

## **JUNIOR ENGLISH CURRICULUM GUIDE**

**LEARNER OBJECTIVE #1: THE STUDENTS WILL READ, UNDERSTAND, DISCUSS AND WRITE ABOUT COLONIAL AND REVOLUTIONARY LITERATURE**

### **COLONIAL LITERATURE**

- **CHAPTER INTRODUCTION**
  - **EXPLORATION AND SETTLEMENT**
  - **THE NORTH: PURITANISM**
  - **THE SOUTH GENTLEMAN PLANTERS**
  - **THE BEGINNINGS OF AMERICAN LITERATURE**
  
- **JOHN SMITH AND THE ‘GENERAL HISTORY’**
  
- **WM. BRADFORD AND THE HISTORY OF PLYMOUTH PLANTATION**
  - **PEQUOT WAR**
- **WM. BYRD AND ‘THE HISTORY OF THE DIVIDING LINE’**
  - **PLAIN AND ORNATE STYLE**
  - **DIARY VS JOURNAL**
  - **TRIANGLE TRADE**
  
- **JONATHAN EDWARDS AND ‘SINNERS IN THE HANDS OF AN ANGRY GOD’**
- **NATIVE AMERICAN POETRY**
  - **ORAL LITERATURE**
  - **METAPHOR**
  - **SUPPLICATION, PRAISE, THANKSGIVING, INTERCESSION: PRAYERS OF**
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### **THE REVOLUTIONARY PERIOD**

- **CHAPTER INTRODUCTION**
  - **THE AGE OF REASON**
  - **THE GROWTH OF AMERICAN CULTURE**
  
- **BENJAMIN FRANKLIN**
  - **BIOGRAPHY**
  - **selection from ‘THE AUTOBIOGRAPHY’**
    - **DAILY PLAN**
    - **PLAN FOR MORAL PERFECTION**
  
- **from POOR RICHARD’S ALMANACK**
- **ALMANACS, PROVERBS, AND APHORISMS**
- **A PRINTER’S EPITAPH**
  - **WRITE A SHORT EPITAPH DESCRIBING WHAT THEY WOULD LIKE TO BE KNOWN FOR**
  
- **THOMAS PAINE**
  - **BIO**

- APHORISTIC STYLE
- EXCERPT FROM ‘COMMON SENSE’
- THOMAS JEFFERSON
  - BIO
  - JOHN HOBBS—DIVINE RIGHT OF KINGS
  - JOHN LOCKE –THE SOCIAL CONTRACT THEORY
  - JEAN-JACQUE ROUSSEAU, THE STATE OF NATURE
  - THE DECLARATION OF INDEPENDENCE
- EVALUATION OF UNIT
  - OBJECTIVE EXAM
  - ESSAY RESPONSES RE-STATING THE SAYINGS OF POOR RICHARD
- COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED

#### FIRST HARVEST

- LEARNER OBJECTIVE#1: THE STUDENTS WILL READ, UNDERSTAND, DISCUSS, AND WRITE ABOUT THE EARLY ROMANTIC PERIOD IN AMERICAN LITERATURE
- CHAPTER INTRODUCTION
  - NATIONALISM
  - ECONOMIC CHANGES
  - POLITICAL CHANGES
  - CULTURAL CHANGES
  - CLASSICISM AND ROMANTICISM
    - TENETS OF CLASSICISM (SEE TEXT)
    - TENETS OF ROMANTICISM (SEE TEXT)
- WASHINGTON IRVING
  - BIO
    - TRANSITIONAL FIGURE : FOCUS ON LEGENDS AND FOLKLORE
    - FAUST LEGEND
    - “THE DEVIL AND TOM WALKER”
      - REVIEW FAUST LEGEND
      - CAPTAIN KIDD
      - MISER VS FRUGALITY
      - FOUR HUMOURS
      - BLACK WOODSMAN AND OTHER LEGENDS
      - USURY
- JAMES FENNIMORE COOPER
  - BIO
    - LEATHERSTOCKING SERIES
    - FRONTIER THEORY
    - THE PRAIRIE
- WILLIAM CULLEN BRYANT
  - BIO
  - “NATURAL MORAL LAW”
  - TO A WATERFOWL
  - THANATOPSIS

- **EDGAR ALLAN POE**
  - **BIO**
  - **PHILOSOPHY OF COMPOSITION/THEORY OF SHORT STORY**
  - **TALES OF RATIOCINATION/DETECTIVE STORY**
  - **“THE FALL OF THE HOUSE OF USHER” (OPTIONAL)**
  - **THE RAVEN**
- **EVALUATION OF UNIT**
  - **OBJECTIVE EXAM**
  - **ESSAY PROMPTS ON EXAM AND/OR IMPROMPTU THEME**
- **COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED**

