



Northern York County School District

Curriculum Overview

Course: Academic American Literature	
Grade Level: 11	
Approval Date:	Length of Time: 180 Days
Course Description: <p>This college preparatory course follows a timeline and thematic approach to our nation's major writers, beginning with the colonial era of the 1600's and concluding with modern day literature; many forms of literature are explored- fiction, nonfiction, poetry, drama, etcetera. In addition to the course textbook, full-length novels/dramas are read. Evaluations include speeches/presentations, analytical compositions including criticisms, objective quizzes and tests, and projects. Students are also required to write a three-to-five-page research paper on an approved topic using three to five sources. Integration of textual evidence in MLA format is mastered. The historical and cultural events connected to our national literature are also primary focuses in addition to college and career readiness for real world applications.</p>	
Course Objectives: <ul style="list-style-type: none">• Incorporate accurate direct and indirect references to text via independent research to convey a central idea developed by relevant key details and techniques.• Apply and evaluate verbal communication techniques to convey an organized, well-supported message tailored to a specific audience.• Analyze an author's purpose with relevant textual evidence and create a reflective response that interprets the text's meaning and explains its significance to the reader.• Refine understanding of literary elements and techniques to uncover character motivation and thematic meaning in works of literature.• Analyze and develop a position using multiple texts and techniques to garner relevant support and ensure credibility.• Develop and analyze a topic or concept among multiple resources into the most relevant categories delineating clear supporting reasons or credible evidence with an awareness of language and style for varied purposes and audiences.	

Related Standards:

CC.1.2.11-12.I: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.H: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.1.4.11-12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Units:

- Voices of a New World: Colonial and Revolutionary Literature
- The American Renaissance: Romanticism, Realism, Regionalism, and Naturalism
- Research Writing
- Beyond the American Dream: 20th and 21st Century American Literature

Concepts:

- **Written Communication:** the ability to articulate complex ideas, convey information effectively, and express emotions through writing tailored to specific audiences and purposes. In 11th grade, students refine this skill by developing a clear and purposeful voice, employing advanced organizational strategies, and demonstrating control over language, style, and tone. They enhance their writing by incorporating research and text evidence.
- **Verbal Communication:** The ability to effectively convey complex thoughts, ideas, and emotions through purposeful and articulate spoken language. In 11th grade, students enhance this skill by engaging in thoughtful dialogue, practicing active

Competencies:

- Use text references to support arguments in written and verbal communication
- Develop an understanding of author's purpose with text evidence while developing a personal response to works being analyzed
- Identify, analyze, and utilize credible sources to support arguments
- Identify and interpret literary elements/techniques to analyze character motivation and themes
- Develop an understanding of historical and cultural events connected to our national literature and how these texts relate to students' lives today

<p>listening, and speaking with confidence, clarity, and intention. They refine their ability to adapt these skills to suit a range of audiences, contexts, and purposes, from formal presentations to collaborative discussions.</p> <ul style="list-style-type: none"> • Critical Reading & Thinking: the ability to analyze, evaluate, and synthesize texts to uncover deeper meanings, assess arguments, and form well-reasoned interpretations and judgments. In 11th grade, students deepen these skills by engaging with complex and diverse texts, evaluating various writing strategies. They learn to read actively and critically, making connections across ideas, texts, and real-world contexts. • Synthesizing Information: the ability to integrate information, perspectives, and concepts from multiple sources to construct a cohesive, original interpretation or argument. In 11th grade, students advance this skill by critically evaluating the relationships among texts, identifying thematic and conceptual connections, and thoughtfully incorporating evidence to support complex claims. • Evaluating Information: the ability to critically assess the credibility, relevance, accuracy, and bias of sources and ideas to make informed, evidence-based judgments. In 11th grade, students refine this skill by evaluating the reliability and limitations of varied sources and by discerning how context, perspective, and purpose shape the presentation of information. • Planning & Organization: the ability to strategically manage time, prioritize tasks, and structure work to meet academic goals. In 11th grade, students deepen this skill by independently planning complex assignments, setting meaningful goals, and using tools and strategies to monitor progress and maintain focus across long-term projects and multiple responsibilities. 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Essay writing • Text analysis • Small group and whole group discussion • Individual/Group presentations • Group collaboration projects 	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classwork • Projects • Quizzes • Unit tests • Socratic seminars

<ul style="list-style-type: none"> • Research 	<ul style="list-style-type: none"> • Presentations • Essays • Research paper
Other Assessment Measures: Keystone Literature Exam ASVAB PSAT/SAT	
Textbook/Primary Resource: <i>Adventures in American Literature</i> – Athena Edition <i>The Crucible</i> by Arthur Miller <i>Of Mice and Men</i> by John Steinbeck <i>To Kill a Mockingbird</i> by Harper Lee <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>Fahrenheit 451</i> by Ray Bradbury	
Supplemental Resource Materials: <i>The Things They Carried</i> by Tim O’Brien <i>The Glass Castle</i> by Jeannette Walls <i>The Catcher in the Rye</i> by J.D. Salinger <i>A Separate Peace</i> by John Knowles <i>Streetcar Named Desire</i> by Tennessee Williams Various nonfictional texts Online resources Teacher generated notes and presentations Teacher generated activities Multimedia resources	