

American Literature and Composition

Teacher: Ashley Holland

Room Number: 129

Email: Ashley_holland@putnam.k12.ga.us

School Phone: 706-485-9971

Website: http://myschooldesk.net/putnam/teachersite.aspx#site.16159_pid.69258_mid.135613

Tutorial: Tuesdays 3:10-4:00, additional days upon request

Course Information:

23.0510035 *American Literature and Composition Semester*

Course Description:

As students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the CCGPS. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students will build strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken word, digital media, film, dance, or fine art. Confident familiarity with important works from American Literature will be emphasized. Students will graduate with the fully developed ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English. (<https://www.georgiastandards.org/Common-Core/Pages/ELA-9-12.aspx>)

Student Learning Objectives/Standards:

This course is designed to follow the Common Core Georgia Performance Standards listed for 11th grade. Listed below is an overview of the standards in each of the English/Language Arts categories. Please see the following website for a detailed list of the Common Core Georgia Performance Standards:

[https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_ELA_11-12_Standards\(AmLit\).pdf](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_ELA_11-12_Standards(AmLit).pdf)

READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING/LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials Needed: Paper, Pencils, Pens, 3 Ring Binder, Flash Drive (optional but recommended)

***Assignments & Academic Calendar:**

4.5 Weeks: The American Dream (<i>The Crucible</i>)	4.5 Weeks: Dreams of Nature (<i>Walden</i>)	4.5 Weeks: Modernizing the Dream (<i>Life on the River</i> , Mark Twain, and War Poets)	4.5 Weeks: The Dream Continues (<i>The Great Gatsby</i>)
RL1: Textual Evidence	RI1: Textual Evidence	RI1: Textual Evidence	RL1: Textual Evidence
RL2: Theme	RI2: Central Ideas of Text	RI3: Sequence of Events	RL2: Theme
RL3: Elements of Story or drama	RI4: Words and Phrases in text	RI4: Words and Phrases in text	RL3: Elements of Story or drama
RL4: Words and meanings in text	RI6: POV and Purpose	RI5: Evaluate Structure of Argument	RL4: Words and meanings in text
RL5: Structure of text	RI7: Integrate and Evaluate multiple sources of Info	RI6: POV and Purpose	RL5: Structure of text
RL7: Analyze Multiple Interpretations	RI9: Foundational Documents	RI7: Integrate and Evaluate multiple sources of Info	RL6: Inferring POV/Satire
RL9: 18th, 19th, 20th Cen	RI10: Text Complexity	RI9: Foundational Documents	RL7: Analyze Multiple Interpretations
RL10: Text Complexity	W1: Argumentative Writing	RI10: Text Complexity	RL9: 18th, 19th, 20th Cen
RI5: Evaluate Structure of Argument	W3: Narrative Writing	W1: Argumentative Writing	RL10: Text Complexity
RI6: POV and Purpose	W4: Clear and Coherent	W2: Explanatory Writing	W1: Argumentative Writing
RI7: Integrate and Evaluate multiple sources of Info	W5: Editing	W4: Clear and Coherent	W2: Explanatory Writing
W1: Argumentative Writing	W9: Drawing Evidence	W5: Editing	W4: Clear and Coherent
W3: Narrative Writing	W10: Range of Writing	W6: Publishing	W5: Editing
W4: Clear and Coherent	SL2: Integrating Info	W7: Variety of Research	W9: Drawing Evidence
W5: Editing	L1: Standard Conventions: Grammar	W8: Researching	W10: Range of Writing
W9: Drawing Evidence	L2: Standard Conventions: Punctuations	W9: Drawing Evidence	SL1: Collaborative Discussions
W10: Range of Writing	L3: Knowledge of Language: Syntax	W10: Range of Writing	SL2: Integrating Info
SL2: Integrating Info	L4: Determining Meaning of Words	SL1: Collaborative Discussions	SL3: Evaluating Speaker
L1: Standard Conventions: Grammar	L5: Figurative Language	SL2: Integrating Info	L1: Standard Conventions: Grammar
L2: Standard Conventions: Punctuations	L6: Academic Language	SL3: Evaluating Speaker	L2: Standard Conventions: Punctuations
L3: Knowledge of Language: Syntax		SL4: Presenting Info	L3: Knowledge of Language: Syntax
L4: Determining Meaning of Words		SL5: Digital Media	L4: Determining Meaning of Words
L5: Figurative Language		SL6: Adapting Speech	L5: Figurative Language
L6: Academic Language		L1: Standard Conventions: Grammar	L6: Academic Language
		L2: Standard Conventions: Punctuations	
		L3: Knowledge of Language: Syntax	
		L4: Determining Meaning of Words	
		L5: Figurative Language	
		L6: Academic Language	

*Unit and extended texts are subject to change at teacher's discretion.

Grading Policy:

ELA Department Grading Policy:

Unit Assessments –	50%	Classwork –	15%
<u>Quizzes –</u>	<u>15%</u>	<u>Composition/Research –</u>	<u>20%</u>
Total –	65%	Total –	35%

This is an GA Milestone/EOC course. Your final grade will = 75% course grade + 25% EOC grade.

Course & Instructor Policies

Attendance is extremely important. If you must be absent, see me upon your return. Work must be made up within three days of your absence.

1. Bring your book to class every day.
 2. On the day that an assignment is due, it is due in its entirety.
 3. You will be notified in advance of a selection test. It is your responsibility to take your book home and review the reading selection for the quiz or test.
 4. It is, of course, good practice to keep your handouts and class notes in a notebook. I would suggest purchasing dividers to organize your notes and handouts.
 5. Students are expected to respect themselves and others at all times.
 6. Students are expected to follow all school rules listed in the student handbook.
 7. It is up to you to practice reading. That means that you should spend time reading and/or writing every night. Consistent effort is the key to success in this course.
-