### **THE FLOWERING OF New England**

- **LEARNER OBJECTIVE: THE STUDENTS WILL READ, UNDERSTAND, DISCUSS AND WRITE ABOUT THE ZENITH OF AMERICAN ROMANTICISM INCLUDING TRANSCENDENTALISM.**
- **CHAPTER INTRODUCTION**
  - **POPULATION GROWTH**
  - **GEOGRAPHIC EXPANSION**
  - **SCIENCE AND TECHNOLOGY**
  - **MASS SOCIETY AND URBANIZATION**
  - **NEGATIVE EFFECTS OF TECHNOLOGY**
  - **REFORM MOVEMENTS**
  - **TRANSCENDENTALISM**
    - **DEFINITION**
    - **THE GOD-NATURE-MAN TRIANGLE**
    - **THE “TRIUNE” SELF**
  - **THE ANTI-TRANSCENDENTALISTS**
    - **DEFINE TERM**
- **RALPH WALDO EMERSON**
  - **BIO**
    - **“QUESTER”**
    - **THE OVERSOUL**
    - **OUTER SELF AND INNER SELF**
    - **“SELF RELIANCE”**
    - **“NATURE**
    - **“FATE”**
- **HENRY DAVID THOREAU**
  - **BIO**
  - **“FROM WHERE I LIVED AND WHAT I LIVED FOR”**
  - **“THE POND IN WINTER”**
  - **“FROM THE CONCLUSION”**
- **LONGFELLOW**
  - **BIO**
    - **DEFINE “FIRESIDE POET”**
  - **“NATURE”**

- **LOWELL**
  - **BIO**
  - **“THE COURTIN”**
- **EMILY DICKINSON**
  - **BIO**
  - **“I NEVER SAW A MOOR”**
  - **“SOME KEEP THE SABBATH GOING TO CHURCH”**
  - **“FAITH IS A FINE INVENTION”**
  - **“HOPE IS THE THING WITH FEATHERS”**
  - **“SUCCESS IS COUNTED SWEETEST”**
  - **“I HEARD A FLY BUZZ WHEN I DIED”**
- **EVALUATION OF UNIT**
  - **OBJECTIVE EXAM**
  - **IMPROMPTU THEMES**
  - **ESSAY RESPONSE ON EXAM**
- **COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED**

#### **DIVISION AND DISCOVERY**

- **LEARNER OBJECTIVE #1: STUDENTS WILL READ, UNDERSTAND, DISCUSS AND WRITE ABOUT THE EARLY PERIOD OF REALISM**
- **CHAPTER INTRODUCTION**
  - **SIGNS OF INCREASING PESSIMISM**
  - **THE SHIFT FROM ROMANTICISM TO REALISM**
  - **LOCAL COLOR AND REGIONALISM**
    - **VERNACULAR**
    - **“SLICE OF LIFE” TECHNIQUE**
    - **SCIENTIFIC METHOD AS APPLIED TO WRITING**
- **NEGRO SPIRITUALS**
- **FREDERICK DOUGLASS AND EXCERPT FROM “MY BONDAGE AND MY FREEDOM”**
- **ABRAHAM LINCOLN AND “THE GETTYSBURG ADDRESS”**
- **ROBERT E. LEE AND “THE LETTER TO HIS SON”**
- **CHIEF JOSEPH AND HIS ADDRESS TO CONGRESS**
- **WALT WHITMAN**
  - **BIO**
  - **THE “REPRESENTATIVE POET”**
  - **LEAVES OF GRASS AND ITS IMPACT**
  - **EMERSON’S INFLUENCE ON WHITMAN**
  - **SELECTIONS FROM *LEAVES OF GRASS: 1, 21, 31, 52***
  - **WHEN I HEARD THE LEARNED ASTRONOMER**
- **MARK TWAIN**
  - **BIO**
  - **EXCERPT FROM *LIFE ON THE MISSISSIPPI***
  - **EXCERPT FROM *THE ADVENTURES OF HUCKLEBERRY FINN***
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- **BRET HARTE**

- BIO
- INVENTOR OF THE WESTERN
- “THE OUTCASTS OF POKER FLAT”
- AMBROSE BIERCE
  - BIO
  - “AN OCCURRENCE AT OWL CREEK BRIDGE”
    - STREAM OF CONSCIOUSNESS TECHNIQUE
- EVALUATION OF UNIT
  - OBJECTIVE EXAM
  - IMPROMPTU ESSAY
  - ESSAY QUESTIONS ON EXAM
  -
- COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED

#### AMERICAN REALISM

- LEARNER OBJECTIVE #1: STUDENTS WILL READ, UNDERSTAND, DISCUSS AND WRITE ABOUT THE FLOWERING OF REALISM IN U.S. LIT.
- CHAPTER INTRODUCTION
  - REALISM: SUBJECT AND STYLE
  - NATURALISM
    - DARWIN, EVOLUTION, THE SCIENTIFIC METHOD, HEREDITY AND ENVIRONMENT
- STEPHEN CRANE
  - BIO
  - “THE OPEN BOAT”
  - “WAR IS KIND,” “I SAW A MAN,” “THE WAYFARER,” “THINK AS I THINK.”
- WILLA CATHER
  - BIO
  - “THE SCULPTOR’S FUNERAL”
- JACK LONDON
  - BIO
  - “TO BUILD A FIRE”
- E.A. ROBINSON
  - BIO
  - “RICHARD CORY”
  - “MINIVER CHEEVY”
- EDGAR LEE MASTERS
  - BIO
  - LUCINDA MATLOCK
  - GEORGE GRAY
  - FIDDLER JONES
- EVALUATION OF UNIT

- OBJECTIVE EXAM
- IMPROMPTU ESSAY
- ESSAY QUESTIONS ON EXAM
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- COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED

#### **MODERN FICTION**

- LEARNER OBJECTIVE #1: STUDENTS WILL READ, UNDERSTAND AND WRITE ABOUT THE TWENTIETH CENTURY SHORT STORY
- CHAPTER INTRODUCTION:
  - PROBLEMS IN AMERICAN SOCIETY
    - TWO WORLD WARS
    - THE GREAT DEPRESSION
    - THE COLD WAR
    - THE FAST PACED LIFE STYLE AND 'INSTANT' SOCIETY
    - FRAGMENTATION OF SOCIETY
      - ISOLATION
      - MORAL RELATIVISM
      - CIVIL RIGHTS
    - WATERGATE AND OTHER SCANDALS
    - DISCUSS TECHNICAL ASPECTS OF THE SHORT STORY
    - DISCUSS POE'S 'RULES' OF THE SHORT STORY
- SHERWOOD ANDERSON
  - "SOPHISTICATION"
- ERNEST HEMINGWAY
  - "BIG TWO HEARTED RIVER"
  - STREAM OF CONSCIOUSNESS TECHNIQUE
- F. SCOTT FITZGERALD
  - "WINTER DREAMS"
- WM. FAULKNER
  - "THE BEAR"
    - MICROSM
    - MENTOR
    - RITE OF PASSAGE
    - TRUE PRIDE VS FALSE PRIDE
- STEPHEN VINCENT BENET
  - "THE DEVIL AND DANIEL WEBSTER"
- JOHN STEINBECK

- “FLIGHT”
  - EUDORA WELTY
    - “THE WORN PATH”
    -
  - EVALUATION OF UNIT
    - OBJECTIVE EXAM
    - IMPROMPTU ESSAY
    - ESSAY QUESTIONS ON EXAM
  - COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED
- NOVELS
    - *OF MICE AND MEN*
    - *BLACK BOY*
    - *HUCKLEBERRY FINN*
- EVALUATION OF UNIT
    - OBJECTIVE EXAM
    - IMPROMPTU ESSAY
    - ESSAY QUESTIONS ON EXAM
  - COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED
  - DRAMA
    - *THE CRUCIBLE*
    - 
    - *THE GLASS MENAGERIE*
  - EVALUATION OF UNIT
    - OBJECTIVE EXAM
    - IMPROMPTU ESSAY
    - ESSAY QUESTIONS ON EXAM
  - COMPOSITION: SUGGESTIONS INCLUDE IMPROMPTUS, CHARACTER ANALYSIS, THEMATIC ANALYSIS, COMPARISON CONTRAST, ETC. TEACHER DISCRETION ADVISED
  - LANGUAGE ARTS STUDY

- **SOURCE: *WRITER'S CHOICE TEXT***
- **EXERCISES SHOULD BE ASSIGNED AND COVERED WITH A FOCUS ON PREPARATION FOR PLACEMENT EXAMS AND EDITING SKILLS IN COMPOSITION. THIS IS NOT TO BE REGARDED AS OPTIONAL**
- **PARTS OF SPEECH**
  - **NOUNS**
  - **PRONOUNS**
  - **VERBS**
  - **ADJECTIVES**
  - **ADVERBS**
  - **PREPOSITIONS**
  - **CONJUNCTIONS**
  - **INTERJECTIONS**
- **PARTS OF THE SENTENCE**
  - **SIMPLE SUBJECTS AND PREDICATES**
  - **COMPLETE SUBJECTS AND PREDICATES**
  - **COMPOUND SUBJECTS AND PREDICATES**
  - **ORDER OF SUBJECT AND PREDICATE**
  - **COMPLEMENT**
- **PHRASES**
  - **PREPOSTIONAL PHRASES**
  - **APPOSITIVES AND APPOSITIVE PHRASES**
  - **VERBALS AND VERB PHRASES**
  - **ABSOLUTE PHRASES**
- **CLAUSES AND SENTENCE STRUCTURE**
  - **MAIN CLAUSES**
  - **SUBORDINATE CLAUSES**
  - **SIMPLE AND COMPOUND SENTENCES**
  - **COMPLEX AND COMPOUND-COMPLEX SENTENCES**
  - **ADJECTIVE CLAUSES**
  - **ADVERB CLAUSES**
  - **NOUN CLAUSES**
  - **FOUR KINDS OF SENTENCES**
  - **SENTENCE FRAGMENTS**
  - **FUN-ON SENTENCES**
- **VERB TENSES, VOICE AND MOOD**
  - **PRINCIPAL PARTS OF VERBS**
  - **REGUALR AND IRREGULAR VERBS**
  - **TENSE OF VERBS**
  - **PERFECT TENSES**



