



Mountain Range High School
 12500 Huron Street • Westminster, CO 80234
 Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>

School Year	2016-2017	Teacher Name	John Rushford
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Course Name	English 11: Literature of the United States			
Course Description	This course will focus on the development of literary theme and structure across the 18th, 19th, and 20th centuries in the United States in order for students to understand the thematic progression of American literature. Students will participate in a variety of inquiry-based learning activities and verbal activities as well as write narrative, comparative analysis, informative, and persuasive pieces.			
Unit of Study	Approximate Timeline of Unit	Primary Text(s) with Descriptions from Amazon.com and notation of mature content	Text(s) support students with the following assessments:	Targeted Date of Assessment
Thematic Development & Authorial Choices	8 weeks	<p>Fitzgerald, F. Scott. <i>The Great Gatsby</i>. The Great Gatsby, F. Scott Fitzgerald's third book, stands as the supreme achievement of his career. This exemplary novel of the Jazz Age has been acclaimed by generations of readers. The story of the fabulously wealthy Jay Gatsby and his love for the beautiful Daisy Buchanan, of lavish parties on Long Island at a time when The New York Times noted "gin was the national drink and sex the national obsession," it is an exquisitely crafted tale of America in the 1920s. The Great Gatsby is one of the great classics of twentieth-century literature. (Sexual Content, Profanity, Violence)</p>	<ul style="list-style-type: none"> Students use close reading skills to analyze two or more themes or central ideas of a text and analyze their development over the course of the text. Students write analysis of two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Students write a multiple-themed narrative to develop researched and imagined experiences or events using a range of literary techniques, including figurative language, precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	Quarter 1
Argument and Inquiry	6 weeks	<p>O'Brien, Tim. <i>The Things They Carried</i>. A classic work of American literature that has not stopped changing minds and lives since it burst onto the literary scene, <i>The Things They Carried</i> is a ground-breaking meditation on war, memory, imagination, and the</p>	<ul style="list-style-type: none"> Students integrate multiple sources of information to create argumentative responses based on reading and/or research. Students conduct a short research project to trace the enduring significance of a foundational U.S. 	Quarter 2



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		<p>redemptive power of storytelling.</p> <p>The Things They Carried depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and the character Tim O'Brien, who has survived his tour in Vietnam to become a father and writer at the age of forty-three.</p> <p>Taught everywhere—from high school classrooms to graduate seminars in creative writing—it has become required reading for any American and continues to challenge readers in their perceptions of fact and fiction, war and peace, courage and fear and longing. The Things They Carried won France's prestigious Prix du Meilleur Livre Etranger and the Chicago Tribune Heartland Prize; it was also a finalist for the Pulitzer Prize and the National Book Critics Circle Award. (Sexual Content, Profanity, Violence)</p>	<p>document, court decision, or constitutional principal from its creation through contemporary American history.</p> <ul style="list-style-type: none"> • Students argue the enduring significance of a foundational U.S. document, court decision, or constitutional principle based on their research. 	
<p>Comparative Analysis</p>	<p>8 weeks</p>	<p>Guest, Judith. <i>Ordinary People.</i> In Ordinary People, Judith Guest's remarkable first novel, the Jarrets are a typical American family. Calvin is a determined, successful provider and Beth an organized, efficient wife. They had two sons, Conrad and Buck, but now they have one. In this memorable, moving novel, Judith Guest takes the reader into their lives to share their misunderstandings, pain...and ultimate healing. (Sexual Content, Profanity, Violence)</p> <p>Salinger, JD. <i>The Catcher in the Rye.</i> The hero-narrator of THE CATCHER IN THE RYE is an ancient child of sixteen, a native New Yorker named Holden Caulfield. Through circumstances that tend to preclude adult, secondhand description, he leaves his prep school in Pennsylvania and goes underground in New York City for three days. The boy himself is at once too simple</p>	<ul style="list-style-type: none"> • Students orally present a text with the intent of giving a particular interpretation. Students analyze audience response to evaluate how effectively the presentation met the purpose. • Students analyze how two or more texts from a chosen time period, at least one of which is nonfiction, treat a similar theme or topic. 	<p>Quarter 3</p>



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		<p>and too complex for us to make any final comment about him or his story. Perhaps the safest thing we can say about Holden is that he was born in the world not just strongly attracted to beauty but, almost, hopelessly impaled on it. There are many voices in this novel: children's voices, adult voices, underground voices-but Holden's voice is the most eloquent of all. Transcending his own vernacular, yet remaining marvelously faithful to it, he issues a perfectly articulated cry of mixed pain and pleasure. However, like most lovers and clowns and poets of the higher orders, he keeps most of the pain to, and for, himself. The pleasure he gives away, or sets aside, with all his heart. It is there for the reader who can handle it to keep. (Sexual Content, Profanity, Violence) storytelling.</p>		
<p>Interpretation of Drama: Drama Study</p>	<p>8 weeks</p>	<p>A selection of plays will be used.</p>	<ul style="list-style-type: none"> Students research a variety of reviews of productions of a drama, evaluating how each director's production choices influenced the critics' responses. 	<p>Quarter 4</p>
<p>Study of Satire</p>	<p>5 weeks</p>	<p>A variety of short essays will be used.</p>	<ul style="list-style-type: none"> Students evaluate the speaker's point of view, reasoning, and use of evidence, as well as the audience response to evaluate the effectiveness of satires. Students create or analyze a piece of satire demonstrating knowledge of satirical techniques such as caricature, exaggeration, incongruity, juxtaposition, reduction, and irony. 	<p>Quarter 4</p>

Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.



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For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives

(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)

- Amazon book reviews: www.amazon.com
- Goodreads: www.goodreads.com
- Common Sense Media: www.common Sense Media.org
- Kirkus Reviews: <https://www.kirkusreviews.com>
- Thriving Family--A Focus on the Family publication: www.thrivingfamily.com/family/Media.aspx

Grading Scale		Grade Percentages/Weights	
A	90-100	Writing and Composition (Summative Assessment)	36%
B	80-89	Reading for all Purposes (Summative Assessment)	27%
C	70-79	Speaking and Listening (Summative Assessment)	17%
D	60-69	Research and Reasoning (Summative Assessment)	10%
F	59 or below	Practice (Formative Assessment)	10%
		*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp	
Assessment/Practice Proficiency Levels			
4	Advanced Understanding of the Standard		
3	Meets the Standard		
2	Approaches the Standard		
1	Does not Meet the Standard		
M	Missing		

General Expectations	
<ul style="list-style-type: none"> ● Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. ● Summative: 90% Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) All Summative Assessments will have a score of 4, 3, 2, 1, or M. ● Formative: 10% Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. Formative Assessments may be marked with a 4, 3, 2, 1, M, as well as an S for Satisfactory, an I for Incomplete, or a U for Unsatisfactory. ● Assessments will be graded based on teacher/district/state rubrics. ● On group projects, students will receive a grade for individual work and a group grade. ● Grades are based on achievement of Content Standards and Grade Level Expectations. 	



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Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.