



**Class Title:** Red American Literature

**Teacher Name:** Samantha Procopio

**Class Day:** Friday

**Class Size:** 22

**Class Supply Fee:** \$71

**Class Fee:** \$96

**Ages or color group served:** Red

**What level is this class:** Level 3

**Prerequisites:**

Students must be able to independently read and comprehend high school level novels and identify key literary elements.

Prior experience with paragraph and essay writing.

This class includes weekly reading schedules, writing assignments, and at-home learning days. Students must be able to manage their time and complete work independently and on time.

Students will need access to a device for watching Loom videos, completing typed assignments, and submitting homework digitally (via google drive).

**Graduation Requirements:** Complete all assigned reading, journal entries, homework, and at-home learning tasks. Including two essays.

Engage in class discussions, group work, and peer review activities with thoughtfulness and respect.

All submitted work must be the student's original effort. Plagiarism or academic dishonesty will result in potential course removal.



**Homework Requirements:** This course is structured with one required at-home learning day each week, in addition to regular reading and writing assignments. Students are expected to manage their time effectively throughout the week to stay on track with all tasks.

At-home work will include: Watching Loom video lessons. Completing guided notes or journal prompts. Working on essay drafts or projects. Keeping up with assigned reading.

All assignments are expected to be completed on time, with a 10% deduction for each week late.

### **Class Description:**

This course will explore American literature through two novels and one short story that reflect key themes, voices, and historical moments in U.S. history. Students will focus on reading comprehension, literary analysis, and writing development. Class meets once weekly in person, with a required independent learning day at home in addition to reading and writing assignments. All assignments will have clear expectations and due dates. A reading schedule will be provided with each novel.

We will finalize our two novel choices after the class roster is set. This allows us to choose high-quality, grade-appropriate American literature selections that align with course goals and ensure that students are reading texts that are new to them.

View the full course syllabus here: <http://bit.ly/3FK9dKm>

Potential novel choices:

Of Mice and Men by John Steinbeck + The Poet X by Elizabeth Acevedo

Fahrenheit 451 by Ray Bradbury + Internment by Samira Ahmed

To Kill a Mockingbird by Harper Lee + All American Boys by Jason Reynolds & Brendan Kiely

### **Week 1:**

Foundations of American Literature

We'll kick off the course by introducing key literary elements like plot, character, and theme. Students will receive their reading schedule for the first novel and learn how to annotate texts for deeper understanding.



### **Week 2:**

#### **Plot & Character Development**

Students will analyze how characters grow and change through literary tools like motivation and indirect characterization. Activities include a character web and journal prompts exploring character decisions.

### **Week 3:**

#### **Conflict & Author's Craft**

We'll explore different types of conflict and how they help reveal theme and character. Students will pull and analyze quotes from the novel and prepare for class discussions or debates.

### **Week 4:**

#### **Short Story Study & Thematic Comparison**

Students will dive into a short story and compare its themes, tone, and characters to the first novel. They'll complete a short written response and begin thinking more critically about style and structure.

### **Week 5:**

#### **Essay #1 – Planning & Drafting**

Students begin drafting their first formal essay, a literary response or theme analysis. In class, we'll brainstorm thesis ideas, gather quotes, and build outlines. At home, students will write and revise body paragraphs.

### **Week 6:**

#### **Essay #1 – Revising & Finalizing**

Students participate in peer review and revision workshops before submitting their final drafts. We'll wrap up the first unit and preview the next novel with some light reading or reflection work.

### **Week 7:**

#### **Novel #2 – Context & Introduction**

We'll introduce the second novel by exploring its historical and cultural background. Students will make connections between setting, tone, and author perspective as they begin reading.



**Week 8:**  
Symbolism & Style

Students will identify literary devices such as symbolism, metaphor, and motif. We'll discuss how authors use these tools to communicate meaning and deepen the reader's experience.

**Week 9:**  
Character Arcs & Comparing Texts

As students finish the second novel, they'll track character development and compare it to the first text. We'll introduce Essay #2 and begin outlining ideas for analysis or comparison.

**Week 10:**  
Essay #2 – Planning & Drafting

We'll workshop thesis statements and gather supporting quotes for students' second major essay. Students will begin writing their essays with a focus on structure and clarity.

**Week 11:**  
Essay #2 – Revising & Polishing

Peer review, self-editing, and teacher feedback will help students refine their essays. Final revisions will be completed at home, using editing tools and checklists.

**Week 12:**  
Final Submission & Reflection

Students will submit their final essay and complete a guided reflection on their growth as readers and writers. We'll end with a class share-out celebrating favorite passages and literary insights.