



**Honors English I: American Literature and Composition**

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## General Course Information

<b>Course Name: Honors English I: American Literature and Composition</b>	
Department: English Language Arts	Grade Level(s): 9
Duration/Credits: 1 year/ 1.0 credit	Prerequisites: Students who are successful in AP Literature must be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. Successful completion of English II is required.
BOE Approval Date: 12/14/17	Course Code:
<b>Course Description:</b>	
<p>Honors English I: American Literature and Composition explores the various genres and themes of American Literature emphasizing reading comprehension and fundamental analysis skills. The student will investigate the relationship between society and the individual, and how this relates to the American identity. The student will write regularly while developing argumentative, research and narrative skills. Participation in informal and formal class discussion will be expected daily. This course is designed to challenge the student who has mastered basic composition and language skills. The student taking this course must fulfill a summer reading requirement</p>	
<b>Course Rationale:</b>	
<p>The ability to communicate clearly and effectively through oral and written mediums is essential to academic success in high school courses. The student in Honors English I will develop these crucial skills through exposure to various genres and themes to enhance a basic understanding of language and literature at the high school level. This course is geared toward the student who is capable of working independently and collaboratively; additionally, this provides a building block for the student who wishes to be successful in Honors English II.</p>	
<b>Course Objectives:</b>	
<ol style="list-style-type: none"><li>1. The student will read, analyze, and discuss texts across a variety of genres, including fiction, drama, poetry, literary non-fiction, and informational text, averaging a minimum of 60 pages per week. (A+ Reading).</li><li>2. The student will read closely, applying questioning and introducing fundamental analytical strategies to a variety of texts.</li><li>3. The student will complete a minimum of two polished essays per semester, including argument and informational writing, following a writing process including revision and editing for standard English usage. (A+ Writing).</li></ol>	

4. The student will incorporate narrative techniques into academic writing.
5. The student will plan and participate in a minimum of one polished project that follows a development process.
6. The student will write informally on a weekly basis with a focus on fluency and ideas.
7. The student will learn and apply research skills, develop support and evidence, and cite formally following a style guide. (A+ Research)
8. The student will learn and apply active listening and speaking skills and will analyze audio and video clips. (A+ Speaking and Listening)
9. The student will plan and participate in a minimum of one oral presentation with an emphasis on developing presentation skills such as eye contact, tone, volume, pace, articulation, and pronunciation.
10. The student will participate in and reflect on formal and informal class discussions and will analyze group discussions for productivity and depth.

**Standards Alignment:**

Missouri Learning Standards English Language Arts (2016)

## Power Standards

RL.1.9-10.A - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.1.9-10.A - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.1.9-10.A - Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.2.9-10.A - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

W.3.9-10.A - Review, revise, and edit writing with consideration for the task, purpose, and audience.  
c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

SL.1.9-10.B - Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.1.9-10.C - Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.

SL.2.9-10.A - Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

<b>Unit I:</b> Loss of Innocence	<b>Duration:</b> 10 days
<b>Unit Description:</b> American Cultural Experiences Possible themes: Loss of innocence, Society and the Individual; Growing Pains	
<b>Unit Standards</b>	<b>Key Learning Targets</b>
ELA.9-10.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can use close-reading strategies in order to analyze written works. I can cite textual evidence to support arguments. I can draw inferences and conclusions based on textual evidence.
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Students will consider: How do decisions impact the future? How does one make a difficult decision? In what ways can people weigh consequences associated with decisions? Do you control your future? What outside factors impact personal development?	Students will understand that: Innocence is lost as individuals grow and learn through various experiences. Young people make decisions about their futures through coming-of-age experiences. The coming-of-age experience impacts decisions and consequences for the future.
<b>Resources:</b> Romeo and Juliet, The Secret Life of Bees, A Raisin in the Sun, To Kill a Mockingbird	
<b>Previous knowledge and skills needed:</b>	
<b>Key Unit Vocabulary:</b>	
<b>Additional Information:</b>	

<b>Unit II:</b>	<b>Duration:</b>
<b>Unit Description:</b>	
<b>Unit Standards</b>	<b>Key Learning Targets</b>
Insert unit standards	Insert learning targets
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Insert essential questions	Insert enduring understandings
<b>Resources:</b>	
<b>Previous knowledge and skills needed:</b>	
<b>Key Unit Vocabulary:</b>	
<b>Additional Information:</b>	

<b>Unit III:</b>	<b>Duration:</b>
<b>Unit Description:</b>	
<b>Unit Standards</b>	<b>Key Learning Targets</b>
Insert unit standards	Insert learning targets
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Insert essential questions	Insert enduring understandings
<b>Resources:</b>	
<b>Previous knowledge and skills needed:</b>	
<b>Key Unit Vocabulary:</b>	
<b>Additional Information:</b>	

<b>Unit IV:</b>	<b>Duration:</b>
<b>Unit Description:</b>	
<b>Unit Standards</b>	<b>Key Learning Targets</b>
Insert unit standards	Insert learning targets
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Insert essential questions	Insert enduring understandings
<b>Resources:</b>	
<b>Previous knowledge and skills needed:</b>	
<b>Key Unit Vocabulary:</b>	
<b>Additional Information:</b>	



<b>Unit V:</b>	<b>Duration:</b>
<b>Unit Description:</b>	
<b>Unit Standards</b>	<b>Key Learning Targets</b>
Insert unit standards	Insert learning targets
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Insert essential questions	Insert enduring understandings
<b>Resources:</b>	
<b>Previous knowledge and skills needed:</b>	
<b>Key Unit Vocabulary:</b>	
<b>Additional Information:</b>	

<b>Unit VI:</b>	<b>Duration:</b>
<b>Unit Description:</b>	
<b>Unit Standards</b>	<b>Key Learning Targets</b>
Insert unit standards	Insert learning targets
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Insert essential questions	Insert enduring understandings
<b>Resources:</b>	
<b>Previous knowledge and skills needed:</b>	
<b>Key Unit Vocabulary:</b>	
<b>Additional Information:</b>	

<b>Unit VII:</b>		<b>Duration:</b>	
<b>Unit Description:</b>			
<b>Unit Standards</b>		<b>Key Learning Targets</b>	
Insert unit standards		Insert learning targets	
<b>Essential Questions</b>		<b>Enduring Understandings</b>	
Insert essential questions			Insert enduring understandings
<b>Resources:</b>			
<b>Previous knowledge and skills needed:</b>			
<b>Key Unit Vocabulary:</b>			
<b>Additional Information:</b>			

<b>Unit VIII:</b>		<b>Duration:</b>	
<b>Unit Description:</b>			
<b>Unit Standards</b>		<b>Key Learning Targets</b>	
Insert unit standards		Insert learning targets	
<b>Essential Questions</b>		<b>Enduring Understandings</b>	
Insert essential questions			Insert enduring understandings
<b>Resources:</b>			
<b>Previous knowledge and skills needed:</b>			
<b>Key Unit Vocabulary:</b>			
<b>Additional Information:</b>			