



Course Outcome Summary

Course Information: (EJRENG) Junior English

Description: Junior Literature explores American literature through several movements beginning with Pre-Columbian Native American creation stories through present day Post-Modernism. Students will discover each movement's unique characteristics that reveal Americans' values and culture. With a focus on higher-order, critical, and creative thinking as well as an aggressive reading pace, this course solidly exposes students for the rigors of college preparatory exams. Composition units are designed to prepare students for the ACT exam. Writing focus will include advanced grammar, punctuation, and sentence structures. Writing will include exercises in MEL-Con paragraphs, persuasive, and expository writing styles. Writing skills will be enhanced through an emphasis on coherent, clearly organized papers in academic genres.

Instruction Level: General Education

Total Credits: 2

Prerequisites: none

Textbooks: none

Course Standards:

College and Career Readiness Standards Skill Band (28-32) Writing level (5)

Essential Question: Reflecting on the writers and their pieces throughout American literature from the 15th through the 21st Centuries provide evidence to analyze how the literature of the continually developing America influences the culture.

Unit

1. First Nation, Discovery, Puritan Literature
2. Reason and Revolution Literature
3. Romantics Literature
4. Writing and Grammar Mechanics Refresher
5. Transcendental Literature
6. Realists and Naturalists Literature
7. Modernists/Beat Generation/Harlem Renaissance

Unit Outlines

1. First Nation, Discovery, Puritan Literature

Essential Question:

- Reflecting on the writers and their pieces throughout the time of the discovery and the Puritans, provide evidence to analyze how the literature shows the importance of the writing as it represents the Explorers' values and Puritans' Colonial values of their time.

Essential Knowledge:

- oral tradition
- predestination
- colonialism
- Puritanism
- First Nation
- Purpose
- Tone
- Culture

Students will be able to:

- Provide a logically organized and structured paragraph
- Use accurate and clear transitional words and phrases to convey logical relationships between ideas
- Present a generally well-developed introduction
- Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples
- Show clear development between general and specific ideas and examples
- Maintain a focus on discussing the specific issue in the writing prompt throughout the essay
- Present a thesis that establishes a focus on the writer's position on the issue
- Show a strong understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion
- Determine relevance when considering material in the essay
- Identify the purpose of a word, phrase, or sentence when the purpose is subtle (for example: supporting later point, establishing tone) or when the best decision is to delete the text in question
- Use a word, phrase, or sentence to accomplish a subtle purpose (for example: adding emphasis or supporting detail, expressing meaning through connotation)
- Determine the need for transition words or phrases to establish logical relationships within and between paragraphs
- Determine the most logical place for a sentence in a fairly complex essay
- Locate and interpret minor or subtly stated details in more challenging passages
- Locate important details in complex passages
- Draw subtle logical conclusions in more challenging and complex passages
- Paraphrase virtually any statement as it is used in more challenging passages

- Infer a central idea or theme in more challenging passages or their paragraphs
- Summarize key supporting ideas and details in complex passages
- Order sequences of events in more challenging passages
- Understand implied or subtly stated comparative relationships in more challenging passages
- Identify clear comparative relationships in complex passages
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- Infer the function of paragraphs in more challenging passages.
- Analyze the overall structure of complex passages
- Infer a purpose in more challenging passages and how that purpose shapes content and style
- Understand point of view in complex passages
- Analyze how one or more sentences in complex passages offer reasons for or support a claim
- Infer a central claim in more challenging passages
- Draw logical conclusions using information from multiple portions of two literary narratives

Literature:

- Native American Creation Stories
- Christopher Columbus
- John Smith
- William Bradford
- Thomas Morton
- John Winthrop
- Anne Bradstreet
- Edward Taylor
- Jonathan Edwards
- Cotton Mather

Nonfiction:

- Background reading to authors and era
- Modern Application

Common Activities:

- Exploration of Native American wiki (web-cite)
- Annotation
- Analysis of Abby Road
- Large and small group discussions
- T Chart: Smith's Character
- MEL-Con: Columbus purpose and tone
- MEL-Con: Who is a more admirable Columbus or Smith?
- Venn Diagram (Bradford/Morton)
- MEL-Con: Why did Morton leave pieces out of his version of Merry-Mount?
- MEL-Con: Are the Puritan Standards unobtainable (Bradford, Morton, Winthrop)
- T.P.C.A.S.T.T. (Bradstreet, Taylor)
- View Salem Witch Trial on History Channel and compare to Cotton Mather. Establish historical social context.

