

* **Subject Area:** English

* **Category:** English

* **Grade Level
for which this
course has been
designed:**

9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course classified as a Career Technical Education:** No

* **Brief Course Description**

This course is designed for 11th grade students to satisfy California State Standards and provide for college preparation. Students read works of American writers and view works of American artists in terms of literary, political and cultural perspectives. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising. Creative thinking is encouraged and evaluative thinking is required.

Pre-Requisites

Grade C or better in English 10 - Required

Co-Requisites

CSU Expository Reading & Writing Course - Recommended

Context for Course (optional)

History of Course Development (optional)

Textbooks

TEXTBOOK 1

* **Title:** House Made of Dawn

* **Edition:** 1999

*
**Publication
Date:** 1999

*
Publisher: Harper Perennial

*
Author(s): Scott Momaday

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

* **Title:** To Kill a Mockingbird

* **Edition:** 1988

TEXTBOOK 2

*** Publication Date:** 1988

*** Publisher:** Grand Central Publishing

*** Author(s):** Harper Lee

URL Resource:

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 3

*** Title:** The Great Gatsby

*** Edition:** 2004

*** Publication Date:** 2004

*** Publisher:** Simon & Schuster

*** Author(s):** F. Scott Fitzgerald

URL Resource:

TEXTBOOK 3*** Usage:**

Primary Text

Read in entirety or near entirety

TEXTBOOK 4*** Title:**

The Adventures of Huckleberry Finn

*** Edition:**

1981

*******Publication
Date:**

1981

*******Publisher:**

Barnes & Noble

*******Author(s):**

Mark Twain

URL**Resource:***** Usage:**

Primary Text

Read in entirety or near entirety

TEXTBOOK 5*** Title:**

The Scarlet Letter

TEXTBOOK 5

* **Edition:** 1981

*
Publication Date: 1981

*
Publisher: Bantam Books

*
Author(s): Nathaniel Hawthorne

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 6

* **Title:** I Know Why the Caged Bird Sings

* **Edition:** 1983

*
Publication Date: 1983

*
Publisher: Bantam Books

*
Author(s): Maya Angelou

TEXTBOOK 6**URL****Resource:***** Usage:**

Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Concise Anthology of American Literature

6th edition/2005

McMichael & Leonard

This book contains selections from Volumes I and II of the Anthology of American Literature. Carefully selected works introduce readers to America's literary heritage. It provides a wealth of additional contextual information surrounding the readings as well as the authors themselves. An expanded chronological chart and interaction time line help readers associate literary works with historical, political, technological, and cultural developments. Other coverage includes a continued emphasis on cultural plurality, including the contributions to the American literary canon made by women and minority authors, and a reflection of the changing nature of the canon of American Literature.

*** Course Purpose**

By the end of this course students will:

1. gain insight to the major ideals and beliefs which guided the developing American nation and serve as a common heritage for modern America.
2. develop an understanding of literature and art as reflections of social and political events and issues.
3. recognize the major literacy periods and genres in the development of American literature.

4. master skills for structured and extensive writing in various formats: research paper, comparison paper, literary analysis.
5. read extensively in a variety of genres of American literature.
6. expand vocabulary, grammar, and research writing skills through directed and independent study.

* Course Outline

Unit 1 – Puritanism, Rationalism and Deism

-Selected works from anthology and one full novel

CENTRAL TOPICS:

Students will read the following short documents and complete novel to understand: the philosophy of the time period; and the common language usage of the time and relevance to developing American culture.

Christopher Columbus, Columbus's Letter Describing His First Voyage,

Native American Voices, Myths and Tales,

The New England Primer

Thomas Paine, Common Sense

Thomas Jefferson, The Declaration of Independence,

The Federalist, The Federalist No.

Native American Voices

Novel

Benjamin Franklin, An Autobiography

Unit 2 - Puritanism, Rationalism and Deism Gives Way to the Age of Romanticism in America

-Selected works from anthology and two full novels

CENTRAL TOPICS

Students will read the following short documents and complete novels to understand: the philosophy of the time period; and the common language usage of the time and relevance to developing American culture.

