

Orange Unified School District
ENGLISH 10 Honors
Year Course

GRADE LEVEL: 11

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

English 10 Honors integrates the language arts skills of reading, analysis, interpretation, writing, research, speaking and listening through a literature-based curriculum with emphasis on American literature. This is a survey course exploring the literature of the United States from the earliest English settlers to the present and its connections to world genres. The purpose of the course is to acquaint students with American heritage, especially the literary works that present our political, social, and philosophical beliefs and their origins. All genres as well as the characteristics of the various literary movements (e.g. Puritanism, Neoclassicism, Romanticism, Transcendentalism, Realism, Naturalism, and Modernism) and their represented authors are studied. Composition emphasizes the four basic domains of writing: e.g., imaginative/narrative, practical/informative, sensory/descriptive and analytical/expository. The study of literature and composition supports correctness: e.g., grammar, usage, mechanics, spelling, diction, and ethnology. Speaking and listening skills are enhanced through a variety of speech activities: e.g., impromptu, formal, debate and class discussion.

COURSE OBJECTIVES:

(The standards for eleventh grade language arts have been incorporated in the Course Objectives)

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:

Apply knowledge of word origins both to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development:

- 1.1. Trace the etymology of significant terms used in political science and history.
- 1.2. Apply knowledge of Greek, Latin, and Anglo-Saxon roots to draw inferences concerning the meaning of scientific and mathematical terminology.
- 1.3. Discern the meaning and relationship between pairs of words encountered in analogical statements (e.g., synonyms/antonyms, connotation/denotation).

2.0. READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Read and understand grade-level-appropriate material. Analyze the organization patterns,

arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials:

- 2.1. Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2. Analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text.
- 2.3. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4. Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using elements of text to defend and clarify interpretations.
- 2.5. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique:

- 2.6. Critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reading concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion).

3.0. LITERARY RESPONSE AND ANALYSIS: Read and respond to historically or culturally significant works of American world literature. Conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

- 3.1. Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2. Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
- 3.3. Analyze how irony, tone, mood, style, and "sound" of language are used to achieve specific rhetorical and/or aesthetic purposes.
- 3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions in order to:
 - (1) trace the development of American literature from the Colonial period forward;
 - (2) contrast the major periods, themes, styles, and trends, and describe how works by members of different cultures relate to one another in each period;
 - (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.
- 3.6. Analyze how authors over the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- 3.7. Analyze recognized works of world literature from a variety of authors, in order to:

- (1) contrast the major literary forms and techniques and the characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern);
- (2) relate literary works and authors to major themes and issues of their eras;
- (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

Literary Criticism:

3.8. Analyze the political assumptions in a selection of literary works or essays on a topic for their clarity and consistency (e.g., suffrage, women's place in organized labor) (Political Approach).

3.9. Analyze the philosophical arguments presented in literary works to determine whether the author's position has contributed to the quality of each work and the credibility of its characters (Philosophical Approach).

From English 9/10 Content Standards:

- 3.11. Evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach).
- 3.12. Analyze how a work of literature is related to the themes and issues of its historical period (Historical Approach).

WRITING

1.0. WRITING STRATEGIES: Write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose of use of the stages of the writing process, as needed.

Organization and Focus:

- 1.1. Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.
- 1.2. Use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- 1.5. Use language in natural, fresh and vivid ways to create a specific tone.

Research and Technology:

- 1.6. Develop presentation by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7. Use systematic strategies to organize and record information (e.g. anecdotal scripting, annotated bibliographies).
- 1.8. Integrate databases, graphics, and spreadsheets into work-processed documents.

Revising and Evaluating Strategies:

- 1.9. Revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grades 11/12 writing strategies outlined in Writing Standard 1.0, students:

- 2.1. Write fictional autobiographical, and/or biographical narratives that:
 - (1) narrate a sequence of events and communicate their significance to the audience;
 - (2) locate scenes and incidents in specific places;
 - (3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; interior monologue or feelings of characters);
 - (4) pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes;
 - (5) make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details.
- 2.2. Write responses to literature that:
 - (1) demonstrate a comprehensive understanding of the significant ideas in works or passages;
 - (2) analyze the use of imagery, language, universal themes and/or unique aspects of text;
 - (3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works;
 - (4) demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created;
 - (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
- 2.3. Write reflective compositions that:
 - (1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition);
 - (2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life;
 - (3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.
- 2.4. Write historical investigation reports that:
 - (1) use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition;
 - (2) analyze several historical records of a single event, examining critical relationships among elements of the research topic;
 - (3) explain the perceived reason(s) for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation;
 - (4) include information from all relevant perspectives, taking the validity and reliability of sources into consideration;
 - (5) provide a formal bibliography.
- 2.5. Write job applications and resumes that:
 - (1) are clear and purposeful, and address the intended audience appropriately;

