



# Course Overview

High School | 12 | Honors American Literature - Last Updated on December 12, 2024

## DESCRIPTION

### K-12 Content Area | Mission & Philosophy Statement

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

### Course Description

The comprehensive K-12 ELA curriculum endeavors to develop active listeners, effective speakers, readers, researchers and writers who are critical and creative thinkers as well as engaged citizens. A challenging curriculum enables learners to analyze, interpret and evaluate any form of communication including discussions, speeches and texts. Using engaging and diverse texts, age-appropriate media and student interests, learners strengthen their intellectual independence, understand that words have power and develop their own voice. Benefits of developing an appreciation of reading and writing includes extending knowledge, lowering stress, building empathy and perspective and expanding one’s world view.

This course uses the American canon to examine the American Dream and its evolution as reflected by American writers and poets. This course challenges students to question if culture is changed by literature. Recognizing the interaction of literature and historic events, the students listen to the unique voices of American authors and poets. They study the role of poetry in America’s development and explore satire as an agent of change. Students research and write with a focus on stylistic devices that have a persuasive influence on society so that students become more aware and more discerning to the techniques used by writers/speakers when they are a part of a targeted audience. With this knowledge as a base, the students concentrate on developing and expressing their own tone, diction and imagery, their own voice.

## STANDARDS

### Pennsylvania - Grade 11-12 - English Language Arts ELA

CC.1.2.11–12.A

CC.1.2.11–12.B

CC.1.2.11–12.C

CC.1.2.11–12.D

CC.1.2.11–12.E

CC.1.2.11–12.F

CC.1.2.11–12.G

CC.1.2.11–12.H

CC.1.2.11–12.I

CC.1.2.11–12.J



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CC.1.2.11–12.K

CC.1.2.11–12.L

CC.1.3.11–12.A

CC.1.3.11–12.B

CC.1.3.11–12.C

CC.1.3.11–12.D

CC.1.3.11–12.E

CC.1.3.11–12.F

CC.1.3.11–12.G

CC.1.3.11–12.H

CC.1.3.11–12.I

CC.1.3.11–12.J

CC.1.3.11–12.K

CC.1.4.11–12.A

CC.1.4.11–12.B

CC.1.4.11–12.C

CC.1.4.11–12.D

CC.1.4.11–12.E

CC.1.4.11–12.F

CC.1.4.11–12.G

CC.1.4.11–12.H

CC.1.4.11–12.I

CC.1.4.11–12.J

CC.1.4.11–12.K

CC.1.4.11–12.L

CC.1.4.11–12.M

CC.1.4.11–12.N

CC.1.4.11–12.O

CC.1.4.11–12.P

CC.1.4.11–12.Q

CC.1.4.11–12.R

CC.1.4.11–12.S

CC.1.4.11–12.T

CC.1.4.11–12.U

CC.1.4.11–12.V

CC.1.4.11–12.W

CC.1.4.11–12.X

CC.1.5.11–12.A

CC.1.5.11–12.B

CC.1.5.11–12.C

CC.1.5.11–12.D

CC.1.5.11–12.E

CC.1.5.11–12.F

CC.1.5.11–12.G

### COURSE OBJECTIVES

Specific objectives for this course are aligned with the [Pennsylvania Core Standards for English Language Arts](#) and the [Eligible Content State Standards for English Language Arts](#).

### ASSESSMENT TYPES

The following assessment types will be used during the course:

- Diagnostic Assessments
- Core/Choice Novel notes and seminars
- Curriculum-based measures
- Formative Assessments
- Summative Assessments



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### SUGGESTED METHODS OF INSTRUCTION

An English Language Arts program demands the use of a variety of instructional strategies. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in the Framework for Teaching by Charlotte Danielson
- Goal setting
- Collaborative Learning through Socratic Seminar
- Formative opportunities to drive instruction
- Think-pair-share
- Reciprocal teaching
- Read Alouds and student independent choice novels
- Journaling



