

**Course Description**  
**English III-CP**  
**Literature and Composition**

**Course Description:**

Students will read American literature from the early 17th century to the present covering various literary genres. Students will continue to improve their writing skills by completing a variety of writing assignments that include expository, narrative, persuasive, informational, and descriptive writing that demonstrates research, organization, and pre-writing and editing strategies. They will respond orally to the literature in all genres. They will increase their vocabulary development, analysis and reasoning skills. Students will give a year-end oral presentation that summarizes their work over the year.

**Suggested curriculum:**

**Student, in conjunction with the IS teacher, may choose from either a packaged curriculum (online) , or from the required text and additional key assignments option. These courses are UC a-g approved.**

Online course option

These are packaged curricula. Students are expected to follow the course syllabus and complete the course over the duration of a school year. Any online/packaged course must include online teacher support.

- National University Virtual High School English 11 AB
- Apex Learning: *American Literature*

Text and Key assignment option

**Approved text to be used in conjunction with key assignments and completed over the course of a school year (see attached pacing guide). Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum used. Students will work independently through the text as a primary resource.**

**Prentice Hall**

Literature: Timeless Voices, Timeless Themes, American Literature California Edition  
Writing and Grammar Level TBD  
Vocabulary TBD

**Suggested Performance Expectations For English III-CP:**

Students should be expected to complete on a weekly basis the equivalent to:

- Vocabulary, 20 words a week- part of speech, origin, spelling and definition, word roots.
- Grammar lesson- as they apply to student's needs.
- Reading- assigned material 10- 20 pages a day, depending on appropriate level

- In addition, students should be reading independently from a variety of media, both age and classroom appropriate.
- Students will read four independent reading selections during the year.

**Key Assignments:**

In addition to text chapter readings and assignments, students will complete the following:

**I. Short Story**

<p>A. Major Topics</p> <ol style="list-style-type: none"> <li>1. Plot.</li> <li>2. Character.</li> <li>3. Point of View.</li> <li>4. Setting.</li> <li>5. Theme.</li> </ol>	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and apply literary terms to selected readings.</li> <li>2. Build a reading vocabulary.</li> <li>3. Read and comprehend short stories by learning to identify with a character, predicting, making inferences about characters, and drawing conclusions.</li> <li>4. Summarize readings.</li> </ol>
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**Key Assignment:**

The student will read two teacher-assigned short stories from the text. Upon completion of the readings the student will discuss the stories with their IS teacher and write a 3-5 page essay (1000-1300 words), following the directions for submission of written work, that describes the major theme of each story, and analyzes how the stories were similar and how they were different. (Compare and contrast essay-use compare/contrast rubric).

**II. Novel**

<p>A. Major Topics</p> <ol style="list-style-type: none"> <li>1. Fiction.</li> <li>2. Plot.</li> <li>3. Conflict.</li> <li>4. Characterization.</li> <li>5. Setting.</li> <li>6. Point of View.</li> <li>7. Theme.</li> <li>8. Symbol.</li> </ol>	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply literary terms to a novel.</li> <li>2. Summarize the plot of novel.</li> <li>3. Understand the theme(s) of a novel.</li> <li>4. Evaluate and respond to the literature</li> </ol>
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**Key Assignment:**

1. Each student, regardless of curriculum being used, will select four novels, non-fiction or auto/biographies per year from the attached list. The student will engage in a discussion about the reading with their IS teacher. The discussion will summarize, analyze, and describe the main characters and elements of the story. Upon completion of the reading assignment and discussion, each student will write a 3-5 page essay (1000-1300 words), following directions, that identifies and describes the major characters, describes the plot, while analyzing important themes in the book. (analytical essay-use analytical 8 point essay scoring rubric)

Readings will be selected from the following list:

<b>Recommended literature – Grade 11</b>	
A Hundred Secret Senses (Tan)	800-900L
*Adventures of Huckleberry Finn (Twain)	990L
Animal Dreams (Kingsolver)	790L
*Autobiography of Malcolm X (Haley)	1120L
Betsy Brown (Shange)	
Black Boy (Wright)	950L
Black Folktales (Lester)	700
Ceremony (Silko)	890L
Choice of Weapons (Parks)	
Down These Mean Streets (Thomas)	820L
For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf (Shange) (Play)	NP
Go Tell It On the Mountain (Baldwin)	1030L
*Grapes of Wrath (Steinbeck)	680L
*Great Gatsby (Fitzgerald)	1070L
Hunger for Memory (R. Rodriguez)	920L
I, Tituba, Black Witch of Salem Village (Conde)	
*Invisible Man (Ellison)	950L
Kindred (Butler)	
Love Medicine (Erdrich)	
Macho (Villasenor)	660L
*Narrative in the Life of Frederick Douglas	1080L
*On the Road (Kerouac)	930
*One Flew Over the Cuckoo's Nest (Kesey)	1110 L
Piano Lesson (Wilson)	NP
Puddin' Head Wilson (Twain)	
*Scarlet Letter (Hawthorne)	1340L
Slaughterhouse Five (Vonnegut)	850L
So Far From God (Castillo)	
Song of Solomon (Morrison)	870L
Souls of Black Folks (Dubois)	1280L
Sula (Morrison)	1050L
*The Bluest Eye (Morrison)	920L
*Their Eyes Were Watching God (Hurston)	1080L
Wild Seed (Butler)	500-800L

\* Strongly recommended

2. Every student will present a 7-10 minute oral presentation on the novel. Using procedures provided in the textbook, the student will prepare an outline summarizing the elements of the novel along with their personal reaction to the story. The student should discuss why the novel was selected, what he/she liked and disliked about the novel and

what the student learned from the reading. The outline will be turned in after the presentation is complete. (presentation rubric)

### III. Drama

<p>A. Major Topics</p> <ol style="list-style-type: none"> <li>1. Characters.</li> <li>2. Staging.</li> <li>3. Dialogue.</li> <li>4. Blank Verse.</li> <li>5. Soliloquy, Aside, and Monologue.</li> <li>6. Dramatic Irony.</li> <li>7. Tragedy.</li> </ol>	<p>B. Instructional Objectives</p> <p>Student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and respond to literary elements.</li> <li>2. Understand and apply literary terms such as: protagonist, antagonist, dramatic foil, conflict, theme and apply them to selected readings.</li> <li>3. Develop a reading vocabulary.</li> <li>4. Read, evaluate, and comprehend a play by using the text as an aid, paraphrasing, identifying cause and effect and making predictions.</li> <li>5. Summarize readings.</li> <li>6. Memorize and recite a key speech from the play.</li> </ol>
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Students will consult their textbook unit on dramatic conventions. The student will read a full length play either from the text or from the list. Upon completion of the reading of the play, each student will write a 1000-1300 word essay, following the directions above, that demonstrates an understanding of literal and figurative language as used in the play. In addition the student will describe the vocabulary and tone used in the play to address the audience for whom the play was originally intended and how it reflects the social and political structures of the time, or suitable essay prompt as assigned. (Analytical 8 point rubric)

Readings will be selected from the following or from the text:

<i>Death of a Salesman</i>	Arthur Miller
<i>Crucible</i>	Arthur Miller
<b>Glass Menagerie</b>	Tennessee Williams
<i>Trifles</i>	Susan Glaspell
<b>Streetcar Named Desire</b>	Tennessee Williams
<b>A Raisin in the Sun</b>	Lorraine Hansberry
<i>Fences</i>	August Wilson

### IV. Non-fiction

<p>A. Major Topics:</p> <ol style="list-style-type: none"> <li>1. Autobiography/Biography.</li> <li>2. Essays.</li> </ol>	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read, understand and critique essays</li> </ol>
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<ol style="list-style-type: none"> <li>3. Speeches.</li> <li>4. Editorials.</li> <li>5. Articles.</li> </ol>	<p>and non-fiction works by identifying the author's attitude, finding the main idea and supporting points, using visuals as keys to meaning, determining the author's purpose.</p> <ol style="list-style-type: none"> <li>2. Develop a reading vocabulary.</li> <li>3. Summarize readings.</li> <li>4. Apply literary terms to selected readings.</li> </ol>
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**Key Assignments:**

