

Course Name: Grade 11 English III

Course#: H1302-Academic

Grade: 11

Level: 0

Semester: 5x

Credits: 5

Course Description:

English III concentrates primarily on the study of British literature complemented by thematically connected world literary selections. The literature emphasizes critical analysis, evaluation of historical and cultural influences on the literary works and philosophies, and interpretations of themes which transcend literary eras. Historical eras include the Anglo-Saxon period, Medieval Age, the Renaissance, the Restoration, the Romantic and Victorian Ages, as well as modern and contemporary ages.

In addition to the literary units, students are expected to read a variety of books outside of class. Students will engage in writing frequently in a variety of genres including analytical, persuasive, descriptive, critical, author parody and other forms of exposition. Grammatical instruction and vocabulary will be studied in reading context and through direct instruction. All English III students will continue to engage in the formal research process. Summer reading is a prerequisite for the course.

Course Proficiencies:

The following is a list of proficiencies that describes what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (NJSLs.RL.11-12.1; NJSLs.RI.11-12.1)
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (NJSLs.RL.11-12.2; NJSLs.RI.11-12.2)
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (NJSLs.RL.11-12.3)
4. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (NJSLs.RI.11-12.3)
5. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (NJSLs.RL.11-12.4; NJSLs.RI.11-12.4)

6. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (NJSLS.RL.11-12.5)
7. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (NJSLS.RI.11-12.5)
8. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (NJSLS.RL.11-12.6)
9. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (NJSLS.RI.11-12.6)
10. Analyze multiple interpretations of a story, drama, or poem. (NJSLS.RL.11-12.7)
11. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (NJSLS.RI.11-12.7)
12. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (NJSLS.W.11-12.1)
13. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (NJSLS.W.11-12.2)
14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (NJSLS.W.11-12.4)
15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (NJSLS.W.11-12.5)
16. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (NJSLS.W.11-12.6)
17. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (NJSLS.W.11-12.7)
18. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (NJSLS.W.11-12.8)
19. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (NJSLS.SL.11-12.1)
20. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies

- among the data. (NJSLS.SL.11-12.2)
21. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (NJSLS.SL.11-12.3)
 22. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (NJSLS.SL.11-12.4)
 23. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (NJSLS.SL.11-12.5)
 24. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (NJSLS.SL.11-12.6)
 25. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (NJSLS.L.11-12.1)
 26. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (NJSLS.L.11-12.2)
 27. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (NJSLS.L.11-12.3)
 28. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (NJSLS.L.11-12.4)
 29. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSLS.L.11-12.5)
 30. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (NJSLS.L.11-12.6)
 31. Review career goals and determine steps necessary for attainment. (NJSLS.9.2.12.C.1)
 32. Identify transferable career skills and design alternate career plans. (NJSLS.9.2.12.C.3)
 33. Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. (NJSLS.T.8.1)
 34. Develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. (NJSLS.T.8.2)

Assessments:

- Tests/quizzes
- Open-ended responses and essays
- Individual and group projects
- Multimedia presentations

- Classroom discussion

Board Adopted Materials:

Text: *Elements of Literature: Essentials of British and World Literature*
Publisher: Holt, Rinehart and Winston
Copyright: 2007

Text: *Vocabulary Workshop*_(NJSL.S.Level E)
Author (Ed.): Shostak, Jerome
Publisher: Sadlier-Oxford
Copyright: 1996