

English 3 American Literature

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 increase their vocabulary development, analysis and reasoning skills. English 3 is a one- year course, 5 credits each semester will be awarded with a passing grade.

Course Goals/Major Outcomes:

Students will work towards mastering the California State English-Language Arts Content Standards. Student understanding of the standards will be measured by teachers, working collaboratively, to consider a multifaceted view of what constitutes a mature understanding of concepts.

Students will demonstrate understanding by being able to:

- *Explain; with supporting facts and data
- *Interpret; by providing personal dimensions to ideas and events
- *Apply; by effectively using and adopting what is known in diverse contexts
- *Demonstrate perspective; by describing points of view of the big picture

Key Assignments:

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

1. The student will read one novel from the following list. The student will engage in a discussion about the novel with their BASIS 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, following the directions below, that identifies and describes the major characters, describes the plot, explains why the student liked or disliked the story, and analyzes important themes in the book.

Novels will be selected from the following list:

- Amy Tan, "The Joy Luck Club."
- J.D. Salinger, "The Catcher in the Rye."
- F. Scott Fitzgerald, "The Great Gatsby."
- Nathaniel Hawthorne, "The Scarlet Letter."
- John Steinbeck, "The Grapes of Wrath."
- Kate Chopin, "The Awakening."
- Stephen Crane, "The Red Badge of Courage."
- Edith Wharton, "Ethan Frome."

2. Every student will present a 3-5 minute oral presentation on the novel. 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.

3. The student will read a biography or autobiography. Upon completion of the reading assignment the student will write a 3-5 page essay, following the directions below, that persuades the evaluator that the person who is the subject of the reading is either worthy or not worthy of the respect usually given to the subject of a biography.

Students may select from the following list:

Jeanette Eaton, "Ghandi: Fighter Without a Sword."

Merrill D. Beal, "I Will Fight No More Forever: Chief Joseph and the Nez Perce War."

Malcolm X, "Autobiography of Malcolm X."

Maya Angelou, "I know Why the Caged Bird Sings."

Ben Franklin, "Benjamin Franklin; The Autobiography."

4. The student will select one American author and research the life and times of that author. In doing the research, three sources must be used and referenced. The student will write and then present orally an "autobiographical" account of the author's life: i.e.; speaking from the author's voice. The presentation should be at least 10 minutes long. The presentation should discuss important personal and social events that effected the author's life and how they influenced the author's writing.

Directions:

- All written assignments are to be typed or legibly written in ink.
- An essay will be completed following each assigned reading.
- Each student will do a first draft followed by consultation and grading by the teacher.
- The student will then edit the essay and submit a second draft. The second draft may be the final submission or it may need additional editing. This process is to continue until the student and teacher are satisfied that the essay is worthy of submission for evaluation.
- The final essay, together with all drafts, will be submitted and the final essay will be graded. The teacher or a colleague of the teacher will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing. School approved guidelines for grading, commonly called rubrics, will be followed by the teachers in the grading of student writing assignments.

Instructional Methods and/or Strategies:

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. In order to support this process teachers will provide each student:

- *Opportunities to discuss and define complex issues orally or via email
- *Modeling of activities and expected outcomes
- *A variety of print and non-print resources
- *Modeling of study strategies appropriate for different learning styles
- *Discussions around points of view
- *Opportunities to summarize, analyze, compare/contrast, describe, classify, and persuade
- *Opportunities for practice in preparation for presentations

Assessment Methods and/or Tools:

A variety of assessment tools will be used. Written work, as described above, will be corrected in collaboration between the student, teacher, and parent. Final papers will be graded by the teacher. Assessment tools include but are not limited to:

- *Standardized tests, including STAR
- *Criterion based tests
- *Portfolio assessments
- *Student Journals
- *Teacher observation
- *Performance assessments using cameras and recorders
- *Student self-evaluation
- *Surveys and questionnaires
- *Written work, quizzes, and final exams

Suggested Curriculum:

- University Nebraska-Lincoln, ENGH 039 &040 OR ENGH 011-055 & ENGH 012-055 Text or Online
- Core Curriculum of America
Standard English Course (can modify to meet students' needs)
- Oak Meadow, American Literature # 11005
- University of Missouri Columbia, 11th grade English, computer or faculty evaluation

Prentice Hall

Literature: Timeless Voices, Timeless Themes, The American Experience 0-13-054792-1
Teacher's Edition, 0-13-054799-9 Vol.1 & 0-13-062372-5
Writing and Grammar Ruby Level 0-130436969-6

Holt, Rinehart and Winston

Literature of the United States, Fifth Course H52064-09
Elements of Writing, Fifth Course H50868-1

Glencoe

American Literature, 0-07-825110-9

Writer's Choice Grammar and Composition 0-07-822660-0, interactive student edition

CD-ROM 0-07-827070-7

Suggested Performance Expectations For English 3:

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

- Vocabulary, 10-20 words a week- part of speech, origin, spelling and definition.
- Grammar lesson- as they apply to student's needs.
- Reading- assigned material 5- 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.

Writing:

Free writing is invaluable to students and helps develop thought, voice and skill without the pressure and constraints of formalized essays; therefore, students are encouraged to write in a journal 3-5 times a week on a variety of topics and to complete 3-5 formal essays a semester. These essays will include the above key assignments.

Course Grading Scale:

Weekly Chapter Assignments: 20%

Chapter Review Tests: 30%

Papers: 30%

Oral Presentation: 20%

Basis revised 12/2004