- (2) use varied levels, patterns, and types of language to achieve intended effects and aid comprehension;
 - (3) modify tone to fit purpose and audience;
 - (4) follow the conventional style for the type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6. Deliver multimedia presentations that:
- (1) combine text, images, and sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD ROMs, Internet, computer media generated images);
 - (2) select an appropriate medium for each element of the presentation;
 - (3) use selected media skillfully, including proper editing and monitoring for quality;
 - (4) test audience response and revise the presentation accordingly.

From English 9/10 Content Standards:

- 2.3. Write expository compositions, including analytical essays and research reports that:
- (1) marshal evidence in support of a thesis and related claims, including information on all relevant perspectives;
 - (2) convey information and ideas from primary and secondary sources accurately and coherently;
 - (3) make distinctions about the relative value and significance of specific data, facts, and ideas;
 - (4) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology;
 - (5) anticipate and address readers' potential misunderstandings, biases, and expectations;
 - (6) use technical terms and notations accurately.
- 2.4. Write persuasive compositions that:
- (1) structure ideas and arguments in a sustained and logical fashion;
 - (2) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; personal anecdote, case study, or analogy);
 - (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning;
 - (4) address readers' concerns, counterclaims, biases, and/or expectations.
- 2.5. Write business letters that:
- (1) are clear and purposeful, and address the intended audience appropriately;
 - (2) use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients;
 - (3) highlight central ideas or images;
 - (4) follow conventional style, and use page formats, fonts, and spacing that contribute to the documents' readability and impact.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Write and speak with a command of standard English conventions.

Manuscript Form:

- 1.1. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.
- 1.2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.3. Reflect appropriate manuscript requirements in writing.

LISTENING AND SPEAKING

1.0. LISTENING AND SPEAKING STRATEGIES: Formulate adroit judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct

perspectives and solid reasoning. Incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

- 1.1. Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language).
- 1.2. Analyze the impact of media on the democratic process (e.g., influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3. Interpret and evaluate the various ways that visual image-makers (e.g., graphic artists, documentary film makers, illustrators, news photographers) present events and communicate information.

Organization and Delivery of Oral Communication:

- 1.4. Use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5. Distinguish among, and use, various forms of classical and contemporary logical argument, including:
 - (1) inductive and deductive reasoning;
 - (2) syllogisms and analogies.
- 1.6. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7. Use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details.
- 1.8. Use effective and interesting language, including:
 - (1) informal usage for effect;
 - (2) standard English for clarity;
 - (3) technical language for specificity.
- 1.9. Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10. Evaluate when to use different kinds of images (e.g., visual, music, sound effects, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications:

- 1.11. Critique the impact that a speaker's use of diction and syntax has on purpose and audience.
 - 1.12. Identify logical fallacies used in oral address (e.g., attack ad hominem, false causality, red herring, over-generalization, bandwagoning).
 - 1.13. Analyze the four basic types of persuasive speeches (i.e., propositions of fact, value, problem, or policy), and understand the similarities and differences in their use of patterns of organization, persuasive languages, reasoning, and proofs.
 - 1.14. Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast, "War of the Worlds").
- 2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.**

Using the Grades 11/12 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1. Deliver reflective presentations that:
 - (1) explore the significance of personal experiences, events, conditions, or concerns, using rhetorical strategies (e.g., narration, description, exposition);
 - (2) draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life;

- (3) maintain a balance between describing the incident and relating it to more general abstract ideas.
- 2.2 Deliver oral reports on historical investigations that:
- (1) use expositions, narration, description, argumentation, or some combination of the four modes of presentation to support the main proposition;
 - (2) analyze several historical records of a single event, examining critical relationships between and among elements of the research topic;
 - (3) explain the perceived reason(s) for the similarities and differences, using information derived from primary and secondary sources to support or enhance the presentation;
 - (4) include information on all relevant perspectives, considering the validity and reliability of sources.
- 2.3. Deliver oral responses to literature that:
- (1) demonstrate a comprehensive understanding of the significant ideas of works or passages (i.e., makes assertions about the text that are reasonable and supportable);
 - (2) analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies (i.e., narration, description, argumentation, exposition, or some combination of the four strategies);
 - (3) support key ideas and viewpoints through accurate and detailed references to the text or to other works;
 - (4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created;
 - (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
- 2.4. Deliver multimedia presentations that:
- (1) combine text, images, and sound, incorporating information from a wide range of media, including television, videos, films, newspapers, magazines, CD ROMs, on-line information, and computer media-generated images;
 - (2) select an appropriate medium for each element of the presentation;
 - (3) use the selected media skillfully, including editing and monitoring for quality;
 - (4) test audience response and revise the presentation accordingly.
- 2.5. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate understanding of meaning (e.g., Hamlet's "To Be or Not to Be").

