

# English 11 Overview

Content Area: **English/Language Arts**  
Course(s): **BRITISH LITERATURE**  
Time Period:  
Length: **N/A**  
Status: **Published**

## **COVER**

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### **EAST BRUNSWICK PUBLIC SCHOOLS** East Brunswick New Jersey

#### **Superintendent of Schools**

Dr. Victor P. Valeski

#### **ENGLISH/LANGUAGE ARTS**

##### **British Literature**

Course No. 1007

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Course Adoption: 04/21/1986  
Curriculum Adoption: 10/09/1999  
Date of Last Revision Adoption: 11/02/2017

## Course Overview

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English 11 explores significant works of literature, both fiction and nonfiction, from a thematic perspective. In addition to reading both short and full-length works, students engage in analytic discussion regarding themes and characters within the works and apply their understanding to personal experience, as well as make connections across texts. Frequent analytical, narrative, and synthesis style writing assignments are an important part of this course. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards.

## Anchor Units and Primary Texts

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Unit		
Unit	Primary Text(s)	Scope
The Duality of Man	<i>Lord of the Flies</i> ; Minimum 1 nonfiction text	6-8 weeks
The Hero's Journey	<i>Beowulf</i> ; Minimum 1 nonfiction text	6-8 weekss
Power and Control	<i>Macbeth</i> ; Minimum 1 nonfiction text	6-8 weeks
Gender and Cultural Perspectives	Student selected literature circle novel; Minimum 1 nonfiction text	6-8 weeks

\*\*\*Newsela is available for differentiated reading assignments.

\*\*\*\*The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to “eye read” grade level text but are able to comprehend when “ear reading” or listening.

## Standards

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LA.L.11-12	Language
LA.W.11-12	Writing
LA.RI.11-12	Reading Informational Text
LA.RL.11-12	Reading Literature
LA.SL.11-12	Speaking and Listening
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

## **Grading and Evaluation Guidelines**

### **GRADING PROCEDURES**

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

	<b>Marking Period 1</b>	<b>Marking Period 2</b>	<b>Marking Period 3</b>	<b>Marking Period 4</b>
<b>Homework</b>	10%	10%	10%	10%
<b>Assessments</b>	90%	90%	80%	90%
<b>Performance</b>	-	-	10%	-

**Other Details**

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**COURSE NAME: ENGLISH 11 ACADEMIC****SCED: 01056 British Literature**

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective Or Required	Initial Course Adopted
<b>1007</b>	<b>055</b>	<b>A</b>	<b>11</b>	<b>5.00</b>	<b>210</b>	<b>Required</b>	