<table>
<thead>
<tr>
<th>CONTENT/THEME</th>
<th>SUGGESTED RESOURCES</th>
<th>CORE GOALS/SKILLS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Puritan Age</strong></td>
<td>Early Explorers/ Native Americans</td>
<td>Master Period Terminology:</td>
<td>Assessments may include but are not limited to:</td>
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<tr>
<td></td>
<td>William Bradford</td>
<td>• Calvinism</td>
<td>Objective Tests</td>
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<td></td>
<td>From <em>Of Plymouth Plantation</em></td>
<td>• Predestination</td>
<td>Subjective Tests</td>
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<td></td>
<td>Anne Bradstreet</td>
<td>• Elect/Election</td>
<td>Short answer</td>
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<td></td>
<td>“To My Dear and Loving Husband”</td>
<td>• Synod of Dort</td>
<td>Timed essay</td>
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<td></td>
<td>“Upon the Burning of Our House”</td>
<td>• Mayflower Compact</td>
<td>Take-home essay</td>
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<tr>
<td></td>
<td>Edward Taylor</td>
<td>• The Great Awakening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Huswifery”</td>
<td>Master Literary Terminology:</td>
<td><em>Writing will focus on synthesis of direct quotations and analysis of Puritanism as it relates to its historical context.</em></td>
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<td></td>
<td>“Ebb &amp; Flow”</td>
<td>• Conceit</td>
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<td>Conceit Writing</td>
<td>• Oxymoron</td>
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<td></td>
<td>Jonathan Edwards</td>
<td>• Parallel structure</td>
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<td></td>
<td>From <em>Sinners in the Hands of an Angry God</em></td>
<td>• Lyric</td>
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<td></td>
<td>Nathaniel Hawthorne</td>
<td>• Narrative</td>
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<td><em>The Scarlet Letter</em></td>
<td>• Sermon</td>
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<td>• Apostrophe</td>
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<td><strong>Master Literary Elements:</strong></td>
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<td>• Puritan plain style</td>
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<td>• Focus on God</td>
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<td>• Self-Improvement</td>
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<td>• Work ethic</td>
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<td><strong>Academic Standards for Reading, Writing, Speaking, and Listening:</strong></td>
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<td>1.1, 1.2, 1.3, 1.6</td>
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<tr>
<td><strong>Age of Enlightenment</strong></td>
<td>Benjamin Franklin</td>
<td>Master Literary Terminology:</td>
<td>Assessments may include but are not limited to:</td>
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<tr>
<td></td>
<td>From <em>The Autobiography</em></td>
<td>• Autobiography</td>
<td>Objective Tests</td>
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<td></td>
<td>From <em>Poor Richard's Almanac</em></td>
<td>• Aphorism</td>
<td>Subjective Tests</td>
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<td>Narrative Writing on Autobiography</td>
<td>• Allusion</td>
<td>Short answer</td>
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<td></td>
<td>Phyllis Wheatley</td>
<td>• Rhetorical question</td>
<td>Timed essay</td>
</tr>
<tr>
<td></td>
<td>“On Being Brought to America”</td>
<td>• Balanced sentence</td>
<td>Take-home essay</td>
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<td></td>
<td>“Hymn to Evening”</td>
<td>• Apostrophe</td>
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<td></td>
<td>• Imagery personification</td>
<td><em>Writing will focus on synthesis of direct quotations and analysis of Age of Enlightenment as it relates to its historical context.</em></td>
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<td><strong>Master Period Terminology:</strong></td>
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<td>• Reason/ Logic</td>
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<td>• Self-Improvement</td>
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<tr>
<td>“To His Excellency, George Washington”</td>
<td>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</td>
<td>Individual projects as determined by instructor as it relates to the Age of Enlightenment.</td>
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<td>CONTENT/THME</td>
<td>SUGGESTED RESOURCES</td>
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</table>
| Age of Enlightenment, Cont. | Patrick Henry  
