

English 11 With Bridge Course Syllabus

In this year-long course, students in semester one of *English 11* apply age-appropriate skills to their study of language, literature, informational texts, writing, and speaking and listening. Students analyze literary elements in a variety of fiction and nonfiction genres and apply skills in research and technology to produce and present oral and written texts. Students examine the essential questions: *How do we assert/demonstrate individuality? How do we develop individuality? How does society change?* and *How do we explore our individuality?* by studying age-appropriate literature, as determined by critical research, pilot studies, and current educational use. The daily instructional outcomes align to the Common Core State Standards for Reading, Writing, Language, and Speaking and Listening.;

The curriculum uses the works listed below because of their literary merit. Although some works may contain strong language and/or sophisticated themes, they develop the powerful ideas of great literature and illuminate classical themes in a contemporary context. Their study in the high school English classroom, therefore, enables students to apply critical thinking processes to realistic issues encountered in the world and in widespread contemporary cultures, and to understand and appreciate mature literature to enrich and extend the experiences of their lives. We encourage parents to participate fully in their adolescents' education, to read along with them, and to discuss literature together as they emerge into adulthood.

During the first marking period, students in English 11 will use the MSDE curriculum to complete the Bridge Project, which is an alternate assessment required for graduation for those students who did not pass the PAARC 10 English Assessment.

Program Outcomes

By the end of the course, students will demonstrate these abilities with proficiency:

1. Comprehend, interpret, and analyze a variety of print, non-print, and electronic texts, and other media;
2. Compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for an audience and purpose;
3. Control language by applying Standard English in writing and speaking and making effective language choices;
4. Effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats;
5. Listen effectively in a variety of situations and for a variety of purposes

Quarter 1 – How do we demonstrate individuality?? Basic Texts: *EMC Mirrors & Windows*,
MSDE Bridge Project

Guiding Questions:

- What is individuality?
- How does community impact individuality?
- Unit 3: Is individuality a natural right?

Quarter 2 – How do we develop individuality?? Basic Texts: *EMC Mirrors & Windows*, *The Great Gatsby*

Guiding Questions:

- Is individuality a goal or a process?
- How do relationships impact individuality?
- To what extent are we capable of overcoming societal norms to truly become individuals?

Please return the form below to your English teacher.

I have reviewed the syllabus that describes the course *English 11* and I understand its goals, content, and expectations.

Student name: _____

Parent/guardian signature: _____ date: _____

Comments: