

Montclair High School
Course Syllabus

Department: English
Course: English 11 HH
Level: High Honors
Credits: 5

Course Description:

A genre-based course of primarily American literary works, supplemented with influential works from other cultures. The course emphasizes critical reading and writing of various aspects of the literature.

Standards:

RL.11-12.1,2,3,4,6,9
W.11-12.1,1A,1B,1C,1D,1E,1F
W.11-12.4.5,6,7,8,10
L.11-12.1,,2,,2A,2B,,3,,3A,,4,,4A,4B,4C,4D, 5A,5B,6
SL.11-12.1A,1B,1C,1D,,2,,3,4
RI.11-12.1-9

Anchor Text(s):

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
<i>Perrine's Literature: Sound and Sense</i>	Lyn Uhl, Thomas R. Arp, Greg Johnson	2009 Tenth Edition	1-4390-8226-X	Hard Copy

Supplementary Materials:

Works by poets such as Dickinson, Frost, Hughes; plays by such dramatists as Sophocles, Shakespeare, Ibsen, Wilde, Williams, Miller, and Hansberry; novels and short fiction from writers such as Faulkner, Morrison, Chopin, Hemingway, Updike, Steinbeck and Fitzgerald also films, handouts, art, prints, and music.

Units of Study:

Literary Theory
Short Fiction
Novel
Poetry
Drama

Proficiencies:

1. Identify the form and content of 20th Century American verse and demonstrate an understanding of the influence of 19th Century American poets, the French Symbolist, and representative modern British poets on the writings of Frost through Baraka and on.
2. Recognize and evaluate the effectiveness of various elements of fiction in the work of a variety of American prose writers.
3. Identify the development of "American consciousness" as evidenced by familiarity with the ideas of at least five authors of diverse time periods.

4. Recognize the act and importance of listening.
5. Organize, prepare, and present a spoken presentation clearly and expressively.
6. Collaborate by sharing ideas, examples and insights productively and respectfully in informal conversation/discussion.
7. Recognize that reading has many purposes and demonstrate an ability to choose an approach appropriate to the test and purpose.
8. Experience and respond to print and non-print media through active engagement with appropriate methods of analysis, interpretation, and evaluation.
9. Use research skills to access, interpret, and apply information from a variety of print and non-print resources.
10. Compose a variety of written and spoken responses for different purposes and audiences.
11. Use a variety of technologies as a tool for learning.
12. Use language arts skills for decision making, negotiating, and problem-solving.
13. Develop a better understanding of themselves, of others, and of the world through language and literature.

Evaluation and Assessment:

Student learning incorporates a variety of methods, strategies and skills. Therefore, in an attempt to evaluate student achievement accurately and equitably, various methods of alternative assessment may be employed in the grading of students, including:

- Tests are an assessment of cumulative knowledge and understanding of a unit of study and may include the following: multiple-choice, definitions, fill-ins, short answers, character and line recognition, and essay questions.
- Quizzes are evaluations of short-term knowledge and understanding of homework assignments and class lessons that may be announced or unannounced and may include the following: multiple-choice, fill-ins, short answers, terms and definitions.
- Homework enables student to exercise and reinforce their understanding and knowledge of the contents and skills taught in a class: readings, essays, definitions, research, projects, revisions, editing, journal responses. In some cases a long-term assignment may be given; students must plan their time accordingly.
- Class Participation is an integral part of the learning process where students demonstrate their on-going understanding of content and concepts taught. It is both a learning and evaluative tool that is a requirement of the course. Participation may include: class discussion, engagement, cooperative group work, presentations, and notebook review.
- Papers and Projects will be assigned as both instructional tools and as assessment instrument: group and individual presentations, formal writing assignments, portfolios, letters, short stories, class anthologies, editorials, newspapers, scripts, skits, interviews, debates, artwork, cartoons, photo essays, maps and games. Papers and projects will generally have the weight of a test grade unless otherwise indicated.

40%	Quizzes, Homework
60%	Tests, Papers and Projects