From *Speech in the Virginia Convention*  
Thomas Paine  
From *The Crisis, No. 1*  
Thomas Jefferson  
*Declaration of Independence*  
Olaudah Equiano  
From *The Interesting Narrative of Olaudah Equiano*  
Abigail Adams  
“Letter to Her Daughter from the White House”  
Michel-Guillaume Jean de Crevecoeur  
From *Letters from an American Farmer* | Master Period Terminology:  
• Romanticism  
• Gothicism  
• Transcendentalism  
Master Literary Terminology:  
• Ambiguous character  
• Symbol  
• Paradox  
• Omniscient narrator  
• First person narrator  
• Rhyme  
• Alliteration  
• Assonance  
• Consonance  
• Onomatopeia  
• Meter  
• Rhyme scheme  
• Stanza | Assessments may include but are not limited to:  
Objective Tests  
Subjective Tests  
Short answer  
Timed essay  
Take-home essay |
| Romantic Age, including Transcendentalism and Gothicism, and Bridge Poets | Ralph Waldo Emerson  
From *Nature*  
From *Self-Reliance*  
Henry David Thoreau  
From *Walden*  
From *Civil Disobedience*  
Henry Wadsworth Longfellow  
“Psalms of Life”  
“The Tide Rises, The Tide Falls”  
“Paul Revere’s Ride” | | |
<p>|          | Speaking, and Listening: 1.1, 1.2, 1.3, 1.6 |          |</p>
<table>
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<tr>
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</tr>
</thead>
</table>
| Romantic Age, including Transcendentalism and Gothicism, and Bridge Poets, Cont. | William Cullen Bryant  
“Thanatopsis”  
“To a Waterfowl”  
Oliver Wendell Holmes  
“Old Ironsides”  
James Russell Lowell  
“The First Snowfall”  
John Greenleaf Whittier  
from *Snowbound*  
*James Fenimore Cooper*  
*Last of the Mohicans* (film)  
from *The Prairie*  
*Annie Dillard*  
From *Pilgrim at Tinker Creek*  
*Margaret Fuller*  
From *The Dial*  
*Edgar Allan Poe*  
“The Raven”  
“The Fall of the House of Usher”  
“Annabelle Lee”  
“A Valentine”  
*Washington Irving*  
“The Devil and Tom Walker”  
*Herman Melville*  
from *Moby Dick* | | |
**Eleventh Grade English**  
**American Literature - Honors**

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<tr>
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<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| **Romantic Age, including Transcendentalism and Gothicism, and Bridge Poets, Cont.** | **Emily Dickinson**  
“I heard a Fly buzz – when I died-“  
“Because I could not stop for Death”  
“There’s a certain Slant of light”  
“The Brain-is wider than the Sky”  
Deconstruction of E.D.  
**Walt Whitman**  
From *Song of Myself*  
“I hear America Singing”  
**Langston Hughes**  
“I, Too”  
**Angela de Hoyos**  
“To Walt Whitman” | **Master Literary Terminology:**  
• Motif  
• Dialogue  
• Humor  
• Satire  
• Parody  
• Stereotype  
• Maturation Novel  
• Picaresque Novel  
**Master Period Terminology:**  
• Realism  
• Naturalism | Assessments may include but are not limited to:  
Objective Tests  
Subjective Tests  
Short answer  
Timed essay  
Take-home essay  
*Writing will focus on synthesis of direct quotations and analysis of Naturalism/Realism as they relate to their historical context.*  
Individual projects as determined by instructor as it relates to the Ages of Naturalism and Realism. |
| **Naturalism/Realism** | **Ambrose Bierce**  
“Occurrence at Owl Creek Bridge”  
**Bret Harte**  
“The Outcasts of Poker Flats”  
**Kate Chopin**  
“Story of an Hour”  
**Edwin Arlington Robinson**  
“Luke Havergal”  
“Richard Corey” | **Master Period Terminology:**  
• Realism  
• Naturalism |
<table>
<thead>
<tr>
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<th>SUGGESTED RESOURCES</th>
<th>CORE GOALS/SKILLS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Naturalism/Realism, Cont. | Edgar Lee Masters  
  “Lucinda Matlock”  
  “Richard Bone”  
  Stephen Crane  
  “Open Boat”  
  Mark Twain  
  *The Adventures of Huckleberry Finn* | Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6 |  |
| Age of Disillusionment | T. S. Eliot  
  “The Love Song of J. Alfred Prufrock”  
  ee cummings  
  “old age sticks”  
  “I was sitting in mcsorleys”  
  Robert Frost  
  “Out, Out-”  
  “Mending Wall”  
  W. H. Auden  
  “The Unknown Citizen” | Master Period Terminology:  
  • Disillusionment  
  • Jazz Age  
  • Harlem Renaissance  
  Master Literary Terminology:  
  • Frame Technique  
  • Flashback  
  • Modes of Characterization  
  Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6 | Assesments may include but are not limited to:  
  Objective Tests  
  Subjective Tests  
  Short answer  
  Timed essay  
  Take-home essay |
| | Langston Hughes  
  “The Negro Speaks of Rivers”  
  Jazz Poems |  |
| | Tillie Olsen  
  “As I Stand Here Ironing” |  |

Writing will focus on synthesis of direct quotations and analysis of Disillusionment as it relates to its historical context.