The Legend of Sleepy Hollow, James Fenimore Cooper,

Abraham Lincoln, Gettysburg Address

Edgar Allan Poe: The Raven

Ralph Waldo Emerson

Henry Wadsworth Longfellow

Walt Whitman, Leaves of Grass and other poetry

Novels

Henry David Thoreau, Civil Disobedience

Nathaniel Hawthorne, Scarlet Letter

Unit 3 – Romanticism, Renaissance and Realism

Full Length Novel: Mark Twain, The Adventures of Huckleberry Finn

CENTRAL TOPICS

- *historical perspective of the era
- *examination of language usage
- *Mark Twain's themes and motifs
- *characters and roles

Unit 4 -American Modernism

Full Length Novel: Harper Lee, To Kill a Mockingbird

CENTRAL TOPICS

- *historical and geographical perspective
- *identifying conflicts
- *heroes and villains
- *sages and apprentices
- *film vs literature

Unit 5 - Modernist Era Continued

Full length Novel: F. Scott Fitzgerald, The Great Gatsby

CENTRAL TOPICS

- *American idealism vs. disillusionment of the the modernist era
- *class system in America
- *research on American values
- *context and backdrop in literature

Unit 6 - Contemporary vs. Modern Themes

Full Length Novel: Maya Angelou, I Know Why the Caged Bird Sings

CENTRAL TOPICS

- *coming of age heroes/heroines
- *relevant topics in modern literature

- *focus on elements of the story
- *changes in setting/conflicts and impact on outcome

Unit 7 - Postmodern Themes

Full Length Novel: Scott Momaday, *House Made of Dawn*

Excerpt from the anthology-William Faulkner

CENTRAL TOPICS

- *impacts of writing style and viewpoint
- *diversity
- *subcultures in America
- *overview of minority authors and their voices
- *culminating research paper

Unit 8 - Postmodernism Continues

Full Length Novel: Postmodern American novel - student choice from list provided by instructor

CENTRAL TOPICS

- *read and understand the voice of a Postmodern American novelist
- *evaluate elements of story, themes, symbols, writer's strategies and messages, character's roles - comprehensive written literary analysis
- *10-minute oral presentation with audio-visual components to share student evaluation and interpretation of the literary piece

* Key Assignments

Unit 1- Puritanism, Rationalism and Deism

1. Participate in weekly discussion group or class at learning center.
2. Read selected works for the unit.
3. Complete vocabulary exercises.
4. Complete summaries of short literary pieces to demonstrate comprehension
5. Write an evaluation of Benjamin Franklin's autobiography.
6. Write a comparison paper on the conflicting ideologies of the time
7. Complete short essay test on both the Colonial Period and the Age of Reason and Revolution in American Literature.

Unit 2 Puritanism, Rationalism and Deism Gives Way to the Age of Romanticism in America

1. Participate in weekly discussion group or class at learning center.
2. Read selected works for the unit.
3. Complete vocabulary exercises.
4. Complete summaries of short literary pieces to demonstrate comprehension
5. Write an expository paper on the themes of American Literature during the Age of Romanticism and how Civil Disobedience by Henry David Thoreau does or doesn't fit into the themes.
6. Write a journal entry from the point of view of a towns person in the town where the Scarlet Letter takes place.
7. Write an evaluation of the social structure of the community in Nathaniel Hawthorne's Scarlet Letter and how the piece of literature addresses the issue of social class and position.

Unit 3-Romanticism, Renaissance and Realism

1. Participate in weekly discussion group or class at learning center.
2. Read selected works for the unit.
3. Complete vocabulary exercises.
4. complete study guides for the novel
5. Complete a written evaluation of the characters' roles in the story of Huck Finn.
6. Write a paper on the evaluation of society performed by Mark Twain in the novel.

Unit 4-American Modernism

1. Participate in weekly discussion group or class at learning center.
2. Read selected works for the unit.
3. Complete vocabulary exercises.
4. complete study guides for the novel
5. Complete a written evaluation of Harper Lee's treatment of characters and their roles as heroes or villains
6. Write an expository paper on the themes of the Modern Era and how they appear in Harper Lee's story
7. Write a comparison paper of the film, to Kill A Mockingbird, and the book by Harper Lee.

End Semester 1:

Take comprehensive final over American Literature in the Colonial Era, Age of Reason, Romantic Era, American Renaissance, Age of Realism, and Modern Eras. Choose one time period above and write an expository paper on the literary works of the era as a reflection of the social and political events and issues of the time period.

Unit 5- Modernist Era Continued

1. Participate in weekly discussion group or class at learning center.
2. Read selected works for the unit.
3. Complete vocabulary exercises.
4. complete study guides for the novel
5. Complete a written evaluation of Fitzgerald's treatment of economic class in the novel
6. Research American values in the Modern Era and present the information to the class orally in teams.
7. Write an analysis of the descriptive language used by Fitzgerald to provide a backdrop for the story.

