

Northern York County School District

Course Title
AMERICAN SURVEY 1320: ACADEMIC

Date
June 20, 2005

Philosophy

The Language Arts Department believes that effective communication is the foundation of the human experience. We recognize the need for language arts education to promote the communication skills of all students. All areas of language—reading, writing, speaking, and listening—should be included in all grades and levels of the high school curriculum. It is the role of the classroom teacher to motivate each student to achieve his potential in order to best succeed as an informed adult. An appreciation of literature and a command of speaking, listening and writing skills are all invaluable components of a language arts education and essential to all students.

Course of Study

A. Course Title: American Survey: 1320

B. Grade Level: Grade 11

C. Length of Course:

1. Frequency – 6 days of a 6 day cycle
2. Duration – 42 minutes
3. Length – a full school year
4. Hours – 126

D. Prerequisites: completion of English I and English II

E. Course Texts:

1. Basic Text: Adventures in American Literature Athena Edition (1996) published by Harcourt, Brace Jovanovich
2. Supplemental Texts:
 - a. The Scarlet Letter
 - b. The Adventures Of Huckleberry Finn
 - c. The Great Gatsby
 - d. Fahrenheit 451
 - e. Of Mice and Men
 - f. A Streetcar Named Desire
 - g. To Kill a Mockingbird
 - h. The Red Badge of Courage
 - i. Slaughterhouse Five

j. Catcher in the Rye

3. Other Resources:

- a. Vocabulary lists
- b. The internet
- c. Hand-outs and work sheets
- d. The Library
- e. The Writing Lab
- f. Guest Speakers
- g. Videotapes/DVDs
 - i. Of Mice and Men
 - ii. Glory
 - iii. Last of the Mohicans
 - iv. To Kill a Mockingbird
 - v. A Streetcar Named Desire
 - vi. The Old Man and the Sea

F. Academic Level: 1320: Academic -1.10

G. Credits: one

H. Course Description:

This course is designed for college-bound juniors. A timeline approach to our nation's major writers is pursued beginning with the colonial era of the 1600's and concluding with modern day literature. In addition to the course text ten full length novels/dramas are read. Evaluations include essay tests, analytical compositions, and objective quizzes and tests, and other approved projects. During the second semester, students are required to write an eight to ten page research paper on an approved topic using a minimum of five sources. The historical and cultural events connected to our national literature are also primary focuses. A vocabulary program for college-bound students is also a major component.

Expected Level of Achievement

Students will be required to maintain a 70% or better. They will be required to come to class prepared to learn.

93 – 100% = A

85 – 92% = B

77 – 84% = C

70 – 76% = D

Below 70% = F

**Northern York County School District
American Survey 1320**

Core Concept: Early Colonial Literature (1600-1760)

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.6A-E 1.1D 1.3A-C	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Listen and respond to ideas presented through literature Identify, describe, evaluate and synthesize the essential ideas in the text Read and analyze the effectiveness of the author's use of literary devices	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Debate the pros and cons of Puritanism Assess the economic and cultural differences of the North and South Analyze literary persuasion and its elements	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

**Northern York County School District
American Survey 1320**

Core Concept: The Revolutionary Period (1760-1800)

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.6A-E 1.6E 1.3A-C	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Listen and respond to ideas presented through literature Participate in small and large group presentations Read and analyze the effectiveness of the author's use of literary devices	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Group discussion to define modern Americanism Recitation of part of the Declaration of Independence Continue to use elements of literary persuasion to analyze Henry and Paine	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

**Northern York County School District
American Survey 1320**

Core Concept: First Harvest (Early Romantics 1800-1840)

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.3A-C 1.3A-C 1.3D 1.3A-C	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Read and analyze the effectiveness of the author's use of literary devices Read and analyze the effectiveness of the author's use of literary devices Analyze and evaluate in poetry the appropriateness of diction and figurative language Read and analyze the effectiveness of the author's use of literary devices	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Define and apply Romanticism to the authors of this period Analyze the elements of the stock folk tale Analyze and interpret the Romantic elements in Bryant's poems Decipher the effective short story and the concept of allegory as it relates to Poe	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

**Northern York County School District
American Survey 1320**

Core Concept: The Flowering of New England (1840-1860)

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.3A-C 1.3A-C 1.3A-C 1.3C	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Read and analyze the effectiveness of the author's use of literary devices Read and analyze the effectiveness of the author's use of literary devices Read and analyze the effectiveness of the author's use of literary devices Read and analyze the effectiveness of the author's use of literary devices	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Analyze and discuss the Transcendental and anti-Transcendental movements Discuss Thoreau's purpose in Walden and apply it to the concept of Transcendentalism Review the "Poe defined short story" and relate it to Hawthorne Analyze symbolism and its relation to Melville	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

Northern York County School District
American Survey 1320

Core Concept: A House Divided and Restored (1860-1890)

