

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Short Story

Department: English

Teacher: Various

Grade level: 11 and 12

Description of Course:

Students will read, analyze, and discuss short stories by classic and contemporary authors. Students will be able to identify the elements of a short story including plot, setting, character, point of view, and both implicit and stated themes. The roles of protagonist and antagonist will be studied along with opportunities to compare and contrast various stories. The Short Story class combines both classic and contemporary stories and deals with a variety of themes and topics. Students and parents should be advised that stories involving gender and sexuality, drug use, the Holocaust, profanity and the supernatural, are on the reading list. This is an elective English class, however, parents may request different assignments should any of the above conflict with personal values.

School – Wide Expectations:

Academic:

1. Read, write, and speak effectively.
2. Exhibit critical thinking and problem solving skills.
3. Use resources to obtain information and facilitate learning.

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

1. **Literary Terminology** - Students will demonstrate an understanding of the definitions of literary terms, various types of conflict, characterization, and figurative language and will be able to identify these elements in each of the stories studied.
 - a. **Breadth of Vocabulary** Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.
2. **Literary Content** - Students will demonstrate an understanding of the plots and themes of each of the stories studied. They will also be able to identify similarities in plot and theme among the stories grouped in thematic units.
 - a. **Initial Understanding of Literary Text** Stem R-11-4: Demonstrate initial understanding of elements of literary text.
 - b. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: Analyze and interpret literary elements within or across text, citing evidence where appropriate; Stem R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; Stem R-11-16: Generates a personal response to what is read through a variety of means.
 - c. **Reading Strategies** Stem R-11-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.
 - d. **Oral Communication Strategies** Stem OC-11-1: In oral communication, demonstrate interactive listening.
 - e. **Reading Connection** Stem W:RC:1: In response to literary or informational text, show understanding of plot/ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
 - f. **Expressive Writing** Stem W:EW:2: Demonstrate use of narrative strategies.
 - g. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
 - h. **Habits of Writing** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.

Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts – Teachers will select stories from the following list: *Girls at War* by C. Achebe; *And of Clay We Are Created* by I. Allende; *Management of Grief* by B. Murkherjee; *Rose-Johnny* by B. Kingsolver; *Eveline* by J. Joyce; *Rappacini's Daughter* by N. Hawthorne; *I Like White Boys* by S. G. Flake; *100% Perfect Girl* by H. Murakami; *S. King: Road Virus and Survivor Type*; D. Sedaris: *Us & Them*, *Get Your Ya-Ya's Out*, and *I Like Guys*; *Rock Springs* by R. Ford; *A White Heron* by S. Orne Jewett; L. Pirendello: *With Other Eyes and A Voice*; *Flight* by J. Steinbeck; *Third and Final Continent* by J. Lahiri; K. Vonnegut: *Harrison Bergeron* and *D.P.*; *A Jury of Her Peers* by S. Glaspell; E. Hemingway: *The Killers* and *Hills Like White Elephants*; *Here We Are* by D. Parker; *The Hitch-Hikers* by E. Welty; *The Farmer's Children* by E. Bishop; *The Country Husband* by J. Cheever; *The Devil and Tom Walker* by W. Irving; K. Chopin: *A Story of an Hour* and *Desiree's Baby*; *A & P* by J. Updike; *The Yellow Wallpaper* by C. Perkins Gilman; *A Rose for Emily* by W. Faulkner; *Teenage Wasteland* by A. Tyler; *Where Are You Going, Where Have You Been?* By J.C. Oates; *The Bass, the River, and Sheila Mant* by W.D. Wetherell; *The Shawl* by C. Oczick; *Scar* by A. Tan; *A Good Man is Hard to Find* by F. O'Connor; E.A. Poe: *The Black Cat*, *The Masque of the Red Death*, *The Pit and the Pendulum*, *The Cask of Amontillado*, *The Raven*

2. DVD's – Possible film titles include: *Smooth Talk*; *The Legend of Sleepy Hollow*; *Auschwitz: If You Cried, You Died*; *A&E Biography of Edgar Allan Poe*; *A River Runs Through It*; *Secret Window*; *The Shawshank Redemption*; *Stand By Me*; *The Dead*. R-rated films require advance parent permission.

3. Handouts – Plot diagram; terminology worksheets, etc.

4. CDs – "Baba O'Riley" by The Who

Suggested Instructional Strategies:

1. Read Aloud - Oral reading and discussion.

2. Literary Responses - Students are required to respond to literature in brief, one-page, critical responses. These "rapid" responses will require students to consider the author's use of literary devices in constructing meaning.

3. Journal Writing - Journal writing is designed to encourage students to relate the literature to their own lives.

4. Tall Tale Project - The Tall Tale project requires students to construct a narrative by drawing upon the conventions of a specific genre of literature.

5. Interpretive Drama - Students perform dialogue in order to emphasize interpretive aspect of literature.

Suggested Assessment Strategies:

1. Test - Typically tests will be divided into competencies and will cover a single thematic unit of literature.

2. Guided Reading Questions

3. Journals/Responses

4. Tall Tale Project Rubric