COURSE OVERVIEW BY SEMESTER

FIRST SEMESTER (ALL SUGGESTED WORKS IN TEXT UNLESS OTHERWISE SPECIFIED OR ENRICHMENT OF CORE WORKS FROM ENGLISH 10)

Core Works from English 10

Catcher in the Rye, J.D. Salinger

Ethan Frome, Edith Wharton

I Heard the Owl Call My Name, Margaret Craven

Hiroshima, John Hersey

The Human Comedy, William Saroyan

I Know Why the Caged Bird Sings, Maya Angelou

*The Pearl**, John Steinbeck

My Antonia, Willa Cather

Native Son, Richard Wright

*Of Mice and Men**, John Steinbeck

A Separate Peace, John Knowles

Stranger in a Strange Land, Robert Heinlein

To Kill a Mockingbird, Harper Lee

Into Thin Air, Jon Krakauer

Julius Caesar, Shakespeare*

Much Ado About Nothing, Shakespeare

Othello, Shakespeare

Taming of the Shrew, Shakespeare

Antigone, Sophocles*

Twelve Angry Men, Reginald Rose

WEEKS

3

I. Beginnings (1750)

Choose 3 from the following: 1 must be Native American

- | | |
|----------------------|---------------|
| William Bradford | Iroquois |
| Anne Bradstreet | Cotton Mather |
| William Byrd | Navajo |
| Christopher Columbus | John Smith |
| Jonathan Edwards | |

A. Structural Elements

- Plot
 - Summarizing the plot line
 - Identifying internal/external conflicts
- Characterization
 - Recognizing methods of development
 - Comparing/contrasting characters
- Setting
 - Analyzing and evaluating its effect on the characters and plot
- Mood
 - Discussing the emotional tone and any changes that occur
- Theme
 - Explaining the underlying meaning
 - Relating the theme to outside situations
 - Comparing/contrasting the theme to other literary works
- Point of View
 - Identifying the point of view
 - Evaluating its effect on the work
- Stylistic Devices

B. Historical/Social Context of Work

C. Background of Author

D. Literary Terms and Vocabulary

- Sound devices (repetition, assonance, consonance, etc.)
- Rhetorical devices (paradox, hyperbole, parallelism, etc.)
- Literary devices (allusion, symbols, extended metaphor, etc.)

E. Correctness

- Domains of writing
- Supportive grammar, usage, mechanics, and spelling related instruction

II. A Nation is Born

3

Choose 3 from the following: 1 must be a woman

- | | |
|-------------------|------------------|
| Abigail Adams | Thomas Jefferson |
| Jean DeCrevecoer | Thomas Paine |
| Benjamin Franklin | Phillis Wheatley |
| Patrick Henry | |

A. Historical/Social Context of the Work

- B. Background of the Author/Impact on Text
- C. Rhetorical Devices/Public vs. Private Documents
- D. Analysis of Mood, Theme, Tone
- E. Analysis of Impact of Public Documents and Their Appeal to Audience
- F. Oral Language Activities
 - 1. Small group and/or panel discussion
 - 2. Class discussion
 - 3. Individual speaking
 - 4. Oral reading
 - 5. Debate
 - 6. Formal and impromptu speaking
 - 7. Role of the audience
 - 8. Visual aids and props
 - 9. Evaluating presentations
 - 10. Incorporating multimedia and technology
- G. Active and Passive Listening
 - 1. Focus on the speaker
 - 2. Recognizing patterns of organization

III. Novels, Nonfiction, and Drama

4

Choose 1 from the following:

The Crucible (Arthur Miller)

The Scarlet Letter (Nathaniel Hawthorne)

The Autobiography of Benjamin Franklin (Benjamin Franklin)

A. Dramatic Structure

- 1. Plot
 - a. Summarizing the sequential action
 - b. Identifying internal/external conflicts
 - c. Analyzing the structure of the play
- 2. Characterization
 - a. Identifying and describing both physically and behaviorally the characters in the play
 - b. Explaining the motivation behind a character's actions
 - c. Identifying the work's protagonist and antagonist
 - d. Comparing/contrasting characters
 - e. Relating the behavior of the characters to known individuals
- 3. Setting
 - a. Identifying the time and place
 - b. Stating the time frame in which the work takes place
- 4. Mood
 - a. Discussing the emotional tone of the work and how characters, dialogue and events alter the tone
- 5. Theme
 - a. Explaining the underlying meaning
 - b. Relating the theme to outside situations
 - c. Comparing/contrasting the theme of other literary works

