

Honors American Literature & Composition

Mrs. Walsh

2018-2019

J-12

Course Description

The eleventh grade honors class is an integrated standards-based approach to the study of language arts. The literary units of study will include short stories, essays, novels, drama, and poetry. Composition study will continue to emphasize writing as a process, and will focus on content, form, conventions, and style. This course meets the UC/CSU entrance requirement for English, meets grade level objectives and California Content Standards, but is specifically tailored to match the academic needs of gifted and highly advanced students. Curricular modifications include highly rigorous levels of critical thinking, literary analysis and writing skills. Due to acceleration and breadth, additional reading outside of class may be required.

Test Information

Eleventh grade students will all take the Smarter Balanced Practice Tests which allow teachers, students, and parents to experience a full grade-level assessment and gain insight into how Smarter Balanced will assess students' mastery of the Common Core. The Practice Tests mirror the year-end assessment which will be administered in spring of 2016. Students will also complete formative and summative assessments throughout the year. Common RUSD writing assessments will also be used to measure growth in composition and grammar.

Course Information

- A. Class requirements- Students will be prepared to work each day with class materials and completed assignments. They will also turn in all class work on or before due date. Make up work should be turned in within two days of returning to class. Students should be active class participants. Students will be writing a minimum of 4 multi-paragraph essays and independently read approximately 1,000+ pages.
- B. Behavior expectations- All students should treat people and property with kindness and respect. Academic honesty should be practiced by all students. Dishonest actions will result in all of the following: "0" credit, parent contact, and suspension from class.
- C. Grading/Make-ups- Students will be graded on a point system accumulated from class work, homework, independent reading, quizzes, assessments, essays/writing, projects, and effort. Students are responsible to see teacher immediately after being absent to obtain any missing assignments or to arrange make-up assignments. Any work turned in late will be penalized points accordingly unless excused by teacher.

Teacher availability

Mrs. Walsh is available for tutoring during office hours: Tues. & Thurs. 2:55 p.m.- 3:45 p.m. Lunch time can be scheduled by appt. only. Please log into AERIES regularly or email mwalsh@rusd.k12.ca.us to stay posted on student progress in the course. You may also call at (951)352-8316 x61016.

Major Works/Readings

Quarter 1- *The Crucible* and/or *Scarlet Letter*, *Catcher in the Rye*, "Sinners in the Hands of an Angry God" sermon, poetry, autobiographical excerpts, writing assessments.

Quarter 2- *The Adventures of Huckleberry Finn*, slavery unit, Civil Disobedience unit, political speeches, writing assessments.

Quarter 3- Romanticism unit, *The Great Gatsby*, Mark Twain works, poetry, writing assessments.

Quarter 4- Harlem Renaissance, Modernism unit, *Of Mice and Men*, writing assessments.

Summer work

***Please make sure to complete attached summer work packet by due dates indicated.**

Novels to be read are *Catcher in the Rye* and *The Adventures of Huckleberry Finn*.

Contents:

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|---------------------------------|-----------------|
| 1. Page One Analysis- (Catcher) | *due on 8/24/18 |
| 2. Reading questions- (Catcher) | *due on 8/31/18 |
| 3. Page One Analysis- (HF) | *due on 9/22/18 |
| 4. Character Analysis- (HF) | *due on 9/29/18 |
| 5. Dialectical Journals- (HF) | *due on 10/5/18 |

*****All work must be HANDWRITTEN only.**

Page One analysis-*The Adventures of Huckleberry Finn*

*Read 1st page of novel and fill out the chart below:

1. STYLE -simple/complex sentences? Adjectives/adverbs?	
2. TONE - how does the voice sound?	
3. MOOD -what do author's feelings towards subject seem to be?	
4. DICTION -what kinds of words does author use? Common/unfamiliar? Formal/informal?	
5. POINT OF VIEW -1 st person/3 rd person?	
6. NARRATIVE PRESENCE -is the voice inside or outside the story? What is author's personality?	
7. NARRATIVE ATTITUDE -how does the author feel about subjects? Dislike/like?	
8. TIME FRAME -when does the story take place? Present/past?	
9. TIME MANAGEMENT -will time pass quickly/slowly? Flashback, current or recent?	
10. PLACE -physical setting?	
11. MOTIF -what "stuff" happens again and again? Literary patterns, images, etc.	
12. THEME -what is message/purpose of the book?	
13. IRONY -situational, verbal, comic, dramatic, or lack of irony?	
14. RHYTHM -direct or hidden?	
15. PACE -speed of story?	
16. EXPECTATIONS -is reader patient, unafraid, thoughtful? What does he want?	
17. CHARACTER -who is main character and what is he/she like?	
18. INSTRUCTIONS -what does this page tell us to expect from the novel?	

