Requirement	Reading long and/or short dystopian texts Writing a piece of dystopian fiction In-text Vocabulary Analysis of Author's Choices Storytelling Techniques Dialogue Imagery Detailed Writing Major Assessment: Dystopian story utilizing elements of irony
Standards RL.CR.11-12., RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6,	

MP4	
Week 1-5	Week 6-10
Comparing and Contrasting Two or More Sources Evaluating Author's Choices Social Justice Bias	Detailed Writing Captivating hooks Storytelling techniques

Major Assessment: Social Commentary

Major Assessment: Personal Narrative/ College Essay

Standards

RI.CR.11–12.1., RL.CI.11–12.2, .RI.TS.11–12.4,,, RI.PP.11–12.5. RI.MF.11–12.6., RL.CT.11–12.8 ,W.NW.11–12.3.,
W.WP.11–12.4.