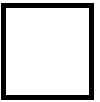




PLANNED COURSE STATEMENT



Course Title: AMERICAN LITERATURE	Grade Level(s): 9 - 12
Length of Course: 1 trimester	Credit Area: English or Elective
Prerequisite: Introduction to Writing and Introduction to Literature	Amount of Credit: .5 credit
Adopted/Supplemental Materials: <i>American Literature</i> (Glencoe), appropriate novels, and teacher generated materials	
Dual Credit Articulation: none	

COURSE DESCRIPTION: American Literature is a literature course designed around short stories, novels and poetry by American authors. Readings will include short stories, journals, diaries, poetry and novels by American authors from a variety of time periods. While the primary focus of the course is on developing reading skills and exposure to great works of literature, students will be writing and speaking as well. Students will be given opportunity to practice concepts that will prepare them for proficiency testing in reading, writing, and speaking if those have not been meant.

COURSE GOALS:

Students will use American literature and other text from historical and modern eras to learn and practice the following skills:

1. Read, understand, and interpret American literature.
2. Identify and explain the function of American literature.
3. Understand, learn, and use new vocabulary that is introduced in text.
4. Analyze and explain the roles of characters in American literature.
5. Identify, analyze, and interpret the use of literary elements in American literature (plot, character traits/interaction, setting, theme, narration, etc.).
6. Identify similarities and differences in American literature.
7. Draw conclusions about the author's purpose based on evidence in the text.
8. Effectively research and document a variety of aspects of American literature and present these findings in a formal manner and setting.
9. Make historical connections between American literature and the period in history that produced it.

ASSESSMENT STRATEGIES:

Students will do daily work, journals, book reports (oral and written), quizzes and tests. Students who have not passed benchmark testing will be asked to test in reading and/ or writing. Students who have not met the requirements for work samples will submit a writing and/or speaking sample for proficiency documentation.

ACCOMMODATIONS AND MODIFICATIONS:

Any student who feels the course is moving too slowly and demonstrates mastery at benchmark level for reading and by consistently exceeding expectations for regular assignments is encouraged to meet with the teacher for more rigorous assignments. Placement in an Advanced Placement class will be explored as an option. More rigorous work will include alternate assignments, NOT ADDED ASSIGNMENTS, will be offered and graded using the same standards for any work completed by any literature student. Conversely, a student with an IEP who needs more time to complete the work may have assignments modified to meet his/her needs.

CAREER RELATED LEARNING STANDARDS:

Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision-making and problem-solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use, and transfer information, assess the relationship of educational achievement to career goals, research and analyze career options, assess characteristics related to personal, educational, and career goals, demonstrate academic knowledge and technical skills required for successful employment.