

**Eleventh Grade English  
American Literature - Honors**

CONTENT/THEME	SUGGESTED RESOURCES	CORE GOALS/SKILLS	ASSESSMENT
<b>Puritan Age</b>	<p><b>Early Explorers/ Native Americans</b></p> <p><b>William Bradford</b> From <i>Of Plymouth Plantation</i></p> <p><b>Anne Bradstreet</b> “To My Dear and Loving Husband”</p> <p>“Upon the Burning of Our House”</p> <p><b>Edward Taylor</b> “Huswifery”</p> <p>“Ebb &amp; Flow”</p> <p>Conceit Writing</p> <p><b>Jonathan Edwards</b> From <i>Sinners in the Hands of an Angry God</i></p> <p><b>Nathaniel Hawthorne</b> <i>The Scarlet Letter</i></p>	<p>Master Period Terminology:</p> <ul style="list-style-type: none"> <li>• Calvinism</li> <li>• Predestination</li> <li>• Elect/Election</li> <li>• Synod of Dort</li> <li>• Mayflower Compact</li> <li>• The Great Awakening</li> </ul> <p>Master Literary Terminology:</p> <ul style="list-style-type: none"> <li>• Conceit</li> <li>• Oxymoron</li> <li>• Parallel structure</li> <li>• Lyric</li> <li>• Narrative</li> <li>• Sermon</li> <li>• Apostrophe</li> </ul> <p>Master Literary Elements:</p> <ul style="list-style-type: none"> <li>• Puritan plain style</li> <li>• Focus on God</li> <li>• Self-Improvement</li> <li>• Work ethic</li> </ul> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and analysis of Puritanism as it relates to its historical context.</i></p> <p>Individual projects as determined by instructor as it relates to the Puritan period.</p>
<b>Age of Enlightenment</b>	<p><b>Benjamin Franklin</b> From <i>The Autobiography</i></p> <p>From <i>Poor Richard's Almanac</i></p> <p>Narrative Writing on Autobiography</p> <p><b>Phyllis Wheatley</b> “On Being Brought to America”</p> <p>“Hymn to Evening”</p>	<p>Master Literary Terminology:</p> <ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Aphorism</li> <li>• Allusion</li> <li>• Rhetorical question</li> <li>• Balanced sentence</li> <li>• Apostrophe</li> <li>• Imagery personification</li> </ul> <p>Master Period Terminology:</p> <ul style="list-style-type: none"> <li>• Reason/ Logic</li> <li>• Self-Improvement</li> </ul>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and analysis of the Age of Enlightenment as it relates to its historical</i></p>

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	"To His Excellency, George Washington"  "To the Cambridge Students"	Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6	<i>context.</i>  Individual projects as determined by instructor as it relates to the Age of Enlightenment.
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<p style="text-align: center;"><b>Age of Enlightenment, Cont.</b></p>	<p><b>Patrick Henry</b> From <i>Speech in the Virginia Convention</i></p> <p><b>Thomas Paine</b> From <i>The Crisis, No. 1</i></p> <p><b>Thomas Jefferson</b> <i>Declaration of Independence</i></p> <p><b>Olaudah Equiano</b> From <i>The Interesting Narrative of Olaudah Equiano</i></p> <p><b>Abigail Adams</b> “Letter to Her Daughter from the White House”</p> <p><b>Michel-Guillaume Jean de Crevecoeur</b> From <i>Letters from an American Farmer</i></p>		
<p style="text-align: center;"><b>Romantic Age, including Transcendentalism and Gothicism, and Bridge Poets</b></p>	<p><b>Ralph Waldo Emerson</b> From <i>Nature</i></p> <p>From <i>Self-Reliance</i></p> <p><b>Henry David Thoreau</b> From <i>Walden</i></p> <p>From <i>Civil Disobedience</i></p> <p><b>Henry Wadsworth Longfellow</b> “Psalm of Life”</p> <p>“The Tide Rises, The Tide Falls”</p> <p>“Paul Revere's Ride”</p>	<p>Master Period Terminology:</p> <ul style="list-style-type: none"> <li>• Romanticism</li> <li>• Gothicism</li> <li>• Transcendentalism</li> </ul> <p>Master Literary Terminology:</p> <ul style="list-style-type: none"> <li>• Ambiguous character</li> <li>• Symbol</li> <li>• Paradox</li> <li>• Omniscient narrator</li> <li>• First person narrator</li> <li>• Rhyme</li> <li>• Alliteration</li> <li>• Assonance</li> <li>• Consonance</li> <li>• Onomatopoeia</li> <li>• Meter</li> <li>• Rhyme scheme</li> <li>• Stanza</li> </ul> <p>Academic Standards for Reading, Writing,</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests</p> <p>Short answer</p> <p>Timed essay</p> <p>Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and analysis of Romanticism as it relates to its historical context.</i></p> <p>Individual projects as determined by instructor as it relates to the Romantic period.</p>

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		Speaking, and Listening: 1.1, 1.2, 1.3, 1.6	
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<p><b>Romantic Age, including Transcendentalism and Gothicism, and Bridge Poets, Cont.</b></p>	<p><b>William Cullen Bryant</b> “Thanatopsis”  “To a Waterfowl”</p> <p><b>Oliver Wendell Holmes</b> “Old Ironsides”</p> <p><b>James Russell Lowell</b> “The First Snowfall”</p> <p><b>John Greenleaf Whittier</b> from <i>Snowbound</i></p> <p><b>James Fenimore Cooper</b> <i>Last of the Mohicans</i> (film) from <i>The Praire</i></p> <p><b>Annie Dillard</b> From <i>Pilgrim at Tinker Creek</i></p> <p><b>Margaret Fuller</b> From <i>The Dial</i></p> <p><b>Edgar Allan Poe</b> “The Raven”  “The Fall of the House of Usher”  “Annabelle Lee”  “A Valentine”</p> <p><b>Washington Irving</b> “The Devil and Tom Walker”</p> <p><b>Herman Melville</b> from <i>Moby Dick</i></p>		

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<p style="text-align: center;"><b>Romantic Age, including Transcendentalism and Gothicism, and Bridge Poets, Cont.</b></p>	<p><b>Emily Dickinson</b> “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.</p> <p><b>Walt Whitman</b> From <i>Song of Myself</i>  “I hear America Singing”</p> <p><b>Langston Hughes</b> “I, Too”</p> <p><b>Angela de Hoyos</b> “To Walt Whitman”</p>		
<p style="text-align: center;"><b>Naturalism/Realism</b></p>	<p><b>Ambrose Bierce</b> “Occurrence at Owl Creek Bridge”</p> <p><b>Bret Harte</b> “The Outcasts of Poker Flats”</p> <p><b>Kate Chopin</b> “Story of an Hour”</p> <p><b>Edwin Arlington Robinson</b> “Luke Havergal”  “Richard Corey”</p>	<p>Master Literary Terminology:</p> <ul style="list-style-type: none"> <li>• Motif</li> <li>• Dialogue</li> <li>• Humor</li> <li>• Satire</li> <li>• Parody</li> <li>• Stereotype</li> <li>• Maturation Novel</li> <li>• Picaresque Novel</li> </ul> <p>Master Period Terminology:</p> <ul style="list-style-type: none"> <li>• Realism</li> <li>• Naturalism</li> </ul>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and analysis of Naturalism/Realism as they relate to their historical context.</i></p> <p>Individual projects as determined by instructor as it relates to the Ages of Naturalism and Realism.</p>

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<b>Naturalism/Realism, Cont.</b>	<p><b>Edgar Lee Masters</b> “Lucinda Matlock”</p> <p>“Richard Bone”</p> <p><b>Stephen Crane</b> “Open Boat”</p> <p><b>Mark Twain</b> <i>The Adventures of Huckleberry Finn</i></p>	<p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	
<b>Age of Disillusionment</b>	<p><b>T. S. Eliot</b> “The Love Song of J. Alfred Prufrock”</p> <p><b>ee cummings</b> “old age sticks”</p> <p>“I was sitting in mesorleys”</p> <p><b>Robert Frost</b> “Out, Out-”</p> <p>“Mending Wall”</p> <p><b>W. H. Auden</b> “The Unknown Citizen”</p> <p><b>Langston Hughes</b> “The Negro Speaks of Rivers”</p> <p>Jazz Poems</p> <p><b>Tillie Olsen</b> “As I Stand Here Ironing”</p>	<p>Master Period Terminology:</p> <ul style="list-style-type: none"> <li>• Disillusionment</li> <li>• Jazz Age</li> <li>• Harlem Renaissance</li> </ul> <p>Master Literary Terminology:</p> <ul style="list-style-type: none"> <li>• Frame Technique</li> <li>• Flashback</li> <li>• Modes of Characterization</li> </ul> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and analysis of Disillusionment as it relates to its historical context.</i></p> <p>Individual projects as determined by instructor as it relates to the Age of Disillusionment.</p>