Individual projects as determined by instructor as it relates to the Age of Disillusionment.
## Eleventh Grade English
### American Literature - Honors

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<tr>
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</table>
| Age of Disillusionment, Cont. | William Faulkner  
“A Rose for Emily”  
“Nobel Prize Speech”  
F. Scott Fitzgerald  
*The Great Gatsby* | Master Period Terminology:  
• Disillusionment  
• Jazz Age  
• Harlem Renaissance  
Master Literary Terminology:  
• Frame Technique  
• Flashback  
• Modes of Characterization | Assessments may include but are not limited to:  
Objective Tests  
Subjective Tests  
Short answer  
Timed essay  
Take-home essay  
*Writing will focus on synthesis of direct quotations and analysis of the Age of Anxiety as it relates to its historical context.*  
Individual projects as determined by instructor as it relates to the Age of Anxiety. |
| Age of Anxiety | J.D. Salinger  
*Catcher in the Rye*  
Jonathan Knowles  
*A Separate Peace*  
Arthur Miller  
*The Crucible* (film)  
Gilman  
“The Yellow Wallpaper” | Master Period Terminology:  
• Anxiety  
• Cold War  
• McCarthyism  
• Psychological Development  
• Witch Hunt  
Master Literary Terminology:  
• Initiation  
• Drama  
• Stage Directions | |
| Writing | Observation Paper: Narrative  
Definition Paper: Informative  
Persuasive Essay  
Lit Paper: Persuasive/Informative  
Research Paper | Prepare for PSSAs  
Develop research skills  
Master preparation of outline  
Prepare works cited and essay  
Documentation per MLA format | Complete required essay assignments |
<table>
<thead>
<tr>
<th>Grammar</th>
<th>Verbals</th>
<th>Understand correct grammatical forms</th>
<th>Complete teacher assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active/Passive Voice</td>
<td></td>
<td>Display mastery by using correct forms in writing submissions</td>
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<td></td>
<td>Parallelism</td>
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Edit per Kennett High School style sheet
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<tbody>
<tr>
<td>Vocabulary</td>
<td>Vocabulary Workshop H</td>
<td>• Identify Words in Context</td>
<td>Complete student workbook and teacher quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Utilize New Vocabulary in Speech and Writing</td>
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<td>• Recognize Vocabulary Words in Outside Reading</td>
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<td></td>
<td>• Enhance Vocabulary Mastery as it Relates to PSSA and SAT Domain Scoring</td>
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<tr>
<td>Summer Reading</td>
<td><strong>Choose one of the following:</strong></td>
<td>Transition students to their incoming grade</td>
<td>Objective tests during first week of school</td>
</tr>
<tr>
<td></td>
<td><em>A Farewell to Arms</em></td>
<td>Introduce literature themes for incoming grade</td>
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<td><em>Beloved</em></td>
<td>Maintain reading skills throughout the summer months</td>
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<td><em>Billy Budd</em></td>
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<td><em>Death be Not Proud</em></td>
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<td><em>Their Eyes Were Watching God</em></td>
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<td><strong>Choose one the following:</strong></td>
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<td><em>The Joy Luck Club</em></td>
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<td><em>Black Boy</em></td>
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<td><em>The Grapes of Wrath</em></td>
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<td><em>The Autobiography of Malcolm X</em></td>
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<td><em>Fahrenheit 451</em></td>
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<td><strong>Choose one the following:</strong></td>
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<td><em>A Streetcar Named Desire</em></td>
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<td><em>Death of a Salesman</em></td>
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<td><em>Raisin in the Sun</em></td>
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