

**Cocalico School District**  
**Year-at-a-Glance - Curriculum Overview**

**Department: HS English/ Communication Arts      Course: English 11- Communication Arts (032)**  
**Grade Level: 11**

**Big Ideas**

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one’s ability to express ideas and information.
- Effective research requires the use of varied resources to gain or expand knowledge.

Units of Study	% of Course Time	Textbooks & Supplemental Materials	Assessments	Standards Addressed
<ul style="list-style-type: none"> <li>• Analyzing Themes and Society Through <i>The Giver</i></li> </ul>	29%	<ul style="list-style-type: none"> <li>• <i>The Giver</i> by Lois Lowry text, movie</li> <li>• Various articles, videos</li> <li>• Weekly creative writing</li> <li>• Weekly vocabulary study</li> <li>• Student-selected book</li> </ul>	<ul style="list-style-type: none"> <li>• Hexagonal Thinking Project</li> <li>• Theme Analysis Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.3.11-12.B, C, D, K</li> </ul>
<ul style="list-style-type: none"> <li>• Analyzing Injustice Through <i>Night</i></li> </ul>	23%	<ul style="list-style-type: none"> <li>• <i>Night</i> by Elie Wiesel text</li> <li>• Weekly creative writing</li> <li>• Weekly vocabulary study</li> <li>• Student-selected book</li> <li>• Various articles, podcasts, videos</li> </ul>	<ul style="list-style-type: none"> <li>• Injustice Podcast Project</li> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.2.11-12.A, B, C, D, L</li> <li>• 1.5.11-12.D, E, G</li> </ul>
<ul style="list-style-type: none"> <li>• Exploring and Understanding Journalism in the 21<sup>st</sup> Century</li> </ul>	13%	<ul style="list-style-type: none"> <li>• Various articles, podcasts, videos</li> <li>• Student-selected news items</li> <li>• Weekly creative writing</li> <li>• Weekly vocabulary study</li> <li>• Student-selected book</li> </ul>	<ul style="list-style-type: none"> <li>• Op-ed</li> <li>• News Website Evaluation</li> <li>• Article Comparison</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.2.11-12.B, E, G, L</li> <li>• CC.1.4.11-12.B, D, F, G, H, K, L, R, V, X</li> </ul>
<ul style="list-style-type: none"> <li>• Using ELA Skills to Prepare for Life After High School</li> </ul>	10%	<ul style="list-style-type: none"> <li>• Various career, college resources</li> <li>• Various articles, podcasts, videos</li> <li>• Weekly creative writing</li> <li>• Weekly vocabulary study</li> <li>• Student-selected book</li> </ul>	<ul style="list-style-type: none"> <li>• Career and College Preparation Project</li> <li>• Writing Professional Emails</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.2.11-12.G</li> <li>• CC.1.4.11-12.A, B, C, F, L, R, X</li> <li>• CC.1.5.11-12.E, F, G</li> </ul>
<ul style="list-style-type: none"> <li>• Exploring the Human Condition Through <i>The Kite Runner</i></li> </ul>	25%	<ul style="list-style-type: none"> <li>• <i>The Kite Runner</i> by Khaled Hosseini text, movie</li> <li>• Weekly creative writing</li> <li>• Various articles, videos</li> <li>• Weekly vocabulary study</li> <li>• Student-selected book</li> </ul>	<ul style="list-style-type: none"> <li>• Hexagonal Thinking Final Project</li> <li>• Class Discussion</li> <li>• DIDLS Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.3.11-12.B, C, D, E, F, G, I, K</li> </ul>



**Eagle P.A.C.T. Course Connections:**

English 11 encourages students to think critically about what they read, to communicate effectively in oral and written forms, to adapt and be flexible in their writing and response to texts, and to collaborate with others as they engage in conversations about literature and how it applies to the world.