LCHS Grade 11 Syllabus

Grading

Each assignment will be given a specific point value:

-Classwork and Homework assignments will be worth 10-25 points.

-Quick writes will be worth 20 points each

-Common Assessments, Essays, and Unit Tests will be worth 50-100 points.

-No assignment categories are weighted. All points are added together, and your final grade is based on the percentage of total points earned. To determine the grade, simply divide the number of points earned by the number of points possible. The result will be your percentage out of 100. You will be able to view your grades and average at any time using the online grade program, Skyward.

Late work policy for the LCHS English department:

-No late work will be accepted after the end of an end-of-unit assessment (the close of the unit)

-50% will be deducted from late assignments that should have been completed in class (charts, questions, or quickwrites)

Canvas/Access to instructional materials:

Parents are encouraged to join Canvas through the Canvas Parent App if they would like access to instructional materials. Directions for creating an account can be found [here](). Skyward is our primary gradebook and is considered to be the official grading system for all courses at Lenoir City High School. We encourage all families to use their Skyward Parent Access accounts for current attendance and grading information.

Curriculum

The grade 11 curriculum continues to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Robert Browning; seminal pieces from Elie Wiesel; and contemporary literature. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction.

Module 1

In this module, students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text.

Module 1 establishes key protocols and routines for reading, writing, and discussion that will continue throughout the year. Although these protocols are introduced in the ninth grade modules and spiral through the tenth grade modules of this curriculum, this module provides sufficient support for teachers who are implementing the routines for the first time.

Unit 1: "My Last Duchess," Robert Browning

"My Last Duchess" is a dramatic monologue written by Victorian poet Robert Browning in 1842. In the poem, the Duke of Ferrara uses a painting of his former wife as a conversation piece. The Duke speaks about his former wife's perceived inadequacies to a representative of the family of his bride-to-be, revealing his obsession with controlling others in the process.

-**Unit 2:** *Hamlet*, **William Shakespeare**
-*Hamlet* tells of the tragedy of Prince Hamlet's journey to avenge his father, who was zealously murdered by his uncle Claudius, eyeing to marry Hamlet's mother, the Queen of Denmark, to secure his place in Danish monarchy. Throughout the play, Hamlet begins to question his sanity. Was it really the spirit of his late father instructing him to avenge his death, or was it a demon deceiving him into committing senseless murder? Written in Early Modern English, the play lays out a disturbing tale of a young man's rapid descent into madness.

Unit 3: "A Room of One's Own," Virginia Woolf (excerpt from part three of the extended essay)
- "A Room of One's Own" is an extended essay by Virginia Woolf, first published in September 1929. Woolf addresses the status of women, and women artists in particular, in this famous essay, which asserts that a woman must have money and a room of her own if she is to write. According to Woolf, centuries of prejudice and financial and educational disadvantages have inhibited women's creativity.

Module 3

In Module 3, students engage in an inquiry-based, iterative process for research. Students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which serves as the early foundation of what will ultimately become a written research-based argument paper. The research-based argument paper synthesizes and articulates several claims using valid reasoning and relevant and sufficient evidence to support the claims. Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by revising and editing.

Unit 1: Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.

Unit 2: Student research sources will vary. Students choose texts for research based on their individual research question/problem.

Model Research Sources:
- "When the U.N. Fails, We All Do" by Fareed Zakaria (Source #1)
- "Why Genocide?" by Fred Edwords (Source #2)
- "After Rwanda's Genocide" by The New York Times Editorial Board (Source #3)
- "Bodies Count; A definition of genocide that makes sense of history." by Aaron Rothstein (Source #4)
- "The Only Way to Prevent Genocide" by Tod Lindberg (Source #5)
- "Convention for the Prevention and Punishment of Genocide" by William A. Schabas (Source #6)
- "Convention on the Prevention and Punishment of the Crime of Genocide" by The U.N. (Source #7)
- "The Ten Stages of Genocide." By Gregory Stanton (Source #8)
- "Why Do We Look the Other Way?" By Gregory Stanton (Source #9)
- "Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the University of Nebraska Lincoln (Source #10)

Unit 3: Student research sources will vary. By Unit 3, students have chosen texts for research based on their individual research question/problem.

Module 4

In this module, students read, discuss, and analyze literary texts, focusing on the authors' choices in developing and relating textual elements such as character development, point of view, and central ideas while also considering how a text's structure conveys meaning and creates aesthetic impact. Additionally, students learn and practice narrative writing techniques as they examine the techniques of the authors whose stories students analyze in the module. Using the module texts as exemplars of narrative writing, students practice narrative writing techniques to produce a variety of text-based narrative writing. Narrative writing prompts draw inspiration from the module texts, but allow for less structured narrative writing practice.

Unit 1: O'Brien, Tim. The Things They Carried.
Erdrich, Louise. The Red Convertible.

Unit 2: Chopin, Kate. The Awakening and Other Stories. O'Brien, Tim. The Things They Carried.
Erdrich, Louise. The Red Convertible.

