



Mountain Range High School
 12500 Huron Street • Westminster, CO 80234
 Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>



School Year	2018-2019	Teacher Name	
Office		Email Address	
Phone		Website	

Course Name	English 11: Literature of the United States			
Course Description	This course will focus on the development of literary theme and structure across the 18th, 19th, and 20th centuries in the United States in order for students to understand the thematic progression of American literature. Students will participate in a variety of inquiry-based learning activities and verbal activities as well as write narrative, comparative analysis, informative, and persuasive pieces.			
Unit of Study	Approximate Timeline of Unit	Primary Text(s) with Descriptions from Amazon.com and notation of mature content	Text(s) support students with the following assessments:	Targeted Date of Assessment
Authorial Choices and Thematic Development	30-33 Days	<p>Fitzgerald, F. Scott. <i>The Great Gatsby</i>. The Great Gatsby, F. Scott Fitzgerald's third book, stands as the supreme achievement of his career. This exemplary novel of the Jazz Age has been acclaimed by generations of readers. The story of the fabulously wealthy Jay Gatsby and his love for the beautiful Daisy Buchanan, of lavish parties on Long Island at a time when The New York Times noted "gin was the national drink and sex the national obsession," it is an exquisitely crafted tale of America in the 1920s. The Great Gatsby is one of the great classics of twentieth-century literature. (Sexual Content, Profanity, Violence)</p>	<p>In this unit, readers will determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. They will also analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Writers will apply grade 11 reading standards, drawing evidence from literature to craft informative/explanatory texts, examining and conveying complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	Quarter 1 Midterm
Analyzing Complex Ideas	23-26 Days	A selection of speeches, social commentaries, and essays will be used.	<p>In this unit, readers will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. They will also analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Writers will apply grade 11 reading standards, drawing evidence from literary nonfiction to craft informative/explanatory texts to examine and convey complex ideas,</p>	End of Quarter 1



			concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
Problem-Solution Research	23-26 Days	A selection of literary non-fiction, documentaries, and articles will be used.	<p>In this unit, readers will determine an author's point of view or purpose in a text, analyzing how style and content contribute to the text, also analyzing and evaluating the effectiveness of the structure an author uses. Readers will integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p> <p>Writers will conduct sustained research projects in order to craft arguments, gathering and synthesizing relevant information from multiple authoritative print and digital sources; integrating information selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source; and following a standard format for citation.</p> <p>Students will present findings conveying a clear and distinct perspective, and making strategic use of digital media in presentations to enhance understanding and to add interest.</p>	Quarter 2
American Narrative	30-33 Days	<p>A selection of short fiction will be used.</p> <p>O'Brien, Tim. <i>The Things They Carried</i>. A classic work of American literature that has not stopped changing minds and lives since it burst onto the literary scene, <i>The Things They Carried</i> is a ground-breaking meditation on war, memory, imagination, and the redemptive power of storytelling. <i>The Things They Carried</i> depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and the character Tim O'Brien, who has survived his tour in Vietnam to become a father and writer at the age of forty-three. Taught everywhere—from high school classrooms to graduate seminars in creative writing—it has become required reading</p>	<p>In this unit, readers will demonstrate knowledge of 18th-, 19th- and early-20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. They will also analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. Writers will craft narratives to develop experiences or events using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines; establishing one or multiple point(s) of view, and introducing a narrator and/or characters; and providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	End of Quarter 3



Mountain Range High School

12500 Huron Street • Westminster, CO 80234
Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>

		<p>for any American and continues to challenge readers in their perceptions of fact and fiction, war and peace, courage and fear and longing. The Things They Carried won France's prestigious Prix du Meilleur Livre Etranger and the Chicago Tribune Heartland Prize; it was also a finalist for the Pulitzer Prize and the National Book Critics Circle Award. (Sexual Content, Profanity, Violence)</p> <p>Guest, Judith. <i>Ordinary People.</i> In <i>Ordinary People</i>, Judith Guest's remarkable first novel, the Jarrets are a typical American family. Calvin is a determined, successful provider and Beth an organized, efficient wife. They had two sons, Conrad and Buck, but now they have one. In this memorable, moving novel, Judith Guest takes the reader into their lives to share their misunderstandings, pain...and ultimate healing. (Sexual Content, Profanity, Violence)</p> <p>Salinger, JD. <i>The Catcher in the Rye.</i> The hero-narrator of THE CATCHER IN THE RYE is an ancient child of sixteen, a native New Yorker named Holden Caulfield. Through circumstances that tend to preclude adult, secondhand description, he leaves his prep school in Pennsylvania and goes underground in New York City for three days. The boy himself is at once too simple and too complex for us to make any final comment about him or his story. Perhaps the safest thing we can say about Holden is that he was born in the world not just strongly attracted to beauty but, almost, hopelessly impaled on it. There are many voices in this novel: children's voices, adult voices, underground voices-but Holden's voice is the most eloquent of all. Transcending his own vernacular, yet remaining</p>		
--	--	--	--	--



Mountain Range High School
 12500 Huron Street • Westminster, CO 80234
 Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>



		marvelously faithful to it, he issues a perfectly articulated cry of mixed pain and pleasure. However, like most lovers and		
Informed Public Advocacy	30-33 Days	A variety of essays, articles, literary nonfiction, and documentaries will be used	In this unit, readers will analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. They will also delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. Writers will conduct short research projects in order to craft arguments, synthesizing multiple sources on a subject and integrating information selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source; and following a standard format for citation.	Quarter 4 Midterm
Interpreting American Drama	22-25 Days	Fences – August Wilson A Streetcar Named Desire – Tennessee Williams Death of a Salesman – Arthur Miller The Crucible – Arthur Miller	In this unit, readers will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama and analyze multiple interpretations of an American drama, evaluating how each version interprets the source text. Writers will apply grade 11 reading standards, drawing evidence from literary texts to craft informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	End of Quarter 4

Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.

For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives
(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)

- Amazon book reviews: www.amazon.com



Mountain Range High School
 12500 Huron Street • Westminster, CO 80234
 Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>



- Goodreads: www.goodreads.com
- Common Sense Media: www.common Sense Media.org
- Kirkus Reviews: <https://www.kirkusreviews.com>
- Thriving Family--A Focus on the Family publication: www.thrivingfamily.com/family/Media.aspx

Grading Scale		Grade Percentages/Weights	
A	90-100	Writing and Composition (Summative Assessment)	35%
B	80-89	Reading for all Purposes (Summative Assessment)	25%
C	70-79	Speaking and Listening (Summative Assessment)	15%
D	60-69	Language (Summative Assessment)	15%
F	59 or below	Practice (Formative Assessment)	10%
*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp			
Assessment/Practice Proficiency Levels			
4	Advanced Understanding of the Standard		
3	Meets the Standard		
2	Approaches the Standard		
1	Does not Meet the Standard		
M	Missing		

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 90%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) All Summative Assessments will have a score of 4, 3, 2, 1, or M. Some assessments may be weighted more or less heavily, as appropriate. In this case, students will be informed ahead of time.
- **Formative: 10%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. Formative Assessments may be marked with a 4, 3, 2, 1, M, as well as an S for Satisfactory, an I for Incomplete, or a U for Unsatisfactory.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.



Mountain Range High School

12500 Huron Street • Westminster, CO 80234

Office: (720) 972-6300 • Fax: (720) 972-6529

<http://www.mountainrange.adams12.org>