6. Point of View
 - a. Explaining the attitude of the author toward the characters and events
- B. Aristotelian Elements
 1. Plot
 - a. Explaining the downfall of a noble hero
 2. Characterization
 - a. Explaining the concept of the tragic hero
 3. Idea
 - a. Recognizing that the play revolves around the concept of human greatness, of the unrealized possibilities of human life
 4. Diction
 - a. Recognizing that the language is elevated and dignified and explaining the purpose of this
- C. Background of the Authors
- D. Literary Terms and Vocabulary
- E. Staging
- F. Dramatization
 1. Memorization and performance
 2. Role-play
 3. Readers' theater
 4. Directing/Producing
- G. Correctness
 1. Domains of writing
 2. Supportive grammar, usage, mechanics and spelling related instruction

IV. A Growing Nation (1800-1870) 4

Choose 4 from the following:

Bryant	Irving	
Dickinson		Longfellow
Emerson	Poe	
Hawthorne	Thoreau	
Whitman		

- A. Definition of Poetry
 1. What is a poem?
 2. Recognizing types of poems: narrative, lyrical, dramatic, epic
- B. Reading/Understanding Poetry (denotation and connotation)
 1. Discussing the literal level
 2. Analyzing and discussing the different interpretive levels
- C. Figurative Language
 1. Analyzing and discussing the use of imagery, metaphors, similes, personification, allusions, symbols, and irony
- D. Poetic Terms, Devices and Vocabulary
- E. Background of Authors
- F. Correctness
 1. Domains of writing

2. Supportive grammar, usage, mechanics and spelling related instruction
- G. Oral Poetry
 1. Choral reading
 2. Recitation
 3. Readers' theater
 4. Dramatization
- H. Historical Context of Work
- I. Structural Elements
 1. Plot
 - a. Summarizing the plot line
 - b. Identifying internal/external conflicts
 2. Characterization
 - a. Recognizing methods of development
 - b. Comparing/contrasting characters
 3. Setting
 - a. Analyzing and evaluating its effect on the characters and plot
 4. Mood
 - a. Discussing the emotional tone and any changes that occur
 5. Theme
 - a. Explaining the underlying meaning
 - b. Relating the theme to outside situations
 - c. Comparing/contrasting the theme to other literary works
 6. Point of View
 - a. Identifying the point of view

V. Novels

4

Choose 1 from the following:

The Adventures of Huckleberry Finn (Twain)
The Red Badge of Courage (Crane)
The Narrative of the Life of a Slave (Douglas)
The Confidence Man (Melville)

Last of the Mohicans (Cooper)
The Blithedale Romance (Hawthorne)
Maggie, A Girl of the Streets (Crane)

- A. Author Background/Social and Political Context of Work
- B. Socio-Historic Background
- C. Literary Terms
- D. Universal Themes
- E. Figurative Language
- F. Plot/Characterization/Setting

SECOND SEMESTER

VI. Division, Reconciliation, and Expansion (1850-1914)

4

Choose 5 from the following or enrichment of core works from English 10:

Cather	Bierce	Spiritual
Chestnut	Masters	Lincoln
Chopin	Robinson	Dunbar
Crane	Twain	Chief Joseph
Douglass	Harte	

- A. Structural Elements
 - 1. Plot
 - a. Summarizing the plot line
 - b. Identifying internal/external conflicts
 - 2. Characterization
 - a. Recognizing methods of development
 - b. Comparing/contrasting characters
 - 3. Setting
 - a. Analyzing and evaluating its effect on the characters and plot
 - 4. Mood
 - a. Discussing the emotional tone and any changes that occur
 - 5. Theme
 - a. Explaining the underlying meaning
 - b. Relating the theme to outside situations
 - c. Comparing/contrasting the theme to other literary works
 - 6. Point of View
 - a. Identifying the point of view
 - b. Evaluating its effect on the work
 - 7. Stylistic Devices
 - B. Historical/Social Context of Work
 - C. Background of Author
 - D. Literary Terms and Vocabulary
 - 1. Sound devices (repetition, assonance, consonance, etc.)
 - 2. Rhetorical devices (paradox, hyperbole, parallelism, etc.)
 - 3. Literary devices (allusion, symbols, extended metaphor, etc.)
 - E. Correctness
 - 1. Domains of writing
 - 2. Supportive grammar, usage, mechanics, and spelling related instruction
- VII. Disillusion, Defiance and Discontent (1914-1946) 6
- Choose 5 from the following:
- | | |
|------------|----------|
| Eliot | Welty |
| Pound | Sandburg |
| Williams | Porter |
| Fitzgerald | Faulkner |
| Steinbeck | Frost |
| Cummings | Hurston |
| Hemingway | Hughes |
- A. Structural Elements
 - B. Background of Authors/Historical and Social Context
 - C. Literary Terms and Vocabulary
 - D. Correctness
 - 1. Domains of writing
 - 2. Supportive grammar, usage, mechanics, and spelling related instruction
 - E. Definition of Poetry
 - 1. What is a poem?
 - 2. Recognizing types of poems; narrative, lyrical, dramatic, epic