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### RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
<ul style="list-style-type: none"> <li>• The Great Gatsby - Fitzgerald</li> <li>• Excerpt from The Autobiography of Benjamin Franklin: A Bold and Arduous Project</li> <li>• Arriving at Moral Perfection</li> <li>• Video: Midnight in Paris (2011)</li> <li>• Video: The Great Gatsby (1978)"Young Goodman Brown"—Nathaniel Hawthorne</li> <li>• Everbind Anthology: The Crucible, "Puritanism in New England," "McCarthyism"</li> <li>• "The Bells" by Poe at <a href="http://www.online-literature.com/poe/575/">http://www.online-literature.com/poe/575/</a>.</li> <li>• "The Fall of the House of Usher" by Poe in Prentice Hall Literature</li> </ul> <p>Excerpts from Films:</p> <ul style="list-style-type: none"> <li>• Wuthering Heights</li> <li>• Jane Eyre</li> <li>• Coraline</li> <li>• Turn of the Screw</li> <li>• Northanger Abbey for Gothic elements</li> <li>• "Young Goodman Brown" online at <a href="http://www.online-literature.com/poe/158/">http://www.online-literature.com/poe/158/</a>.</li> <li>• Franklin, Jefferson, Henry, Paine, Edwards and Emerson works in Prentice Hall Literature</li> <li>• "The American Scholar," at <a href="http://www.emersoncentral.com/">http://www.emersoncentral.com/</a></li> </ul>	<p>Possible supplemental materials:</p> <ul style="list-style-type: none"> <li>• "Giving Seattle the Needle"</li> <li>• "Maintaining the Crime Supply"</li> <li>• "The Whiskey Speech"</li> <li>• "Pope Makes First Papal Visit to Six Flags"</li> <li>• "Bush Grants Self Permission to Grant More Power to Self"</li> <li>• "Roseanna: Juliet of the Mountains"</li> <li>• "To Be or Not to Be" Soliloquy</li> <li>• "The War Prayer"</li> <li>• "The American Scholar," "On the Damned Human Race"</li> <li>• "Huck Finn a Masterpiece - or an Insult?"</li> </ul>	<p>Sadlier-Oxford Vocabulary Workshop—Level F (1-10)</p> <p>Sadlier-Oxford Vocabulary Workshop—Level F—Test Generator</p>



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<p>amscholar.htm.</p> <ul style="list-style-type: none"><li>• Everbind Crucible Anthology</li></ul> <p>Teaching McCarthyism:</p> <ul style="list-style-type: none"><li>• <a href="#">PBS Culture Shock Video</a></li></ul> <p>Slave narratives:</p> <ul style="list-style-type: none"><li>• Running a Thousand Miles to Freedom</li><li>• The Narrative of William W. Brown: A Fugitive Slave, etc.</li></ul> <p>Poems/Poets to choose from include the following from in Prentice Hall text:</p> <ul style="list-style-type: none"><li>• “Upon the Burning of Our House”</li><li>• “To My Dear and Loving Husband”</li><li>• “Deliverance from a Fit of Fainting”</li><li>• “Deliverance From Another Sore Fit”</li><li>• Wheatley’s “To His Excellency, General Washington”</li><li>• “Concord Hymn”</li><li>• “The Snowstorm”</li><li>• “The Raven”</li><li>• Because I could not stop for Death -”</li> <li>• “I heard a Fly buzz - when I died -”</li><li>• “There’s a certain Slant of light -”</li><li>• “My life closed twice before its close-”</li><li>• “The Soul selects her own Society-”</li><li>• “The Brain - is wider than the Sky-”</li><li>• “There is a solitude of space”</li><li>• “Water, is taught by thirst”</li><li>• Excerpt of “Leaves”</li><li>• "I, Too"</li> <li>● Langston Hughes (pages 926-929)</li><li>● Countee Cullen (936)</li><li>● Claude McKay (930)</li></ul>		
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<ul style="list-style-type: none"><li>• Eugene Toomer (938)</li><li>• Gwendolyn Brooks (1182)</li><li>• Robert Hayden (1183-1184)</li><li>• Stirling Brown</li></ul>		
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