Major Writings:

- Focus on MEL-Con paragraph development

Major Speeches:

- Small group oral tradition of self-selected First Nation creation stories

Major Assessments:

- Formative: MEL-Con
- Summative: Unit Exam

2. Reason and Revolution

Essential Question:

- Reflecting on the writers and their pieces throughout the time of “Reason and Revolution,” provide evidence to analyze how the literature reflects the values of American culture during this time period.

Essential Knowledge:

- Ethos
- Pathos
- Logos
- Rhetoric
- Rhetorical triangle
- Parallelism
- Enlightenment
- Anaphora
- Repetition

Students will be able to:

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- Maintain a focus on discussing the specific issue in the writing prompt throughout the essay
- Present a thesis that establishes a focus on the writer's position on the issue
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- Infer the function of paragraphs in more challenging passages
- Analyze the overall structure of complex passages

- Infer a purpose in more challenging passages and how that purpose shapes content and style
- Understand point of view in complex passages
- Analyze how one or more sentences in complex passages offer reasons for or support a claim
- Infer a central claim in more challenging passages
- Draw logical conclusions using information from multiple portions of two literary narratives
- Show a strong understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion
- Generate thoughtful reasons for a position; show recognition of the complexity of the issue in the prompt by partially evaluating implications and/or complications of the issue, and/or- anticipating and responding to counterarguments to the writer's position

Literature:

- Declaration of Independence
- Speech at the Virginia Convention
- From Franklin's Autobiography
- Franklin's Final Speech in the Constitutional Convention
- De Crevecoeur's Letter III
- De Crevecoeur's Letter IX
- To His Excellency George Washington
- To Sir Toby

Nonfiction:

- Background reading to authors and era
- Modern Application

Common Activities:

- PP Rhetorical arts
- Annotation
- Rhetorical analysis Declaration
- View John Adams episode "Independence"
- MEL-Con synthesis of film and document
- Large and small group discussions
- T.P.C.A.S.T.T. Wheatley and Freneau

Major Writings:

- Focus on MEL-Con paragraph development

Major Assessments:

- Formative: MEL-Con
- Pursuit of Happiness research paper
- Summative: Unit Exam

3. Romantics

Essential Question:

- Reflecting on the writers and their pieces throughout the time of “Romanticism” provide evidence to analyze how the literature reflects the values of American culture during this time period.

Essential Knowledge:

- Tone
- Symbolism
- Gothic
- Abolition
- Romanticism
- Supernatural

Students will be able to:

- Provide a logically organized and structured paragraph
- Use accurate and clear transitional words and phrases to convey logical relationships between ideas
- Present a generally well-developed introduction
- Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples
- Show clear development between general and specific ideas and examples
- Maintain a focus on discussing the specific issue in the writing prompt throughout the essay
- Present a thesis that establishes a focus on the writer’s position on the issue
- Show a strong understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion
- Determine relevance when considering material in the essay
- Identify the purpose of a word, phrase, or sentence when the purpose is subtle (for example: supporting later point, establishing tone) or when the best decision is to delete the text in question
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- Determine the need for transition words or phrases to establish logical relationships within and between paragraphs
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- Draw subtle logical conclusions in more challenging and complex passages
- Paraphrase virtually any statement as it is used in more challenging passages
- Infer a central idea or theme in more challenging passages or their paragraphs
- Summarize key supporting ideas and details in complex passages
- Order sequences of events in more challenging passages

- Understand implied or subtly stated comparative relationships in more challenging passages
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- Draw logical conclusions using information from multiple portions of two literary narratives
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Literature:

- Washington Irving
 - “Devil and Tom Walker”
- Nathaniel Hawthorne
 - “The Birth-Mark”
- Henry Wadsworth Longfellow
 - “The Slave’s Dream”
 - “My Lost Youth”
- William Cullen Bryant
 - “Thanatopsis”
 - “A Forest Hymn”
- Herman Melville
 - “Bartleby, The Scrivener”
- Edgar Allan Poe
 - “The Raven”
 - “The Fall of the House of Usher”

Nonfiction:

- Background reading to authors and era
- Modern Application

Common Activities:

- Annotation
- Large and small group discussions
- T.P.C.A.S.T.T. Poems

4. Conventions of Standard English

Essential Question:

- Reflecting on the student's own writing, how does use of proper conventions, word choice, and varying sentence constructions create meaning?

