

Grade 11

Honors III and Academic American Literature

Desired Student Outcomes and Performance Goals:

By the end of Grade 11 American Literature, students will:

- Demonstrate the ability to speak and write knowledgably and critically about a variety of American literature.
- Make connections between their own lives and the literature.
- Broaden their daily vocabulary through frequent reading assignments
- Engage in in-depth literary discussions in class.
- Knowledgably employ literary terminology in their written and spoken analysis.
- Recognize and explain motifs, themes, and archetypes in literature
- Identify and discuss symbolism in literature.
- Write an analytical essay about literary themes.
- Master the art of incorporating textual support into their essays.
- Create accurate works cited pages for their sources.
- Complete an in-depth author study; including writing a 7-10 page analytical paper on the chosen author.
- Be able to recognize and correct syntax problems in writing (their own and others')
- Know how to apply critical reading strategies to unfamiliar texts.
- Read independently and analyze independent readings.
- Master new vocabulary and build upon existing vocabulary in preparation for the SATs.

Course Content and Materials

This course is arranged in a chronological frame work that has been adapted to reflect the American History course chronology, in order to provide students with reinforced humanities learning.

Students are expected to complete one independent reading assignment each marking period. Books may be chosen from a list of American literature to be determined by the course instructor. The teacher will assign at least one formal critical literary essay each marking period. Each of these essays should focus on an element of the literature being studied in class. Students must complete a minimum of three drafts of this essay. Student work will be maintained in a writing folder so that student progress may be evaluated based upon the school-wide rubric.

Students will also complete an in-depth author study of an author of their choice – selecting three novels or works of non-fiction not studied in class by the same author (must get teacher approval first) – and writing a 7-10 page literary analysis of some stylistic literary element shared in all three works during Marking Period 2 or 3.

Additionally, students must be instructed in close-text analysis, integration of quotes into an essay, and literary terminology pertinent to the works being studied.

The following anthologies are available to supplement the longer works in this course:

- *New Worlds of Literature*
- *Best American Short Stories*

The following marking period outlines have been aligned with the Social Studies department at OHS and should be followed as closely as possible, to allow for humanities oriented instruction.

Marking Period 1

What is an American?

Field Trip to Ellis Island

The Jungle

Short Non-Fiction Essays from New Worlds of Literature regarding immigration

Position Essay Unit on Illegal Immigration

The War to End All Wars

Movie – *All Quiet on the Western Front*

War Poetry Unit

Hemingway excerpts/Short Stories – “Soldier’s Home”

Class Newspaper Project featuring “Yellow” style journalism

Marking Period 2

The Winds of Change

Roaring 20's Unit with The Great Gatsby

Henry James short stories

The Harlem Renaissance

Eyes on the Prize excerpts (Civil Rights Reader)

Marking Period 3

Justice and Injustice

Inherit the Wind

12 Angry Men

The World at War

Saving Private Ryan

Memphis Belle

Fat Man and Little Boy

War Poetry and short fiction

Marking Period 4

Dear America – Intro to Vietnam War

Fallen Angels Unit

Black Hawk Down (Honors reads book and Academic watches movie)

College Essay Unit