Module 1

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: "Then all smiles stopped together."				
"My Last Duchess" (Browning)	6	· Read closely for textual details · Annotate texts to support comprehension and analysis · Engage in productive evidence-based discussions about text · Collect evidence from texts to support analysis · Organize evidence to plan around writing · Determine meaning of unknown vocabulary · Question texts during reading to deepen understanding · Analyze the impact of an author's choices · Summarize a text objectively	RL.11-12.1 RL.11-12.2 **RL.11-12.3** RL.11-12.4 **RL.11-12.6** **W.11-12.2.b** W.11-12.5 **SL.11-12.1.b** L.11-12.4.a,c	**Mid-Unit: None.** **End-of-Unit:** Students draft a one-paragraph response to the following prompt, citing evidence from the text: *How does the revelation in lines 45–47 impact the development of the Duke's character over the course of the poem?*

Hamlet (Shakespeare)	25	· Read closely for textual details · Annotate texts to support comprehension and analysis · Engage in productive evidence-based discussions about text · Collect evidence from texts to support analysis · Organize evidence to plan around writing · Revise writing according to purpose · Determine meaning of unknown vocabulary · Question texts during reading to deepen understanding · Analyze the impact of an author's choices · Summarize a text objectively	**RL.11-12.2** **RL.11-12.3** **RL.11-12.4** **RL.11-12.5** **RL.11-12.6** **W.11-12.2.a-f** W.11-12.9.a **SL.11-12.1** **a**,b,**c**,d,e **L.11-12.1** **L.11-12.2** L.11-12.4.a-d **L.11-12.5.**a,b	**Mid-Unit:** Students draft a multi-paragraph response to the following prompt, citing evidence from the text: *Select one of Hamlet's first three soliloquies. In this soliloquy, how does Shakespeare develop the character of Hamlet in relation to other characters in the play?* **End-of-Unit:** In this two-day assessment, students draft a multi-paragraph response to the following prompt, citing evidence from the text: *Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that Shakespeare uses to develop or relate these central ideas.*

Text	Days in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
A Room of One's Own (Woolf)	8	·Read closely for textual details · Annotate texts to support comprehension and analysis · Engage in productive evidence-based discussions about text · Collect evidence from texts to support analysis · Organize evidence to plan around writing · Revise writing according to purpose · Determine meaning of unknown vocabulary · Question texts during reading to deepen understanding · Make connections to other texts, ideas, cultural perspectives, etc. ·Analyze the impact of an author's choices ·Summarize a text	**CCRA.R.9** RL.11-12.1 **RL.11-12.3** RI.11-12.1 **RI.11-12.2** **RI.11-12.3** **RI.11-12.6** **W.11-12.2.a-f** W.11-11.9.a,b SL.11-12.1.a-e **L.11-12.1** **L.11-12.2** L.11.12.4.a L.11-12.5.a	**Mid-Unit:** Students draft a multi-paragraph response to the following prompt, citing evidence from the text: *Choose two or more central ideas in* A Room of One's Own *and analyze their development and interaction over the course of the text.* **End-of-Unit:** In this two-day assessment, students draft a multi-paragraph response to the following prompt, citing evidence from the texts: *Analyze the relationship between Woolf's text and the character of Ophelia.*

Module 2

Text	Days in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1:				
Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.	11	· Read closely for textual details. · Annotate texts to support comprehension and analysis. · Engage in productive	**CCRA.8** **RI.11-12.1.a** **RI.11-12.2** **RI.11-12.6** **W.11-12.2.a, b,**	**End-of-Unit:** Students complete a two-part writing assessment in response to the following prompts:

		evidence-based discussions about text. · Collect and organize evidence from texts to support analysis in writing. · Collect and organize evidence from texts to support claims made in writing. · Use vocabulary strategies to define unknown words. · Identify potential topics for research within a text. · Use questioning to guide research. · Conduct pre-searches to validate sufficiency of information for exploring potential topics. · Delineate arguments and explain relevant and sufficient evidence. · Analyze perspectives in potential research texts.	**d, e, f,** **W.11-12.7** **W.11-12.9.b** **L.11-12.1** **L.11-12.2** W.11-12.4 SL.11-12.1. c L.11-12.1.a L.11-12.3.a L.11-12.4.a-d L.11-12.5.a	**Part 1:** How do two or more central ideas interact and build on one another over the course of the text? **Part 2:** Articulate two to three distinct areas of investigation and where they emerge from the text.
Unit 2:				
Student research sources will vary. Model research sources: 1. "When the U.N. Fails, We All Do" by Fareed Zakaria 2. "Why Genocide?" by Fred Edwords 3. "After Rwanda's Genocide" by The New York Times Editorial Board 4. "Bodies Count; A definition of genocide that makes sense of history" by Aaron Rothstein 5. "The Only Way to Prevent Genocide" by Tod Lindberg 6. "Convention for the	15	· Assess sources for credibility, relevance, and accessibility. · Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument. · Develop, refine, and select inquiry questions for research. · Develop and continually assess a research frame to guide independent searches. · Collect and organize evidence from research to support analysis in writing.	**CCRA.8** **RI.11-12.1.a** **W.11-12.1.b** **W.11-12.7** **W.11-12.8.** **W.11-12.9** **SL.11-12.1.d** **SL.11-12.4** W.11-12.1.a W.11-12.4 SL.11-12.3 L.11-12.4.a-d	**End-of-Unit**: Students turn in a completed Research Portfolio, including their Research Journals. In addition, students write a one-page synthesis of their developing perspectives derived from their research. Students draw on the research evidence collected to express an Evidence-Based Perspective on their problem-based question.