Essential Knowledge:

- Clause
- Phrase
- Essential
- Nonessential
- Conjunction
- Introductory element
- Transition

Students will be able to:

- Show competent use of language to communicate ideas by:
 - correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but non that impede understanding
 - generally choosing words that are precise and varied
 - using several kinds of sentence structures to vary pace and to support meaning
- Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail,
 - expressing meaning through connotation)
- Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs
- Use commas to avoid ambiguity when the structure or language is sophisticated (E.G., to set off a complex series of items)
- Use punctuation to set off a nonessential/nonrestrictive appositive or clause
- Use a semicolon to link closely related independent clauses
- Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)
- Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns your, and the relative pronouns who and whom

Punctuation:

Students will be able to identify and correct the usage of:

- Commas
- Semi-Colon
- Colon
- Dash

Structure:

- Fragments
- Run-On
- Shifted-Construction
- Misplaced Modifiers
- Dangling Modifiers

Students will be able to Create Complex Sentence Structure Using:

- Appositives
- Participles
- Adjective Clauses
- Adverb Clauses

Assessment:

- Formative: Pro/Con Act model essay

5. Transcendentalism

Essential Question:

- Reflecting on the writers and their pieces in the decades leading up to the Civil War, provide evidence to analyze how the Transcendentalist literature reflects the values of American culture during this time period.

Essential Knowledge:

- Spiritual
- Transcendentalism
- Natural
- Oversoul
- Self-reliance
- Institutions
- Abolition

Students will be able to:

- Provide a logically organized and structured paragraph
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- Present a generally well-developed introduction

- Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples
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Literature:

- Ralph Waldo Emerson
 - *from: “Self-Reliance”*
- Henry David Thoreau
 - *from: “Walden, or Life in the Woods”*
- Frederick Douglass
 - *from: My Bondage and My Freedom*
- Walt Whitman (Select Poems)
- Emily Dickinson (Select Poems)

Nonfiction:

- Background reading to authors and era
- Modern Application

Common Activities:

- Annotation
- Large and small group discussions
- T.P.C.A.S.T.T. Poems

6. Realist and Naturalist

Essential Question:

- Reflecting on the writers and their pieces throughout the time of the Realists and Naturalists, provide evidence to analyze how the literature reflects the differing values of American culture during this time period.

Essential Knowledge:

- Realism
- Verisimilitude
- Naturalism
- Tone
- “Rounded” characters vs. “flat” characters
- Pessimism
- Plot
- Determinism
- Social Darwinism

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Literature:

- Stetson
 - "The Yellow Wall-paper"
- Chopin
 - "The Story of an Hour"
 - "Desire's Baby"
- Bret Harte
 - "The Outcasts of Poker Flat"
- Sandburg
 - "Chicago"
- Williams
 - "The Young Housewife"
- Crane
 - "An Episode of War"
- Bierce
 - "An Occurrence at Owl Creek Bridge"
- Garland
 - "Under the Lion's Paw"
- London
 - "To Build a Fire"
- Bogan
 - "Women"
- Frost
 - "Out, Out-"
 - "Nothing Gold Can Stay"
 - "Stopping by the Woods on a Snowy Evening"
 - "The Road Not Taken"

Nonfiction:

- Background reading to authors and era
- Modern Application

Common Activities:

- Annotation
- Large and small group discussions
- T.P.C.A.S.T.T. Poems

7. Modernists/Beat Generation/Harlem Renaissance

Essential Question:

- Reflecting on the writers and their pieces throughout Modernism and the time of the Harlem Renaissance and the Beat Generation, provide evidence to analyze how the literature reflects the values of American culture during this time period.

Essential Knowledge:

- Renaissance
- Harlem
- Prejudice
- Beatnik
- Jazz
- Drama
- Act, Scene, Line
- Modernism
- Stream of consciousness

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Literature:

- Hughes (Select Poems)
- Hemingway
 - "Soldier's Home"
- Faulkner
 - "A Rose for Emily"
 - "Race at Morning"
- Miller
 - *Death of a Salesman*
 - *Crucible*
- Ginsberg
 - "America"
- Hansberry
 - *A Raisin in the Sun*
- Plath (Select Poems)
- Lord (Select Poems)
- Bishop (Select Poems)
- Brooks'
 - "We Real Cool"
- Erdrich
 - "Dear John Wayne"
- Naylor
 - *From Women of Brewster Place*
- Bell Hooks
 - Criticisms

Nonfiction:

- Background reading to authors and era
- Modern Application

Common Activities:

- Annotation
- Large and small group discussions
- T.P.C.A.S.T.T. Poems