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.3A-C 1.3D 1.6E	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Read and analyze the effectiveness of the author's use of literary devices Analyze and evaluate in poetry the appropriateness of diction and figurative language Participate in small and large group presentations	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading To analyze the shift in literature from Romanticism to Realism using Local Color Study and discuss the role of the poet in society at this time Recitation of portions of the Gettysburg Address	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

**Northern York County School District
American Survey 1320**

Core Concept: Realism and Naturalism (1890-1914)

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.3A-C 1.3A-C	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Read and analyze the effectiveness of the author's use of literary devices Read and analyze the effectiveness of the author's use of literary devices	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Define and apply the concept of Naturalism to the authors of this period Compare and contrast Realism, Naturalism, and Romanticism	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

**Northern York County School District
American Survey 1320**

Core Concept: Literature in Modern America

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.3A-C 1.4A	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Read and analyze the effectiveness of the author's use of literary devices Write short stories	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Analyze various literary elements of selected short stories Create a story using stream of consciousness technique	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

**Northern York County School District
American Survey 1320**

Core Concept: The American novel and drama

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G,1.3A, 1.2A 1.6A-E 1.4D 1.5A-D 1.1D/ 1.6A-E 1.3A-C 1.6E 1.4A	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Identify, describe, evaluate and synthesize the essential ideas in the text and listen and respond to ideas presented through literature Read and analyze the effectiveness of the author's use of literary devices Participate in large and small group presentations Write short stories, poems and plays	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Complete and discuss study guide questions supplied for the reading Review and discuss the literary terms which apply to a valid discussion of a full length work Enact a scene from an approved novel or play Write a song or soundtrack for a chapter or scene	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text and Supplemental Texts Teacher created notes The internet The library Hand-outs/Study Guides

**Northern York County School District
American Survey 1320**

Core Concept: Modern American Poetry

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G/1.3A 1.2A 1.6A-E 1.4D 1.5A-D 1.3D 1.3A-C 1.6E	Read and understand essential content Listen and respond to ideas presented through literature Maintain a written record of activities, course work, experience Write with sharp focus, well developed content, and a command of style Analyze and evaluate in poetry the appropriateness of diction and figurative language Read and analyze the effectiveness of the author's use of literary devices Participate in small and large group presentations	Read text unit In-class discussion on the reading In-class note taking on the historical context and important time period ideas Journal writing on a variety of topic pertaining to the reading Discuss and apply poetic literary terms Analyze and discuss the recurring themes and symbols in poetry Read poems aloud in class	Objective tests and quizzes Essay test Oral questioning Oral presentations Composition	Basic Text Teacher created notes The internet The library Hand-outs/Study Guides

Northern York County School District
American Survey 1320

Core Concept: Research Paper

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.8A	Select and refine a topic for research	Select a preliminary topic	Teacher observation	Teacher created notes
1.8B/1.1A	Locate information using appropriate sources and strategies	Complete preliminary reading and notes	Individual steps in the research paper process are assessed (graded) sequentially	The internet
1.8C	Organize, summarize and present the main ideas	Create a preliminary thesis statement	Conferencing	The library
1.8C	Organize, summarize and present the main ideas	Review outlining skills	Reading(grading) the final product	Hand-outs/Study Guides
1.8A	Select and refine a topic for research	Discuss the necessity and importance of securing a focused thesis statement		
1.8B	Locate information using appropriate sources and strategies	Utilize library time for procurement of sources		
1.8C	Organize, summarize and present the main ideas	Establish and show how to properly create a working bibliography, note cards, preliminary outline and works cited page		
1.5E	Revise to improve after rethinking	Justify the importance of proof reading		

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American Survey 1320**

Core Concept: Grammar Review

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.7A	Describe the influence of historical events on the English language	Notes pertaining to a brief history of Grammar from Dyonysus Thrax to the present	Objective tests and quizzes Essay test	Teacher created notes The internet
1.1F	Understand the meaning of and apply key vocabulary across subject areas	Review the seven basic parts of speech and show examples to identify them	Oral questioning Oral presentations	The library Hand-outs/Study Guides
1.2B	Use and understand a variety of media and evaluate the quality of material produced	Analyze and apply the concept of parsing (and show its limitations) to a variety of sentences	Composition	
1.2B	Use and understand a variety of media and evaluate the quality of material produced	Analyze and apply ultimate constituency to a variety of sentences		

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American Survey 1320**

Core Concept: Summer Reading

NUMBER	STANDARD/BENCHMARK	STUDENT PERFORMANCE LEARNING EXPERIENCES	PROCEDURES FOR ASSESSMENT	RESOURCES
1.1G/1.3A 1.2A 1.1G	Read and understand essential content Demonstrate after reading understanding and interpretation of both fiction and nonfiction text	Read text in unit Evaluate comprehension and aptitude of required texts	Objective tests Essay test Oral questioning	Basic Text The internet The library