**Syllabus for school year 2012-2013 English 11 H**

**Literature Text:** Elements of Literature: Fifth Course. Literature of the United States with Literature of the Americas

**Grammar Text:**

***August 27-31***

*Monday/Tuesday:*

-Introductions-Names, previous schools, College classes, Personal strengths and weaknesses, Family heritage, etc.

*Wednesday/Thursday:*

-Introductions-continued… Ask your teacher a question. What are you curious about? Both the teacher and the class

*Friday:* Questioning session continues

***September 4-7***

*Monday/Tuesday:*

-Hand out and Review Course expectations

-Discuss the class and topics of learning for the school year.

-Explain the new core curriculum standards to the students.

-Introduce students to website and show them where they are most likely to get information regarding my class.

*Wednesday/Thursday:*

-Literary analysis format discussed.

-Use literary elements to analyze literature. Literary elements are found on website [www.adventuresinliterature.weebly.com](http://www.adventuresinliterature.weebly.com)

-Read a short story, “Who Said We all Have To Talk Alike” and analyze it using the literary analysis format. (First homework assignment)

*Friday:*

-List of 20 vocabularies for study. Vocabulary list is on website.

-**Learn all forms of each word.** Make sure that students are able to use the words in context.

-Words must be used correctly within the sentences.

***September 10-14***

*Monday/Tuesday:*  (Post your journal posting)

-Read stories about early American Indian traditions.

-Analyze multiple interpretations of their myths and chants and explain the impact it has on an individual in developing various moral, cultural, and ethical stances.

-Stories: “The sun still rises in the same sky: A Native American Literature”, and “The sky tree” by Joseph Bruchac; “From the house made of dawn” Translated by Washington Mathews; and “Coyote finishes his work” retold by Barry Lopez. Pages 19-24

*Wednesday/Thursday:*

-Read and interpret the historical account “From of Plymouth Plantation” by William Bradford. Page 26, and the connected story “An American Story” by Anthony Lewis, from the New York Times. Pg. 34

-Compile the timeline of the events and discuss the personal challenges and hardship of the first Europeans settlers in the New World.

-Explain the goals and the mission of the pilgrims and make connections to how you see your own goals and missions; including the manner you can take despite all obstacles to achieve them.

-Discuss the importance of primary sources and explain why it is important to cite primary sources.

*Friday:*

-Use vocabulary correctly; take a vocab./goof proof quiz

-Distinguish between pronouns and their functions

***September 17-21***

*Monday/Tuesday:*

-Read the personal narrative/autobiography of Olaudah Equiano (A slave narrative account)

-Examine the various images used and develop a synthesis of how these images help build the emotions that are conveyed in the story.

-Write a literary analysis using imagery and other elements in analyzing a short story. (Short Story will be posted on website)

*Wednesday/Thursday:*

-Read and interpret the historical narrative “From the history of the dividing line” by William Byrd

- Examine the tone that is used and how it is used to deliver the satire in the story.

*Friday:*

-Vocabulary

-Goof proof/Grammar