

Brunswick School Department  
English Language Arts  
Grade 11 Honors English III

### **Course Overview**

This course is designed for 11th grade students who wish to pursue a course in English that will lead to the Advanced Placement course in 12th grade and that will prepare them for college level expectations. Students will focus on American literature---novels, essays, drama, and poetry---with an emphasis on intensive and extensive reading. Students will extend their studies in rhetoric to seminal U.S. texts of historical and literary significance (including “The Gettysburg Address,” “On the Constitution,” “Sinners in the Hands of an Angry God,” “What to the Slave is the Fourth of July?,” “The American Scholar” and “Letter from Birmingham Jail.”) Writing will include rhetorical analyses, essays (literary analysis, narrative, and persuasion), explications, and the standard junior paper requirement.

### **Essential Understandings**

- Reading a wide variety of literature and literacy nonfiction offers insights into the human condition and serves as models for students’ own thinking and writing.
- Writing is a means of asserting and defending claims, displaying knowledge, and conveying experiences and feelings. This ability to communicate is vital to career, college, and life experiences.

### **Brunswick Priority Standards and Performance Indicators**

(as based on the Maine Learning Results)

#### **P.S. ELA-1 Language: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- a. Notice and correct grammatical and mechanical errors in writing.
- b. Demonstrate command of correct sentence structure and variety.
- c. Apply standard usage to formal speaking and writing.

#### **P.S ELA-2 Reading Analysis: 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.**

- a. Evaluate the relevant themes and synthesize how they are present in the novel in oral and written responses.
- b. Interpret the implications of setting and circumstance.
- c. Analyze the role of characters in the plot in oral and written responses.
- d. Analyze important quotations from the text in oral and written responses.
- e. Annotate the text.

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**P.S ELA-3 Reading Craft and Structure: 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 a text.**

- a. Understand SOAPSTone: Speaker, Occasion, Audience, Purpose, Subject, Tone.
- b. Analyze the plot and/or design of the text, following shifts in time and place.

**P.S ELA-4 Writing Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- a. Select and limit a debatable thesis.
- b. Research evidence using credible sources.
- c. Select an appropriate organizational plan.
- d. Acknowledge alternate sides of a position.
- e. Apply the standards of English conventions.
- f. Apply persuasive strategies.
- g. Create a Works Cited for evidence used.

**P.S ELA-5 Writing Craft: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- a. Create an effective introduction.
- b. Use showing details v. telling details.
- c. Maintain a focus on the main idea throughout the body paragraphs.
- d. Write an effective conclusion.

**P.S. ELA-6 Research-based Writing: Compose research-based writing to examine a topic through the selection, organization, analysis, and synthesis of relevant content.**

- a. Gather relevant information from multiple authoritative print and digital sources.
- b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- c. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- d. Follow a standard format for citation.
- e. Select and limit an appropriate topic.
- f. Take notes using a minimum of three sources.
- g. Prepare an outline and multiple drafts
- h. Write a works cited page.
- i. Write a strong introduction and conclusion.
- j. Include precise, effective quotations that directly correspond to the main idea.

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**P.S. ELA-7 Speaking and Listening: Engage effectively in well-reasoned exchange of ideas**

- a. Attentively listen to the words of a speaker.
- b. Summarize what someone has said.
- c. Defend, refute, or challenge the ideas of others.
- d. Use evidence to support a position.
- e. Organize ideas clearly and logically.
- f. Use annotations of the text to contribute to class discussion.

**Examples of Formative / Summative Assessments**

- In-class discussions
- Presentations [individual, small group]
- Quizzes and tests
- In-class writing
- Extended take-home writing
- Text annotation
- Close reading practices
- Vocabulary and grammar exercises
- Narrative, nonfiction, argumentative, and literary analysis essay writing [SAT Essays, Junior Paper]
- Rhetorical Analyses
- Formal Poem Presentation

**Sample Texts and Materials/Resources**

**NOVELS:**

*Catcher in the Rye* J. D. Salinger  
*The Great Gatsby* F. Scott Fitzgerald  
*The Adventures of Huckleberry Finn* Mark Twain  
*The Road* Cormac McCarthy  
*In Cold Blood* Truman Capote

**PLAYS:**

*The Crucible* Arthur Miller  
*Death of a Salesman* Arthur Miller

**SHORT STORIES:**

"Nine Stories" J. D. Salinger  
"The Diamond As Big as the Ritz" F. Scott Fitzgerald  
"The Cask of Amontillado" Edgar Allen Poe  
"Silent Snow, Secret Snow" Conrad Aiken  
"A Good Man is Hard To Find" Flannery O'Conner  
"The Devil and Daniel Webster" Stephen Benet  
"The Devil and Tom Walker" Washington Irving

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"The Outcasts of Poker Flats" Brett Hart  
"A Mother's Tale" James Agee  
"National Pastime" John Cheever  
"By The Waters of Babylon" Stephen Benet  
"Young Goodman Brown" Nathaniel Hawthorne  
"The Minister's Black Veil" Nathaniel Hawthorne  
"The Short Happy Life of Francis Macomber" Ernest Hemingway  
"The Bear" William Faulkner  
*In Our Time* by Ernest Hemingway

**ESSAYS:**

"Birmingham Jail" Martin Luther King, Jr.  
"Champion of the World" Maya Angelou  
"How I Learned to Read and Write" Frederick Douglass  
"What to the Slave is the Fourth of July" Frederick Douglass  
"On The Constitution" Ben Franklin  
"Silence Dogood" Ben Franklin  
"Moral Improvement" essay by Ben Franklin  
Lou Gehrig speech  
"Ain't I a Woman?" Sojourner Truth  
"Salvation" Langston Hughes  
"The Chase" Annie Dillard  
"The BoxMan" Ascher  
"Once More To The Lake" E.B. White  
"Civil Disobedience" Thoreau  
"Where I Lived" Thoreau  
"American Scholar" Emerson  
"Self-Reliance" Emerson  
"Does Google Make us Stupid?" Nicholas Carr  
Second Inaugural Address, Abraham Lincoln  
Gettysburg Address, Abraham Lincoln  
"Sinners in the Hands of an Angry God," Jonathan Edwards  
No Name Woman, Maxine Hong Kingston

**POETRY:**

"O Captain my Captain" Whitman  
"When I Heard The Learn'd Astronomer" Whitman  
"The Wound Dresser" Whitman  
"Beat Beat Drums" Whitman  
Emily Dickinson Poems  
"Upon The Burning of Our House" Bradstreet  
"The Prologue" Bradstreet  
"The Author to her Book" Bradstreet  
"On The Death of My Granddaughter" Bradstreet

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"Mending Wall" Frost  
"The Road Less Travelled" Frost  
Longfellow Slave Poetry