Prevention and Punishment of Genocide" by William A. Schabas 7. "Convention on the Prevention and Punishment of the Crime of Genocide" by the U.N. 8. "The Ten Stages of Genocide." By Gregory Stanton 9. "Why Do We Look the Other Way?" By Gregory Stanton 10."Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the Univ of Nebraska		· Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research. · Develop counterclaims in opposition to claims. · Create oral presentations, keeping in mind audience's concerns, values, and potential biases.		
Unit 3:				

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Student texts (research sources) will vary. By Unit 3, students have chosen texts for research based on their individual problem-based question.	12	· Collect and organize evidence from research to support analysis in writing. · Analyze, synthesize, and organize evidence-based claims. · Write effective introduction, body, and conclusion paragraphs for a research-based argument paper. · Use proper MLA citation methods in writing. · Edit for a variety of purposes, including using hyphens, capitalization, punctuation, and correct spelling. · Use formal style and objective tone in writing. · Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals, etc.). · Write coherently and cohesively. · Vary syntax for effect, while consulting references when needed.	**W.11-12.1.a-e** **W.11-12.4** **W.11-12.5** **W.11-12.9** **L.11-12.1** **L.11-12.2** **L.11-12.3** W.11-12.7 W.11-12.8 SL.11-12.1 SL.11-12.4 SL.11-12.6 L.11-12.1.b L.11-12.2.a, b L.11-12.3.a L.11-12.6	**End-of-Unit:** Students are assessed on the alignment of the final draft to the criteria of a research-based argument paper (W.11-12.1). The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning.

Module 4

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: ""You're twenty-one years old, you're scared, and there's a hard squeezing pressure in your chest. What would you do?"				
"On the Rainy River" *from The Things They Carried* by Tim O'Brien	16	● Read closely for textual details ● Annotate texts to support comprehension and analysis	**RL.11-12.2** **RL.11-12.3** **RL.11-12.5** **RL.11-12.6** **W.11-12.2 a-f**	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: Choose a specific part of

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
"The Red Convertible" from *The Red Convertible* by Louise Erdrich		- Engage in productive, evidence-based discussions about texts - Collect and organize evidence from texts to support analysis in writing - Collect and organize evidence from texts to support analysis in discussion - Use vocabulary strategies to define unknown words - Independently read a text in preparation for supported analysis - Paraphrase and quote relevant evidence from a text - Generate and respond to questions in scholarly discourse - Examine and analyze fiction texts for effective narrative writing technique - Practice narrative writing techniques and skills - Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing	**W.11-12.3.a,b** **W.11-12.4** **W.11-12.5** W.11-12.6 W.11-12.9.a **SL.11-12.1.a, c** SL.11-12.1.d **L.11-12.1** **L.11-12.2** L.11-12.4.a L.11-12.5	the text and analyze how it contributes to the overall meaning and structure of the text. **End-of-Unit Part 1:** Students engage in a formal, evidence-based discussion in response to the following prompt: Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence. **End-Of-Unit Part 2:** Students brainstorm, prewrite, draft, peer review, revise, edit, and publish a text-based narrative writing piece in response to the following prompt: Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view.
Unit 2: "She wanted to swim far out, where no woman had swum before."				
The Awakening by Kate Chopin "On the Rainy River" from *The Things They*	22	- Read closely for textual details - Annotate texts to support comprehension and analysis	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 **W.11-12.2 a-f**	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: How does the development of Edna's

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Carried by Tim O'Brien "The Red Convertible" from *The Red Convertible* by Louise Erdrich		• Engage in productive, evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing • Collect and organize evidence from texts to support analysis in discussion • Use vocabulary strategies to define unknown words • Independently read a text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Generate and respond to questions in scholarly discourse • Examine and analyze fiction texts for effective narrative writing technique • Practice narrative writing techniques and skills • Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing	W.11-12.3.c-e **W.11-12.4** **W.11-12.5** **W.11-12.9.a** **SL.11-12.1.a, c, d** L.11-12.4.a, b L.11-12.5	character contribute to two interrelated central ideas in the text? **End-of-Unit:** Students engage in a formal, evidence-based discussion in response to the following prompt: Who or what bears the most responsibility for the tragic conclusion of *The Awakening*?