1. The student will complete and present a research paper on an American author or significant American literary period (e.g. Harlem Renaissance, Transcendentalists) according to instructions contained in the textbook or composition text. The student will discuss a suitable topic with the teacher, and develop a clear research question. The student will synthesize information from multiple sources, integrate citations into the written text, and use MLA format to document sources. The student will then publish the document using suitable technology and develop a presentation using appropriate multimedia. (research paper and presentation rubrics)

2. After studying a unit on editorial writing in the textbook, the student will read editorials from three sources. The sources are to include a popular newspaper, (such as the San Francisco Chronicle, New York Times, or Wall Street Journal) and a journal, (such as an academic, political, or religious publication). The editorials are to focus on similar topics or subjects. The student will discuss the three articles and then develop an essay similar in length as to those selected, following the directions above. In this assignment students are to write their own editorial on the same topic, using the style of an editorial writer in which they state the problem, establish the rationale for their opinions, support opinions with facts and provide coherent conclusions. (Evaluative/Persuasive rubric)

Suggested editorial topics:

- Environmental issues
- Foreign Affairs
- National politics
- Economic issues
- Media

*IV. Poetry*

<p><b>A. Major Topics</b></p> <ol style="list-style-type: none"> <li>1. Lyric poetry.</li> <li>2. Narrative poetry.</li> <li>3. Dramatic poetry.</li> <li>4. Musical devices including: meter, alliteration, onomatopoeia, assonance,</li> <li>5. Figurative language including: similes, lyrical metaphor, and personification.</li> </ol>	<p><b>B. Instructional Objectives</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and apply literary terms to selected readings.</li> <li>2. Identify literary elements in a poem.</li> <li>3. Read, analyze and critique a poem by paraphrasing, summarizing, picturing imagery, listening for poetic sounds, and drawing inferences about the speaker.</li> </ol>
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6. Imagery.	
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**Key Assignments:**

1. Students will read poems from the text from a variety of American eras. Students should be prepared to discuss concepts, such as comparing poems in verse to free-style poetry, contrasting poetry to music, and the commonality of the introduction-body-conclusion structure. Following the directions listed above, students are to write an essay of 1000-1300 words that compares and contrasts the styles, historical settings, and variety of purpose of the poems selected and how they are reflected of the style of the period in which they were written. (compare and contrast)

2. In addition, students will write a minimum of 4 original poems about the American experience in various forms. The poetic elements (such as metaphor, simile, personification, and alliteration) should be explored as well as traditional forms of rhyme and meter.

**V.** Using their textbook as a primary resource for instruction, attached rubrics, and following directions for submission of written work, the student will complete the following additional writing assignments of approx. 1000 words:

- Autobiographical incident narrative- uses sensory details to describe a pivotal moment in the writer's life and reflects upon the significance of that incident.
- A formal business letter
- Write a cover letter and resume

**VI.** In the last month of the year students will prepare a portfolio of their work and an outline for an oral presentation. This outline will be turned in before the presentation. The student will present their year-end summary and portfolio orally. The presentation should be 10 minutes in length and followed by a question and answer period. In addition, the student will prepare a self-evaluation that describes what has been learned and how this will be helpful in the future.

English 3 –CP Key assignment checklist

<b>Assignment</b>	<b>Date/Learning Period Completed</b>
Short story (compare/contrast essay)	
Editorial (Evaluative /persuasive)	
Play (Analytical )	
Poetry compare/contrast	
Biographical or autobiographical narrative	
Poem #1	
Poem #2	
Poem #3	
Poem #4	
Cover letter and resume	
Research paper	
Paper <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #1	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #2	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #3	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #4	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Independent reading #1	
Independent reading #2	
Independent reading #3	
Independent reading #4	
Portfolio presentation	GP 10

