

Name of School:

Name of Course: **American Literature**

### Instructor Information

**Name:**  
**E-mail address:**  
**School phone number:**  
**Web page address:**  
**Best times to be reached:**

### Course Description

*American Literature* explores a variety of American literature by authors from our multicultural heritage. Students experience the chronological development of American literature as well as study selected types and themes reflecting the diversity of human experience. Students will read plays, poetry, and a novel. Writing, class discussion, and independent reading are also part of this literature course.

### District Standards and Power Benchmarks

**Standard:** Students will apply reading, writing, and speaking skills to communicate effectively.

**Grade Level Benchmarks:**

- Students will be able to use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genres.
- Students will be able to determine meaning in literature by identifying and analyzing commonly used literary devices and elements.
- Students will be able to know the characteristics and structure of a variety of literary genres.
- **Expert:** Students will be able to understand the specific literary style of the author and the effectiveness of techniques used to convey author's purpose and viewpoint.

### Course Information

*American Literature* is a one-term course worth .5 credit. Although there are no prerequisites, it is strongly recommended that students successfully complete *English 9* prior to taking *American Literature*. This is one option to fulfill the American Literature requirement.

## Course Outline/Calendar

Major course assignments and projects: students will read a variety of literature including essays, short stories, poetry, biographies, drama, and novels. Students will be responsible for vocabulary and maintaining a course notebook. A minimum of four writing assignments will be completed; at least one will require research. The writing process will be used for all writing assignments. Quizzes and exams will be given. Quizzes may be given at any time.

- **Required academic vocabulary instruction**
- **ACT Skills: English**
- **Unit 1:** Origins and Encounters 2000 B.C.—1620 A.D.
- **Unit 2:** From Colony to Country 1620-1800
- **Unit 3:** The Spirit of Individualism 1800-1855
- **Unit 4:** Conflict and Expansion 1850-1900
- **Unit 5:** The Changing Face of America 1855-1925
- **Unit 6:** The Modern Age 1900-1925
- **Unit 7:** War Abroad and Conflict at Home 1948-Present
- **Novel Study:** *Of Mice and Men*

## Text/Other Required Materials/Resources

- *The Language of Literature*
- *Of Mice and Men*

## Additional Texts/Materials/Resources

## Instructional Procedures & Support

1. A variety of teaching methods and strategies will be used, e.g., direct instruction, cooperative groups, graphic organizers, note-taking, framing, QARs, and Read Alouds.
2. **ACT Skills: English**
3. District Literacy Initiative strategies will be used.
4. Students will receive verbal and written instructions for major assignments.
5. Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.

## Classroom Management Procedures

### Assessment Plan

Students' grades are based upon points earned through daily assignments, quizzes, worksheets, writing assignments, and exams. Grades are based upon the percentage of total points earned.

### Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

<b>A</b>	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
<b>A<sup>-</sup></b>	90 - 92	
<b>B<sup>+</sup></b>	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
<b>B</b>	83 - 86	
<b>B<sup>-</sup></b>	80 - 82	

<b>C<sup>+</sup></b>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C</b>	73 - 76	
<b>C<sup>-</sup></b>	70 - 72	
<b>I</b>		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
<b>D<sup>+</sup></b>	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
<b>D</b>	63 - 66	
<b>D<sup>-</sup></b>	60 - 62	
<b>F</b>	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning