

English 3 Honors

Grades:	11,
Length:	Full Year
Environment:	Classroom-based
Honors:	None
Subject:	English (B)
Discipline:	English
Institution:	Santa Maria Joint Union High School District

Course Overview

During this rigorous course, students will focus on literature from the American experience. Students will develop an understanding and appreciation of American literature and will grow in their abilities to respond to literature based on their own experiences. The following items will be refined and reinforced in their writing: research and technology, spelling, grammar, and mechanics. Descriptive, evaluative, persuasive and informative essays will be developed by the students and creative and analytical thinking will be stressed. The students will focus on the following but not limited to: text analysis, reading comprehension, writing strategies, language and vocabulary building, oral communication, research skills, listening and speaking skills, and the conventions of grammar and composition. Students will examine a variety of American Literature from the perspective of ethics, and complete a cumulative digital project that answers the questions: *Is it ethical to always obey our country's laws, or is it ever morally justified to act outside of the law in order to ensure justice? Does society cause certain actions to be right or wrong, or does it just recognize the rightness or wrongness of actions?* drawing on an examination of the literature in this course, including two of the following three novels (or another American Literature grade level novel that examines similar ethical dilemmas): Lee Harper's *To Kill a Mockingbird*, Ray Bradbury's *Fahrenheit 451*, or Mark Twain's *The Adventures of Huckleberry Finn*, **and** at least two non-fiction articles and two fictional short stories from the course.

Course expectations and assignments:

- Students will work regularly from their textbooks.
- Students will choose a novel from a provided list and complete an ongoing, in depth study of that novel throughout the course
- They will complete daily assignments, papers, quizzes and exams.
- Assignments will be submitted in person or electronically to the supervising teacher.
- Class discussion may take place on a regular basis with the teacher of record or another

highly qualified individual.

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Assignments

- Students will complete a culminating digital project examining ethics in American literature and society.
- answers the questions: *Is it ethical to always obey our country's laws, or is it ever morally justified to act outside of the law in order to ensure justice? Does society cause certain actions to be right or wrong, or does it just recognize the rightness or wrongness of actions?*

Unit 6: Literature of the Contemporary Period

Unit 6 will focus on American literature written during a period in which honored its past and moved forward though some dangerous events, to enter the new worlds created by globalization and electronic media. The students will read various selections in the textbook they have selected and suggested readings that will cover various selections of American literature. Short stories will include or be similar to: *Everyday Use*, *Everything Stuck to Him*, *Halley's Comet*, *Coyote b. Acme*, and *One Day, Now Broken in Two*. As students progress through this unit, they will continue to develop and practice skills and strategies in reading comprehension including or be similar to imagery, parody and satire, and oral history. Students will write and revise original compositions that will include writing an analytical essay on the ending, comparison-and-contrast essay, a letter to the author, and a memoir. Students will practice and strengthen their writing conventions with an emphasis on vocabulary. Additionally, students will continue reading their chosen novel and complete a culminating, in-depth digital ethical analysis project and a final exam.

Assignments

Students will answer in depth questions from an ethical analysis perspective. Sample Questions:

- 1 (Prereading). Is it an act of nonconformity to reject family traditions? How can it be hurtful to older people when younger generations reject their traditions? Do we have a moral obligation to uphold traditions of our elders?
2. (After reading *Everyday Use* by Alice Walker). In what ways did Dee reject her family traditions? In what ways did she retain the traditions? Would there have been a more respectful way for Dee to grow and change from her heritage? How would you have handled the day differently than Dee?

Key Ethical Analysis assignments will vary but should be similar in scope and rigor to this sample assignment:

In *Everyday Use*, we see Dee reject family tradition, while “Mama” embraces tradition. Part of growing up involves holding onto family traditions while developing your own individuality. What family or cultural traditions do you keep? How have they helped shape you as a person? Create a digital scrapbook using [Pageorama](#) or other digital platform, that displays your family traditions

and your dreams for your future. Note the dreams that are tied to your traditions, and the dreams that are uniquely yours. Include a commentary that analyzes your personal connection with your family or cultural traditions and the adult you aspire to be.

Unit 5: Literature of the Post-War Era

Unit 5 will focus on American literature written during a period which the nation became the world's dominant economic and military power, experienced much social upheaval, began to explore space, and suffered through a long, unpopular war. The students will read various selections in the textbook they have selected and suggested readings that will cover various selections of American literature. Short stories will include or be similar to: *The Life You Save May Be Your Own*, *The Crucible*, and numerous poetry selections. As students progress through this unit, they will continue to develop and practice skills and strategies in reading comprehension including or be similar to elements of implied theme, extended metaphor, repetition and parallelism, and diction and rhetorical devices. Students will write and revise original compositions that will include writing a multi-genre response to poetry, literary criticism, and a poem using an extended metaphor. Students will practice and strengthen their writing conventions with an emphasis on vocabulary. Additionally, students will continue to read their chosen novel, and analyze ethics in the novel and other readings.

Assignments

Students will answer in depth questions from an ethical analysis perspective. Sample Questions:

1 (Prereading). Can having a sense of moral obligation help protect an individual from himself/herself? In what ways can “doing what you know is right in your gut” help you live a happier life? In what ways can “doing whatever you want regardless of morality” sabotage one's own life happiness?

2. (After reading *The Life You Save May Be Your Own* by Flannery O'Connor.). In what ways were each of the three main characters in *The Life You Save* seeking their own personal gain? What actions did they take to get what they wanted? Did they achieve their goals?

Key Ethical Analysis assignments will vary but should be similar in scope and rigor to this sample assignment:

Create a [Piktochart](#), or other infographic design to imbed a written analysis with visuals that support your opinion on the following: How does morality help or hinder an individual's personal happiness in life? Does having a high moral code and acting on it lead to a better or worse life? Does promotion of self interest lead to personal happiness or personal ruin? Cite examples from *The Life You Save*, the novel you are reading, and your own personal life observations to back up your opinion. Your examples and opinions should be a combination of text and visual graphics or pictures relevant to the topic.

Unit 4: Literature of the Modern Age

Unit 4 will focus on American literature written during a period in which the nation fought two world wars, struggled through the Depression, and emerged as a dominant power. The students will read various selections in the textbook they have selected and suggested readings that will cover various selections of American literature. Short stories will include or be similar to: *In Another Country*, *A Rose For Emily*, *The Jilting of Granny Weatherall*, and numerous poetry selections. As students progress through this unit, they will continue to develop and practice skills and strategies in reading comprehension including or be similar to elements of satire, poetic device, conflict, humorous essay, and autobiography. Students will write and revise original compositions that will include writing a stream of consciousness monologue, a sequel, and a critical essay. Students will practice and strengthen their writing conventions with an emphasis on pronoun-antecedent agreement. Additionally, students will continue reading their chosen novel and read [What Milgram's Shock Experiments Really Mean](#), about a modern day reality television replication of the famous Milgram Experiment.

Assignments

Students will answer in-depth questions from an ethical analysis perspective. Sample Questions:

- 1 (Prereading). Is conformity good or bad? Are there situations where conformity is necessary to a free society? Are there situations in which conformity is harmful to individuals and society?
2. (After reading *In Another Country* by Ernest Hemingway). Was the protagonist of *In Another Country* a conformist or a non conformist? What about some of the minor characters? Cite examples from the story to backup your opinion.
3. (After reading [What Milgram's Shock Experiments Really Mean](#)). Describe what happened in the modern day Milgram experiment. What similarities and differences do you note from the original Milgram experiment?

Key Ethical Analysis assignments will vary but should be similar in scope and rigor to this sample assignment:

Create a digital timeline, using the free program [Populr](#) or a similar program, to create a visual and textual timeline of conformity and nonconformity, as evidenced in the following four venues: Hemingway's *In Another Country* (1927), your novel of study (1884, 1953, or 1960), subjects of the original Milgram experiment (1963), subjects of the Modern Day Milgram experiment (2010), and your own observations of current day conformity / nonconformity in American society (personal or newsworthy). Take a stand: Do you think that Americans tend to be conformists or individual thinkers? Use evidence from the three works and your own lifetime observations visually and/or textually display your opinion.

Unit 3: Literature of the Civil War and the Frontier

Unit 3 will focus on American literature written in the time period in which the nation suffered through a Civil War and became an industrial world power. The students will read various selections in the textbook they have selected and suggested readings that will cover various selections of American literature. Short stories will include or be similar to: An Occurrence at Owl

Creek Bridge, The Gettysburg Address, An Account of an Experience with Discrimination, To Build A Fire, and The Story of an Hour. As students progress through this unit, they will continue to develop and practice skills and strategies in reading comprehension including or be similar to elements of humor, conflict, irony, and narrative poetry. Students will write and revise original compositions that will include or be similar to a reflective essay, outline for a short story, and editorial. Students will practice and strengthen their writing conventions with an emphasis on fixing misplaced and dangling modifiers. Students continue reading and examining their chosen novel from an ethical perspective. Additionally, students will complete a digital assignment that examines the ethics of a moral issue from the reading in this unit, such as an analysis of war or slavery.

Assignments

Students will answer in depth questions from an ethical analysis perspective. Sample Questions:

1 (Prereading). Why are ethics important and why should anyone including yourself be ethical? Isn't it easier just to seek one's own self-interest?

2. (After reading *The Gettysburg Address*). Did Abraham Lincoln care about ethics?

Ethical Analysis assignments will vary but should be similar in scope and rigor to this sample assignment:

In this assignment, you will create three digital *Canvas* and a three minute presentation that analyzes the *Canvas*. First, create three digital *Canvas* depicting the ethics of slavery during Lincoln's presidency from three perspectives: a plantation owner from the south who wants to succeed from the union to preserve slavery; a industrialist from the north who wants to unify the union and abolish slavery; a slave who is owned by a southerner. In your presentation, address the following: Do all of your characters believe their arguments are ethically correct, or are they just seeking their own self-interest? Are any of your characters similar to Milgram's experimental participants, going along with what an authority figure / societal rules are telling them to do, while maybe somewhere they have a small voice inside them telling them that their opinions or actions are wrong? Where does that small voice come from?

Unit 2: Literature of 19th Century America

Unit 2 will focus on American literature written during a period in which the nation expanded and awoke to its cultural identity. The students will read various selections in the textbook they have selected and suggested readings that will cover various selections of American literature. Short stories will include or be similar to: *The Devil and Tom Walker*, *The Song of Hiawatha*, *The Raven*, and excerpts from *Walden* and *Moby Dick*. Students will continue reading their chosen full novel, and they will deepen their understanding of the moral issues in the literature by reading nonfiction articles that will include or be similar to the [The Milgram Experiment](#). As students progress through this unit, they will continue to develop and practice skills and strategies in reading comprehension including or similar to elements of characterization, meter, parable, gothic literature, and slave narrative. Students will write and revise original compositions that will include or be similar to a

research report, writing a modern retelling of a story, and analyzing a character's reaction to an amorality. Students will practice and strengthen their writing conventions with an emphasis on adjective and adverb clauses and comparative and superlative adjectives and adverbs.

Assignments

Students will answer in depth questions from an ethical analysis perspective. Sample Questions:

1 (Prereading). If you were told by an authority figure to do something that you felt was wrong, would you obey? What factors would motivate you to obey, and what factors would motivate you to disobey?

2. (After reading the article). Describe what happened in the Milgram Experiment. What motivated the rule-followers to continue to induce pain when they knew it was wrong? What would you have done if you were in their shoes?

3. (After reading the first three chapters of chosen novel) Who is/are the authority figure(s) in the novel you are reading? How did they acquire their position of authority?

Key assignments will vary but should be similar in scope and rigor to this sample assignment:

Write a persuasive essay describing what happened in the Milgram Experiment and answering the question: Does the principle of blindly following society's moral code occur in the novel you are reading? Describe how this is happening or how the protagonist is resisting an amoral force.

Unit 1: Literature of Early America

Unit 1 will focus on American literature in terms of what makes American literature American. The students will read various selections in the textbook they have selected and suggested readings that will cover various selections of American literature. Short stories will include or be similar to: *The Earth on Turtle's Back*, *Of Plymouth Plantation*, *Sinners in the Hands of an Angry God*, *What to the Slave is the Fourth of July*, and *The Autobiography*. As students progress through this unit, they will continue to develop and practice skills and strategies in reading comprehension including but not limited to elements of origin myths, metaphor, rhetorical devices, persuasion, and point of view. Students will practice and strengthen their writing conventions with an emphasis on vocabulary, coordinating conjunctions, and subordinating conjunctions. Additionally, students will choose a grade level novel that grapples with ethics in American culture (such as Lee Harper's *To Kill a Mockingbird*, Ray Bradbury's *Fahrenheit 451*, or Mark Twain's *The Adventures of Huckleberry Finn*) and begin an analytical study of a character's ethical point of view.

Assignments

Students will answer in-depth questions from an ethical analysis perspective. **Sample Questions:**

1. (Pre-reading). Is it ethical to always obey our country's laws, or is it ever morally justified to

act outside of the law in order to ensure justice?

2. (After reading chapter one of chosen novel). Name a law or moral rule that you note in the protagonist's society from your chosen novel. Do you predict that the protagonist of your novel will be a rule follower or a rule breaker?
3. (After reading from *The Autobiography* by Benjamin Franklin). Do you think Franklin was a rule-follower or a rule breaker? Back up your opinion with evidence from his writings.

Key assignments will vary but should be similar in scope and rigor to this sample assignment:

In this key assignment, you will create two digital *WordSplashes* and compare them in a digital Venn Diagram. Begin by rereading chapter one of your chosen novel to select words that describe or hint at a moral issue faced by one of the characters. Develop a digital *WordSplash* using Wordle or a similar digital program. (Wordle is a digital program in which you input key vocabulary words, and the program outputs a visually appealing word medley). Title your *WordSplash* with the name of your reading selection and the name of a key moral issue you've identified in the reading selection. Next, choose a moral or ethical issue that Americans face today, and create a second *WordSplash* with vocabulary words that address that issue. Title the second *WordSplash* with the name of the issue. Finally, place the words from both *WordSplashes* into a digital Venn Diagram that compares and contrasts the two moral issues.

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary
Prentice-Hall The American Experience	anthology	Pearson Education	2002	--	Yes

Literary Texts

Title	Authors	Publisher	Edition	Website	Read in Entirety
The Adventures of Huckleberry Finn	Mark Twain	Project Gutenberg	2006	https://www.gutenberg.org/files/76/76-h/76-h.htm	Yes
Fahrenheit 451	Ray Bradbury	Project Gutenberg	1953	http://uploads.worldlibrary.org/uploads/pdf/20170622231738fahrenheit_451.pdf	Yes
To Kill A Mockingbird	Harper Lee	Warner Books	1960	--	Yes