

JUNIOR ENGLISH**COURSE NUMER: 140, 141, 142****LEVEL:** HONORS, 1, 2**CREDITS:** 5**GRADE:** 11**PREREQUISITE:**

Honors: Grade of 93 or better in Sophomore Level 1 and teacher recommendation, or grade of 88 or better in Sophomore Honors

Level 1: Grade of 73 or better in Sophomore Level 1, or grade of 93 or better in Sophomore Level 2 and teacher recommendation

Level 2: Passing grade in Sophomore Level 1 or 2

BASIC TEXTS:

ADVENTURES IN AMERICAN LITERATURE,

Pegasus Ed. (Harcourt, Brace, Jovanovich, 1989—Holt, Rinehart, 2000)

REQUIRED MATERIALS:

Writing Materials

Binder

COURSE DESCRIPTION:

Students will focus on the critical analysis of American literature through the appreciation of common themes. Interpretation of the material through both its literary and historical contexts is stressed through classroom discussion, group and individual projects. Students will continue to improve their skills in both analytical and creative writing. Reinforcement of grammatical and literary terminology developed in freshman and sophomore years will be accomplished through reading and writing assignments. Students will be expected to master the vocabulary list for juniors taken from the SAT “Hot Prospects List.”

SCHOOLWIDE LEARNING EXPECTATIONS:

This course is designed to promote academic excellence through the acquisition of skills and knowledge that enhance the ability of students to become contributing members of society. Through reading, writing, oral presentations and group work, students will meet the expectations of effective communication, problem solving and cooperation.

GENERAL PERFORMANCE OBJECTIVES:

Students will:

1. Demonstrate understanding of common literary themes through written and oral analysis.
2. Demonstrate understanding of literary devices and techniques through written and oral analysis.
3. Use appropriate grammar, punctuation, spelling and organization in writing assignments.
4. Demonstrate an ability to write and speak to a variety of audiences.
5. Master a list of 134 vocabulary words.
6. Interpret works of literature in connection to the historical context.
7. Apply literary themes to events in their own lives.
8. Identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction.
9. Write papers incorporating citations and sources.
10. Demonstrate effective oral presentation skills.
11. Present ideas using a variety of media.
12. Plan and present a dramatic performance.

MASSACHUSETTS FRAMEWORKS STRAND(S):

Framework strands to be covered include:

1. Language strand
2. Reading and Literature Strand
3. Composition Strand
4. Media Strand

MASSACHUSETTS FRAMEWORKS STANDARDS:

1. Standard 1—Discussion
2. Standard 2—Questioning, Listening, and Contributing
3. Standard 3—Oral Presentation
4. Standard 4—Vocabulary and Concept Development
5. Standard 6—Formal and Informal English
6. Standard 8—Understanding a Text
7. Standard 9—Making Connections
8. Standard 10—Genre
9. Standard 11—Theme
10. Standard 12—Fiction
11. Standard 13—Nonfiction
12. Standard 14—Poetry
13. Standard 15—Style and Language
14. Standard 17—Dramatic Literature
15. Standard 18—Dramatic Reading and Performance
16. Standard 19—Writing
17. Standard 20—Consideration of Audience and Purpose
18. Standard 21—Revising
19. Standard 22—Standard English Conventions
20. Standard 23—Organizing Ideas in Writing
21. Standard 24—Research
22. Standard 25—Evaluating Writing and Presentations
23. Standard 26&27—Analysis of Media and Media Production

UNITS AND THEMES:

WAR: (FIVE WEEKS)

The Red Badge of Courage—Crane (H, 1)
“The Gettysburg Address”—Lincoln
“Grass”—Sandburg
“I Will Fight No More Forever”—Chief Joseph
“Beat! Beat! Drums!”—Whitman
“A March in the Ranks Hard-Prest, and the Road Unknown”—Whitman
A Farewell to Arms—Hemingway (H, 1)
“The Death of the Ball Turret Gunner”—Jarrell

AMERICAN DREAMERS: (3 WEEKS)

“Richard Cory”—Robinson
“Miniver Cheevy”—Robinson
“The Love Song of J. Alfred Prufrock”—Eliot
Of Mice and Men—Steinbeck (all)
The Great Gatsby—Fitzgerald (H, 1)
Death of a Salesman (view play)—Miller (all)
“The Story of an Hour”—Chopin
“Chicago”—Sandburg
Poems by Edgar Lee Masters

SEARCH FOR JUSTICE AND DIGNITY: (6 WEEKS)

Huckleberry Finn—Twain (H, 1)
To Kill a Mockingbird—Lee (all)
The Outsiders—Hinton (1, 2)
That was Then, This is Now—Hinton (2)
A Separate Peace—Knowles (1, 2)

THE POWERS OF NATURE: (1 ½ WEEKS)

from Of Plymouth Plantation—Bradford
“The Open Boat”—Crane
“To Build a Fire”—London
“The Outcasts of Poker Flat”—Harte
from “Snowbound”—Whittier

WHAT LIES AHEAD: (2 ½ WEEKS)

“Song of Myself”—Whitman
“A Noiseless Patient Spider”—Whitman
“Stopping by Woods on a Snowy Evening”—Frost
“Birches”—Frost
“An Occurrence at Owl Creek Bridge”—Bierce
“anyone lived in a pretty how town”—Cummings
“The Jilting of Granny Weatherall”—Porter
Ethan Frome—Wharton (H)
Dandelion Wine—Bradbury (H)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Group dramatic presentation of scene from *Our Town* or *Inherit the Wind*
- Writing for various audiences and purposes relating to war experiences
- Research paper on American writer
- Socratic Discussion or Debate Groups
- Courtroom approach for determining character motivation
- Student developed multimedia presentations
- Essays concerning literary criticism and analysis
- Creative writing modeling a particular author's style

SUGGESTED INTEGRATION:

Some projects could be integrated with the History Department.

USE OF TOOLS AND TECHNOLOGY:

Video and/or power point technologies, word processing, and the internet will be used for various projects.

ASSESSMENT TECHNIQUES:

Writing/presentation rubrics.

Check for thorough reading (quizzes and oral questioning)

Essay tests

Vocabulary quizzes

Class participation rubric

Multimedia project rubric

Midterm and Final Exams

Honors—Ten 4-6 paragraph essays (minimum)

 One 5-7 page research paper

 One oral presentation (minimum)

 One dramatic presentation

Level One and Two—Eight 4-6 paragraph essays (minimum)

 One 4-6 (level 1), 3-5 (level 2) research paper

 One oral presentation (minimum)

 One dramatic presentation

Use of school-wide rubrics