Unit 6- Contemporary vs. Modern Themes

1. Participate in weekly discussion group or class at learning center.
2. Read selected works for the unit.
3. Complete vocabulary exercises.
4. complete study guides for the novel
5. Complete a written evaluation of Angelou's treatment of racial discrimination in the novel
6. Relate the main character's coming of age experience with similar experiences that today's youth have
7. Write a shorter version of Maya Angleou's story set in you own times, and in your own town. Discuss how this impacts the outcome of the story.

Unit 7- Postmodern Times

1. Participate in weekly discussion group or class at learning center.
2. Read selected works for the unit.
3. Complete vocabulary exercises.
4. complete study guides for the novel
5. Complete a written evaluation of Momaday's treatment of mainstream society
6. Research subcultures in America, dividing the class to research various

sectors-and report, in pairs, orally to share information.

7. Read selected minority authors from the Anthology. Compare and Contrast their viewpoints, messages and themes.

8. Complete a culminating research paper on Postmodern themes of American Literature.

Unit 8- Postmodern Novel-Student Choice

1. Read novel

2. Write and extensive literary analysis of elements of story, themes, symbols, writer's strategies and messages, character's roles, writer's purpose and effectiveness of the novel.

End Semester 2:

Take comprehensive final over American Literature in the Colonial Era, Age of Reason, Romantic Era, American Renaissance, Age of Realism, and Modern Eras.

Unit 8 Extensive Analysis of Literature serves as semester paper for students.

* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose

to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

- Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.
- Discussion: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.
- Reading: Students read all required reading: primary novels in their entirety and supplemental materials in part.
- Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics. Activities vary from summary, short answer to extended essay. research papers, response to literature, and literary analysis. Papers are graded according to rubrics detailing: expected organization

of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation conventions.

- Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion, and always includes an outline or handout and audio-visual aides.
- Library/Internet Research: Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

* Assessment Methods and/or Tools

- Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher
- Written assignments evaluated by provided writing rubrics
- Oral presentations
- Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.
- Weekly homework assignments
- Chapter/Unit tests
- Comprehensive midterm/final

Assessment tools may also include the following:

- Participation in weekly lab activity with graded lab manual (science courses)
- Student demonstrations
- Student work samples
- Research Projects
- Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

* Reading

Reading includes:

Short pieces from the time periods covered, as well as the following full length novels:

Benjamin Franklin, *An Autobiography*

Nathaniel Hawthorne, *The Scarlet Letter*

Henry David Thoreau, *Civil Disobedience*

Mark Twain, *The Adventures of Huckleberry Finn*

Harper Lee, *To Kill a Mockingbird*

F. Scott Fitzgerald, *The Great Gatsby*

Maya Angelou, *I Know Why the Caged Bird Sings*

Scott Momaday, *House Made of Dawn*

William Faulkner, short story

Postmodern Novel-Student choice from approved list

Teachers may substitute other grade level college preparatory American Literature for unit instruction from approved list.

In each novel covered in the course, the students will:

*complete plot summary and analysis

*learn key facts about the work

*analyze major characters and their roles

*identify themes, motifs, and symbols

*identify important quotations

*be aware of author's historical context

*learn appropriate vocabulary

*write extensive paper

*take exam over the themes and significant works and authors of the various time periods

* Writing

Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics. Activities vary from summary, short answer, oral presentation with handouts and audio-visual aides. Extensive written treatments, either expository papers, research papers, comparisons essays, or literary analysis papers will be required as part of each unit. Essays and research papers are graded according to rubrics detailing expected content, organization of writing, and grammar and conventions.

Writing includes, but is not limited to:

Application of newly learned vocabulary

Summaries of short literary pieces to demonstrate comprehension

Evaluation of literature pieces

Comparison papers on the conflicting ideologies of the time

Short essays in unit tests on time periods in American Literature

Expository papers on the themes of American Literature

Journal entry from the point of view of a person in the novel

Evaluation an issue in a novel and author's techniques to treat the issue

Evaluation of the characters' roles

Expository paper on the literary works of the era as a reflection of the social and political events and issues of the time period

Analysis of the descriptive language used by the author to provide a backdrop for the novel

Re-write a shorter version of a story, changing the setting

Research paper

Extensive literary analysis of elements of story, themes, symbols, writer's strategies and messages, character's roles, writer's purpose and effectiveness of a particular novel

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House Made of Dawn is a novel by N. Scott Momaday, widely credited as leading the way for the breakthrough of Native American literature into the mainstream. It was awarded the Pulitzer Prize for Fiction in 1969. House Made of Dawn was conceived first as a series of poems, then replanned as stories, and finally shaped into a novel. It is based largely on Momaday's firsthand knowledge of life at Jemez Pueblo. Like Abel, Momaday lived inside and outside of mainstream society, growing up on the