- F. Reading/Understanding Poetry (denotation and connotation)
 - 1. Discussing the literal level
 - 2. Analyzing and discussing the different interpretive levels
- G. Figurative Language
 - 1. Analyzing and discussing the use of imagery, metaphors, similes, personification, allusions, symbols, and irony
- H. Poetic Terms, Devices, and Vocabulary
- I. Oral Poetry
 - 1. Choral reading
 - 2. Recitation
 - 3. Readers' theater
 - 4. Dramatization
- J. Research-Based Paper
 - 1. Writing Process
 - a. Writing clear, cogent, concise products
 - b. Engaging in pre-writing, pre-composition, writing, peer editing revising, and evaluating
 - 2. Format
 - a. Introduction with a thesis statement
 - b. Body paragraphs which exhibit one or more methods of development and include topic sentences and supporting details
 - c. Conclusion which summarizes or reemphasizes the central point of the composition
 - 3. Correctness
 - a. Direct instruction in grammar, usage, mechanics, and spelling
 - 4. Documentation
 - a. MLA style sheet format

VIII. Prosperity and Protest (1946-Present)

4

Choose 3 from the following:

O'Connor	Cisneros
Updike	Tan
Roethke	Hersey
Momaday	Plath
Walker	Ehrlich
Kingston	Ortiz

- A. Structural Elements
 - 1. Plot
 - a. Summarizing the plot line
 - b. Identifying internal/external conflicts
 - 2. Characterization
 - a. Recognizing methods of development
 - b. Comparing/contrasting characters
 - 3. Setting
 - a. Analyzing and evaluating its effect on the characters and plot
 - 4. Mood

- a. Discussing the emotional tone and any changes that occur
 5. Theme
 - a. Explaining the underlying meaning
 - b. Relating the theme to outside situations
 - c. Comparing/contrasting the theme to other literary works
 6. Point of View
 - a. Identifying the point of view
 - b. Evaluating its effect on the work
 7. Stylistic Devices
 - B. Historical/Social Context of Work
 - C. Background of Author
 - D. Literary Terms and Vocabulary
 1. Sound devices (repetition, assonance, consonance, etc.)
 2. Rhetorical devices (paradox, hyperbole, parallelism, etc.)
 3. Literary devices (allusion, symbols, extended metaphor, etc.)
 - E. Correctness
 1. Domains of writing
 2. Supportive grammar, usage, mechanics, and spelling related instruction
- IX. Novels, Nonfiction and Drama 4
- Choose 1 from the following:
- | | |
|--|--|
| <i>The Great Gatsby</i> (Fitzgerald) | <i>Invisible Man</i> (Ellison) |
| <i>A Raisin in the Sun</i> (Hensberry) | <i>Intruder in the Dust</i> (Faulkner) |
| <i>The Glass Menagerie</i> (Williams) | <i>Slaughterhouse-Five</i> (Vonnegut) |
| <i>Our Town</i> (Wilder) | <i>Into the Wild</i> (Krakauer) |
| <i>Bless Me, Ultima</i> (Anaya) | <i>The Bean Trees</i> (Kingsolver) |
| <i>Dinner at the Homesick Restaurant</i> (Tyler) | <i>California Childhood</i> (Soto) |
| <i>The Old Man and the Sea</i> (Hemingway) | <i>Living Up the Street</i> (Soto) |
| <i>O! Pioneers</i> (Cather) | <i>For Whom the Bell Tolls</i> (Hemingway) |
| <i>The Grapes of Wrath</i> (Steinbeck) | <i>The Kitchen God's Wife</i> (Tan) |
| <i>The Right Stuff</i> (Wolfe) | |
- A. Author Background/Socio-Political Context of the Work
 - B. Socio-Historic Background
 - C. Literary Terms
 - D. Universal Themes/Archetypes
 - E. Figurative Language
 - F. Plot, Characterization, Setting

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