

# Montclair High School

## Course Syllabus

**Department: English**

**Course: Social Justice Literature 11**

**Level: Honors and High Honors**

**Credits: 5**

### **Course Description:**

American Social Justice (ASJ) is a two-year English and History interdisciplinary program with a strong emphasis on the impact that social movements have had on the development of history, humanities and the arts. ASJ is based upon the Small Learning Community (SLC) model where students build close working relationships with staff and fellow students. Students will actively engage in curriculum that focuses on the themes of social justice and use their knowledge to promote issues of social activism within their own community. Students will receive individualized student mentoring, develop and implement community service programs and fundraisers, conduct extensive research and develop study, time-management and test taking (i.e. S.A.T.) skills. ASJ meets for three periods a day. English and History classes are conducted in two-period block on alternating days with the additional period used for program planning- community service, mentoring, study skills. Students receive a total of 15 credits a year: 5 English, 5 for History and 5 (pass/fail credits) for the program planning class.

### **Standards:**

- Reading Literature : 11.1 -11.10
- Reading Informational Text: 11.1-11.10
- Writing : 11.1-11.10
- Speaking and Listening: 11.1-11.6
- Language: 11.1—11.6

### **Anchor Text(s):**

- Their Eyes Were Watching God by Zora Neale Hurston ISBN 978-0061120060
- The Jungle by Upton Sinclair ISBN0486419231
- Raisin in the Sun by Lorraine Hansberry 0679755330
- All My Sons by Arthur Miller 0141185465
- The Autobiography of Malcolm X by Alex Haley ISBN 978-0345376718 (High Honors Only)
- Passing by Nella Larson ASIN: B00E32PL32
- Death of a Salesman by Arthur Miller ISBN-13: 978-0140481341
- Johnny Got Got His Gun by Dalton Trumbo ISBN-13: 978-0553274325
- Maggie a Girl of the Streets by Stephen Crane ISBN-13: 978-0393950243

**Supplementary Materials:**

- Atwan, Robert (ed.) (2001) *America Now: Short Readings from Recent Periodicals*. NY: St. Martins.
- Barnet, Sylvan and Hugo Bedua (eds.) (1999) *Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*. NY: St. Martins.
- Brown, Wesley and Amy Ling (eds.) (1991) *Imagining America: Stories from the Promised Land*. NY: Persia Books.
- Colombo, Gary and Robert Cullen (eds.) (2001) *Rereading America: Cultural Contexts for Critical Thinking and Writing*. NY: St. Martins.
- Dilks, Stephan and Regina Hanson (eds.) (2001) *Cultural Conversations: The Presence of the Past*. NY: St. Martins.
- Harris, Jeanette and Ann Mosley (eds.) (2000) *Interactions: A Thematic Reader*. NY: Houghton Mifflin.
- Mano, Sandra and Barbara Roche Rico (eds.) (2001) *American Mosaic: Multicultural Readings in Context*. NY: Houghton Mifflin.
- Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

**Units of Study:**

- Immigration/Migration
- Class and Labor Movements
- War, Anti-Semitism and the Holocaust Civil Rights

**Proficiencies:**

By the end of this course, students will:

1. Recognize and evaluate the effectiveness of various elements of fiction in the works of a variety of contemporary American prose writers.
2. Understand and evaluate selections from American Literature, and examine their importance in our multi-cultural society.
3. Understand the role of a characters, setting, and events in a given literary work.
4. Understand the concepts of figurative language, symbolism, allusion, connotation, and denotation.
5. Understand the effects of literary devices, such as alliteration and figurative language, on the reader's emotions and interpretation
6. Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues.
7. Recognize the act and importance of listening.
8. Organize, prepare, and present a spoken presentation clearly and expressively.
9. Collaborate by sharing ideas, examples and insights productively and respectfully in informal conversation/discussion.
10. Recognize that reading has many purposes and demonstrate an ability to choose an approach appropriate to the test and purpose.
11. Experience and respond to print and non-print media through active engagement with appropriate methods of analysis, interpretation, and evaluation.
12. Use research skills to access, interpret, and apply information form a variety of print and non- print resources.
13. Compose a variety of written and spoken responses for different purposes and audiences.

14. Use a variety of technologies as a tool for learning.
15. Use language arts skills for decision making, negotiating, and problem-solving.
16. Develop a better understanding of themselves, of others, and of the world through language and literature.
17. Read and respond to a broad range of literature.
18. Identify in writing two potential career paths that can be taken in this subject area.
19. Develop visual literacy skills by identifying the conventions used in film and other visual media to convey narrative, meaning, and values.

**Evaluation & Assessment:**

- Test, Papers, projects and other major assessments 40%
- Quizzes and minor projects 20%
- Classwork 25%
- Homework 15%