COMPLETE FOR THE CHARACTER OF “HUCK FINN”

Character Chart: PLAN TO ‘SPOKE’ THE TRUTH

We learn about a character from various sources in a literary work. The following chart will assist in understanding a character and their function in a literary work. Fill in the wheel, then consider the information you compiled and fill in the chart at the bottom.

Possible significance of name	Where he is first seen
Physical Description	What he does first
What character said . . .	What others said about him
What others said to him	First Impression

The Adventures of Huckleberry Finn

You will complete **40** dialectical journal entries as you read through the novel.

Dialectic Journal directions

1. Title your notebook paper with the text title and the page numbers of the selection.
2. Divide your paper into two columns, one for quoted passage and the other for the focused response.
3. Write the passage in the first column. Include the page number.
4. In the second column, focus your responses by using the following concepts: connection to previous knowledge, theme, challenging/significant diction/syntax, imagery, character development, and plot action. Use these key words in your response, but don't just identify concept—discuss and reflect.

Example: *The Adventures of Huckleberry Finn*, pages 1-3

Passage	Focused Response
"...she let it out that Moses had been dead...I don't take no stock in dead people." (2)	This passage develops Huck's character- we see that he is unfamiliar with Bible stories and that he is someone who lives in the present and doesn't seem to care about the past.

Page One analysis- *Catcher in the Rye*

*Read 1st page of novel and fill out the chart below:

1. STYLE -simple/complex sentences? Adjectives/adverbs?	
2. TONE - how does the voice sound?	
3. MOOD -what do author's feelings towards subject seem to be?	
4. DICTION -what kinds of words does author use? Common/unfamiliar? Formal/informal?	
5. POINT OF VIEW -1 st person/3 rd person?	
6. NARRATIVE PRESENCE -is the voice inside or outside the story? What is author's personality?	
7. NARRATIVE ATTITUDE -how does the author feel about subjects? Dislike/like?	
8. TIME FRAME -when does the story take place? Present/past?	
9. TIME MANAGEMENT -will time pass quickly/slowly? Flashback, current or recent?	
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The Catcher in the Rye
STUDY GUIDE QUESTIONS -

*answer on separate sheets of paper.

Honors American Literature
Arlington HS

Chapters 1-4

1. Who is Holden Caulfield?
2. Where is Holden as he narrates the story?
3. Why wasn't Holden at the big football game?
4. Why wouldn't Holden be back to Pencey after Christmas vacation?
5. What "dirty trick" did Mr. Spencer pull on Holden?
6. Who was Robert Ackley?
7. Who was Stradlater?
8. Identify Jane Gallagher.
9. Why doesn't Holden go down to see Jane?

Chapters 5-9

1. About what did Holden write Stradlater's composition?
2. Why did Holden tear up the composition he had written for Stradlater?
3. Why did Stradlater hit Holden?
4. Where did Holden decide to go?
5. Who did Holden meet on his train ride? Why did Holden lie to her about Ernie?

Chapters 10-13

1. Who is Phoebe?
2. Identify Bernice, Marty and Laverne.
3. Describe Holden's relationship with Jane Gallagher.
4. Why did Holden have to leave Ernie's?
5. What do we learn about Holden from his diversion about his gloves being stolen at Pencey?
6. What was the "big mess" Holden got into when he got back to the hotel after being at Ernie's?

Chapters 14-17

1. Why did Maurice hit Holden?
2. Holden said he felt like committing suicide. Why didn't he?
3. Identify Sally Hayes.

4. Why did Holden check out of the hotel, and where did he go?
5. Who did Holden meet at the "little sandwich bar" after he locked his bags at the station? What did they talk about?
6. What record did Holden get for Phoebe? Why?
7. What made Holden "not so depressed anymore" on his way to the record store?
8. Why didn't Holden like actors?
9. Why did Holden like the museum so much?
10. What did Holden think of "George something--"?
11. How did Holden's feelings for Sally change from the beginning of the date to the end?

Chapters 18-21

1. What did Holden think of the show at Radio City?
2. Why did Holden call Carl Luce even though he didn't like him much?
3. What did Holden and Luce discuss?
4. Why did Holden go home so early (before Wednesday)?
5. What was Phoebe's reaction when she first saw Holden? What was her reaction when she found out that he had been expelled?

Chapters 22-26

1. What was Holden's reply when Phoebe asked him why he "got the ax again"?
2. Identify James Castle.
3. Why did Holden go to Mr. Antolini's house?
4. Why did Holden leave Mr. Antolini's home before morning?
5. What advice did Mr. Antolini give Holden?
6. How did Phoebe surprise Holden? What was Holden's reaction?
7. Why did Holden sit on the bench in the rain even though it was coming down in buckets?
8. How did Holden explain his catcher in the rye daydream?