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<p><b>Age of Disillusionment, Cont.</b></p>	<p><b>William Faulkner</b> “A Rose for Emily” “Nobel Prize Speech” <b>F. Scott Fitzgerald</b> <i>The Great Gatsby</i></p>	<p>Master Period Terminology:</p> <ul style="list-style-type: none"> <li>• Disillusionment</li> <li>• Jazz Age</li> <li>• Harlem Renaissance</li> </ul> <p>Master Literary Terminology:</p> <ul style="list-style-type: none"> <li>• Frame Technique</li> <li>• Flashback</li> <li>• Modes of Characterization</li> </ul> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	
<p><b>Age of Anxiety</b></p>	<p><b>J.D. Salinger</b> <i>Catcher in the Rye</i></p> <p><b>Jonathan Knowles</b> <i>A Separate Peace</i></p> <p><b>Arthur Miller</b> <i>The Crucible</i> (film)</p> <p><b>Gilman</b> “The Yellow Wallpaper”</p>	<p>Master Period Terminology:</p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Cold War</li> <li>• McCarthyism</li> <li>• Psychological Development</li> <li>• Witch Hunt</li> </ul> <p>Master Literary Terminology:</p> <ul style="list-style-type: none"> <li>• Initiation</li> <li>• Drama</li> <li>• Stage Directions</li> </ul> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and analysis of the Age of Anxiety as it relates to its historical context.</i></p> <p>Individual projects as determined by instructor as it relates to the Age of Anxiety.</p>
<p><b>Writing</b></p>	<p>Observation Paper: Narrative</p> <p>Definition Paper: Informative</p> <p>Persuasive Essay</p> <p>Lit Paper: Persuasive/Informative</p> <p>Research Paper</p>	<p>Prepare for PSSAs</p> <p>Develop research skills</p> <p>Master preparation of outline</p> <p>Prepare works cited and essay</p> <p>Documentation per MLA format</p>	<p>Complete required essay assignments</p>



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		Edit per Kennett High School style sheet	
<b>Grammar</b>	Verbals Active/Passive Voice Parallelism	Understand correct grammatical forms	Complete teacher assessments Display mastery by using correct forms in writing submissions

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<b>Vocabulary</b>	Vocabulary Workshop H	<ul style="list-style-type: none"> <li>• Identify Words in Context</li> <li>• Utilize New Vocabulary in Speech and Writing</li> <li>• Recognize Vocabulary Words in Outside Reading</li> <li>• Enhance Vocabulary Mastery as it Relates to PSSA and SAT Domain Scoring</li> </ul>	Complete student workbook and teacher quizzes
<b>Summer Reading</b>	<p><b>Choose one of the following:</b>  <i>A Farewell to Arms</i></p> <p><i>Beloved</i></p> <p><i>Billy Budd</i></p> <p><i>Death be Not Proud</i></p> <p><i>Their Eyes Were Watching God</i></p> <p><b>Choose one the following:</b>  <i>The Joy Luck Club</i></p> <p><i>Black Boy</i></p> <p><i>The Grapes of Wrath</i></p> <p><i>The Autobiography of Malcolm X</i></p> <p><i>Fahrenheit 451</i></p> <p><b>Choose one the following:</b>  <i>A Streetcar Named Desire</i></p> <p><i>Death of a Salesman</i></p> <p><i>Raisin in the Sun</i></p>	<p>Transition students to their incoming grade</p> <p>Introduce literature themes for incoming grade</p> <p>Maintain reading skills throughout the summer months</p>	Objective tests during first week of school