

University High School English Department

Course title: (Survey of) AMERICAN LITERATURE AND COMPOSITION

1 year course: 1 credit

Prerequisite: none

Grades: 11-12 English credit

Content	Skills	Benchmarks
<p>Colonial Period</p> <ul style="list-style-type: none"> • Early American Genre --history, sermons, poetry • Authors: John Smith, William Bradford, Anne Bradstreet, Jonathan Edwards <p>Revolution: The Age of Reason</p> <ul style="list-style-type: none"> • Contrast Puritan thought to Rationalism • Political writing • Revolutionary genre --autobiography --persuasive --essay • Authors: Benjamin Franklin, Thomas Jefferson, Thomas Paine, Crèvecoeur <p>Romantic Period</p> <ul style="list-style-type: none"> • Compare and contrast with Rationalism • Study the development of American literary heritage and emerging genre --short story • Poetry • Authors: Washington Irving, William 	<p>Speaking</p> <ul style="list-style-type: none"> • Oral reading • Small group dynamics • Whole and small group discussion • Panel discussion • Oral reports on contemporary authors <p>Listening</p> <ul style="list-style-type: none"> • Listening for information, evaluation, interpretation <p>Reading</p> <ul style="list-style-type: none"> • Primary and secondary source evaluation • Analysis of text for fictional elements, symbols, and interpretation • Research <p>Writing</p> <ul style="list-style-type: none"> • Creative writing • Dialectical note taking • Essay test writing • Compare and contrast essay • Research writing 	<ul style="list-style-type: none"> • Apply strategies for comprehending, interpreting, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources. • Write effectively for specific audiences and purposes, adapting language conventions appropriately, • Analyze writing tasks and purposes systematically, use elements of the writing process appropriately, and adopt a variety of strategies during the course of their writing. • Create and communicate knowledge, using technological resources to gather and synthesize information. • Use language to define and represent questions, issues and problems for research. • Read and write independently for learning and enjoyment. • Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions. • Use language knowledgeably,

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<p>Cullen Bryant, Cooper, Poe</p> <p>American Renaissance- Transcendentalism & American Classics</p> <ul style="list-style-type: none"> • Compare and contrast the Transcendental literary movement with previous periods. • Study the development of the novel and short story. • In-depth study of <i>The Scarlet Letter</i> • Authors: Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, Dickinson <p>Beginnings of Realism</p> <ul style="list-style-type: none"> • Study of writings of Civil War and post-War period. • Naturalistic writers, • American humorists • Study of <i>Huckleberry Finn</i> • Authors: Stephan Crane, Ambrose Bierce, Brett Harte, Mark Twain <p>Twentieth Century</p> <ul style="list-style-type: none"> • Study of the modern novel <ul style="list-style-type: none"> --<i>The Great Gatsby</i> --<i>The Old Man and the Sea</i> --<i>The Grapes of Wrath</i> --<i>To Kill a Mockingbird</i>, --<i>Fahrenheit 451</i> • Study of the modern short story • Study of modern poetry • Study of modern drama 	<p>Media Literacy</p> <ul style="list-style-type: none"> • Film analysis <p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of Questions • SOAPS Analysis • LIDDS Analysis 	<p>reflectively, constructively and critically.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the relationships between and among the components of the speaking process. • Identify and apply effective strategies for formal and informal speaking situations in public, group work and personal settings. • Use language that clarifies, persuades and/or inspires while respecting the cultural, gender and individual differences of the audience. • Demonstrate an understanding of the relationships between and among the components of the listening process. • Analyze and evaluate the effects of audio and visual media. • Identify and utilize the skills necessary for competent communication across audio and visual media.
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