- PROGRESSIVE AND EMPHATIC FORMS
- COMPATIBILITY OF TENSES
- VOICE OF VERBS
- MOOD OF VERBS
  
- SUBJECT VERB AGREEMENT
  - INTERVENING PREPOSITIONAL PHRASES
  - AGREEMENT WITH LINKING VERBS
  - AGREEMENT IN INVERTED SENTENCES
  - AGREEMENT WITH SPECIAL SUBJECTS
  - AGREEMENT WITH COMPOUND SUBJECTS
  - INTERVENING EXPRESSIONS
  - INDEFINITE PRONOUNS AS SUBJECTS
  - AGREEMENT IN ADJECTIVE CLAUSES
  
- USING PRONOUNS CORRECTLY
  - CASE OF PERSONAL PRONOUNS
  - PRONOUNS WITH AND AS APPOSITIVES
  - PRONOUN AFTER THAN AND AS
  - REFLEXIVE AND INTENSIVE PRONOUNS
  - WHO AND WHOM IN QUESTIONS AND SUBORDINATE CLAUSES
  - PRONOUN-ANTECEDENT AGREEMENT
  - CLEAR PRONOUN REFERENCE
  
- USING MODIFIERS CORRECTLY
  - THE THREE DEGREES OF COMPARISON
  - IRREGULAR COMPARISONS
  - DOUBLE COMPARISONS INCOMPLETE COMPARISONS
  - GOOD OR WELL, BAD OR BADLY'
  - DOUBLE NEGATIVES
  - MISPLACED AND DANGLING MODIFIERS
  
- USAGE GLOSSARY
- ERROR S
  - DO EXERCISES RELATING TO SOUND- ALIKE (HOMONYM) AND OTHER ERRORS
  
- CAPITALIZATION
  - CAPITALIZATION AND THE PRONOUN "I"
  - CAPITALIZATION OF PROPER NOUNS
  - CAPITALIZATION OF PROPER ADJECTIVES
  
- PUNCTUATION, ABBREVIATIONS AND NUMBERS
  - THE PERIOD
  - THE EXCLAMATION POINT
  - THE QUESTION MARK
  - THE COLON
  - THE SEMICOLON

- **THE COMMA**
  - **THE DASH**
  - **PARENTHESES**
  - **BRACKETS AND ELLIPSIS POINTS**
  - **QUOTATION MARKS**
  - **ITALICS (UNDERLINING)**
  - **THE APOSTROPHE**
  - **THE HYPHEN**
  - **ABBREVIATIONS**
  - **NUMBERS AND NUMERALS**
- **COMPOSITION**
    - **COMPOSITION INSTRUCTION IS DELIVERED USING THE WRITING PROCESS AND THE SIX-TRAIT MODEL.**
    - **SOURCE: *WRITER'S CHOICE***
    - **UNIT ONE: PERSONAL WRITING**
      - **WRITING THE COLLEGE APPLICATION ESSAY**
      - **WRITING TO DISCOVER**
      - **WRITING A LETTER**
    - **UNIT TWO: DESCRIPTIVE WRITING**
      - **CREATING VIVID DESCRIPTION**
      - **DESCRIBING AN EVENT**
    - **UNIT THREE: NARRATIVE WRITING**
      - **WRITING A BIOGRAPHICAL SKETCH**
    - **UNIT FOUR: EXPOSITORY WRITING**
      - **WRITING A CAUSE-EFFECT ESSAY**
      - **WRITING A COMPARISON/CONTRAST ESSAY**
    - **UNIT FIVE: PERSUASIVE WRITING**
      - **STATING THE CASE**
      - **SIFTING FACT FROM OPINION**
      - **EVALUATING EVIDENCE**
      - **INDUCTIVE AND DEDUCTIVE REASONING**
      - **RECOGNIZING LOGICAL FALLACIES**
      - **WRITING A LETTER TO THE EDITOR**