Syllabusfor **School Year 2013-14**

E Cubed Academy High School

A College Preparatory High School

**American Literature**

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| Mrs. Stephanie Morrison | 401.456.0694 |
| Room 141 | Stephanie.Morrison@ppsd.org |
| **After-School Hrs**: Wednesdays | http://sjmorrison.weebly.com |

**Texts**:

*American Literature*. Glencoe McGraw-Hill, 2009.

Alexie, Sherman. *The Absolutely True Diary of a Part Time Indian*.

Butler, Octavia. *Kindred*.

Chopin, Kate. *The Awakening*.

Fitzgerald, F. Scott. *The Great Gatsby*

Wilson, August. *Fences*

Rodriguez, Luis J. *Always Running: La Vida Loca: Gang Days in LA*

**Course Description**:

This course is a chronological/timeline approach to the study of American Literature. Units focus on a range of literature and informational texts, writing, speaking and listening skills, and language skills. In the first semester, students will study Native American, African American, and classic literature, as well as important and seminal documents in US History. We will cover all three types of writing, informational, argumentative, and narrative, and use technology to find and present information. Students will have opportunities to practice their presentation skills, as well as improve their listening comprehension. Language skills, in preparation for college level and career, will be explicitly taught.

**Common Core State Standards Addressed**: All Common Core State Standards for the grade 11-12 band are addressed over the course of the year.

**Requirements**: Students will need the following:

Pens -black or blue, and red

A single subject notebook or composition book, for taking notes in class

Binder or storage folder for materials and handouts

Sticky Notes/Post it notes

Highlighters

Flash drive/storage device

**Resources**:

All students will need access to a standard English dictionary.

Most resources will be available online. See http://sjmorrison.weebly.com for more information

**Evaluation**:

Student will be evaluated using the following weights:

 Essays and Tests- 40%

Journal/Notebook and In Class Assignments- 30%

Homework and Handouts- 15%

Quizzes- 15%

**Course Schedule**:

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| ***Unit*** | ***Topic*** | ***Required Reading*** | ***Assessments***  |
| 1.1 | Native American Experience and Evolving Cultural Identities | *Absolutely True Diary of a Part Time Indian*Various Native American myths | Reader Response JournalGroup DiscussionsWrite a Myth |
| 1.2 | The Puritan Tradition | *The Crucible*“Sinners in the Hands of an Angry God” | Reader Response JournalGroup DiscussionsResponse to Lit -Argument |
| 1.3 | Revolutionary Non-fiction | “The Declaration of Independence” and other readings | Reader Response JournalGroup DiscussionsShort written responses and speechesWrite a Speech/Presentation |
| 2.1 | Roots of Romanticism |  From *Walden* and “Nature”“Civil Disobedience”“On the Eve…”“Long Walk to Freedom” | Reader Response JournalGroup DiscussionsShort written responsesLiterary Argument |
| 2.2 | Road to Emancipation | *Kindred*Various Poetry of the era“The Gettysburg Address” and related readings | Reader Response JournalGroup DiscussionsShort written responses Write a narrative/poem  |
| 2.3 | Changing Roles of Women | *The Awakening*“The Story of an Hour”From *Women in the 19th Century*“Ain’t I a Woman?” | Reader Response JournalGroup DiscussionsInformational Essay |
| 3.1 | From Realism to Naturalism: Approaching the Modern Era | *“To Build a Fire”* by Jack London | Reader Response JournalLiterary Argument |
| 3.2 | The Modern Age and the Harlem Renaissance | Selected works by James Weldon Johnson, Zora Neale Hurston, and Langston Hughes | Reader Response JournalGroup DiscussionsWrite a Historical Narrative |
| 3.3 | The Modern Age and The Great Gatsby | *The Great Gatsby* by F. Scott Fitzgerald | Reader Response JournalLiterary Argument |
| 4.1 | Contemporary Drama | *Fences* by August Wilson | Dialectical JournalInformational Essay |
| 4.2 | Contemporary Perspectives | *Always Running: La Vida Loca: Gang Days in LA*, by Luis J. Rodríguez | Reader Response JournalInformational Research Report |