



Northern York County School District

Curriculum Overview

Course: Honors American Literature	
Grade Level: 11	
Approval Date:	Length of Time: 180 Days
Course Description: <p>This course follows the general AP English Language and Composition reading schedule but does not include College Board preparation for the AP exam. Mastery with abstract ideas, problem solving, and vocabulary is integral to these independent learners. A timeline and thematic approach to our nation's major writers is pursued beginning with the colonial era of the 1600's and concluding with modern day literature; many forms of literature are explored- fiction, nonfiction, poetry, and drama. In addition to the course text, eight novels, poems, dramas, and other types of supplemental pieces of literature are read. Evaluations include speeches/presentations, analytical compositions including criticisms, objective quizzes and tests, and projects. Students are also required to write a four-to-six-page research paper on an approved topic using four to six 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 application</p>	
Course Objectives: <ul style="list-style-type: none">• Refine the use of direct and indirect references to text via research to convey a central idea developed by relevant key details and techniques.• Refine verbal communication techniques to independently and collaboratively convey a clear message regarding literary themes or key ideas to varied audiences.• Using a variety of texts and text evidence, determine the author's purpose and develop a personal response to works being analyzed.• Refine understanding of literary elements and techniques to uncover character motivation and thematic meaning in works of literature.• Analyze a position using multiple texts and techniques to garner relevant support, ensure credibility, and identify author bias.• Analyze and evaluate 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.	

Pennsylvania Standards for English Language Arts

CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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.

CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Units: (According to Periods in American History)

- American Colonialism
- Period of Enlightenment
- American Romanticism
- American Regionalism/Naturalism
- Short Story
- American Modernism
- Research Paper
- American Poetry/Modern Poetry

<p>Concepts:</p> <ul style="list-style-type: none"> • Written Communication: Conveying complex ideas and information by writing in a clear voice tailored to specific audiences and purposes. In 11th grade honors, students refine this skill by utilizing advanced organizational strategies to exemplify control over language, style, and tone. They enhance their writing by incorporating research and text evidence. • Reading Literature: Determine the author's message, tone, and purpose, as well as understand the connection of literature to history. In 11th grade honors, students analyze, evaluate, and synthesize texts to uncover deeper meanings, assess arguments, and form well-reasoned interpretations and judgments. • Speaking and Listening: Ability to convey ideas and listen to the opinions of others. In 11th grade honors, students speak with confidence, clarity, and intention, and adapt these skills to suit a range of audiences, contexts, and purposes. • Synthesis: Integrate information, perspectives, and concepts from multiple sources to construct a cohesive, original interpretation or argument. In 11th grade honors, students will evaluate the relationships among texts, identify thematic and conceptual connections, and thoughtfully incorporate evidence to support complex claims. • Analysis: Critically assess the credibility, relevance, accuracy, and bias of sources and ideas to make informed, evidence-based judgments. In 11th grade honors, students evaluate works using the SOAPStone method (identifying the speaker, occasion, audience, purpose, subject, and tone), then rate the reliability and limitations of varied sources by discerning how context, perspective, and purpose shape the presentation of information. 	<p>Competencies:</p> <ul style="list-style-type: none"> • Increase written/verbal communication skills by clarifying message in a research paper. • Practice critical reading and thinking by annotating literary works. • Use complex texts to discover the main idea using text evidence, determining the author's purpose, and a nonfiction article's bias. • Synthesize information with thesis writing, comparing works, and examining context of literature as it relates to American History. • Write using grade-appropriate command of standard English (grammar, usage, capitalization, punctuation, and spelling). • Write arguments to support claims in an analysis of substantive topics. • Participate in collaborative discussions, building on other's ideas, as well as clearly expressing their own.
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Class Discussion • Teacher-led demonstration/explanation • Group Seminars • Writing Prompts • Research 	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Unit Tests • Essay Quizzes • Progress Checks • Written Reflection • Projects • Presentations

Other Assessment Measures:

Optional: PSAT, SAT, ACT

Textbook/Primary Resource:

Adventures in American Literature – Athena Edition

The Crucible, Arthur Miller

Adventures of Huckleberry Finn, Mark Twain

Of Mice and Men, John Steinbeck

To Kill a Mockingbird, Harper Lee

The Great Gatsby, F. Scott Fitzgerald

Fahrenheit 451, Ray Bradbury

Streetcar Named Desire, Tennessee Williams

Supplemental Resource Materials:

Various nonfictional texts

Multimedia resources

Purdue Online Writing Lab

Online articles

Online resources

Teacher generated notes and presentations

Teacher-generated activities