

Survey of American Literature Curriculum (11)

Unit 1 PURITAN LITERATURE: THE FOUNDATION OF AMERICAN IDENTITY

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 days	The Puritan legacy continues to influence social and political thinking in contemporary America.	<p>How do place and time shape the authors' works and our understanding of them?</p> <p>How did the Puritan faith influence colonial thought and expression?</p> <p>What aspects of Puritanism are visible in contemporary society?</p> <p>How does Early American literature reflect, clarify, and criticize the time it portrays?</p>	<p>Characteristics typical of Puritan literature (focuses on daily life and moral/attitudes didactic; reinforces authority of Bible/church, written in plain style)</p> <p>Puritan cultural values (and legacy) include work ethic, emphasis on education, democracy, and a need for moral justification for private, public, and government acts.</p> <p>Puritans wrote for one of three reasons: to glorify God, to make God more relevant, and to transform a mysterious God.</p>	<p>Students should be able to Identify characteristics typical of Puritan literature in poetry and sermons</p> <p>Students should be able to explain how literature exemplifies Puritan values and characteristics, such as: How does ___'s poetry exemplify Puritan writing and reinforce Puritan ideals?</p>	<p>Puritan Poetry: Bradstreet & Taylor, e.g. "The Author to Her Book," "Upon the Burning of our House," "To My Dear and Loving Husband," "Huswifery" "The Wasp"</p> <p>Non-fiction selection such as Jonathan Edwards' Sermon "Sinners in the Hands of an Angry God"</p> <p>Fun Quiz - "How Puritan Are You?"</p> <p>Are you a latter-day Puritan? Self-reflective critical inquiry</p> <p>Write a memoir that discusses how your past has affected your present.</p> <p>Write a didactic story about a personal experience</p> <p>Poetry explications, analysis, and/or responses</p> <p>Focused and collaborative annotation of poetry</p>	<p>SAT vocabulary</p> <p>allusion</p> <p>extended metaphor/conceit</p> <p>apostrophe</p> <p>parallel structure</p> <p>figurative language</p> <p>sermon</p> <p>Puritan Plain Style</p> <p>Predestination/the Elect</p> <p>didactic</p> <p>metaphor</p> <p>simile</p> <p>archaism</p> <p>inversion</p>	<p>1.1.11.A 1.1.11.B 1.1.11.C 1.1.11.D</p> <p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L</p> <p>CC.1.3.11-12.B CC.1.3.11-12C CC.1.3.11-12D CC.1.3.11-12E CC.1.3.11-12F CC.1.3.11-12H CC.1.3.11-12I CC.1.3.11-12J CC.1.3.11-12K</p> <p>CC.1.4.11-12.S</p>

					Quote 'n Note: Selecting quotes and close reading them.		
Review Unit 1 PURITAN LITERATURE: THE FOUNDATION OF AMERICAN IDENTITY							
Assessment Unit 1 PURITAN LITERATURE: THE FOUNDATION OF AMERICAN IDENTITY							
Unit 2 LITERATURE AS SOCIAL CRITIQUE: <i>THE CRUCIBLE</i>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
20 days	<p>Literature does not simply entertain--at times, it can critique.</p> <p>Pride can destroy or preserve an individual</p> <p>Numerous factors determine whether OR NOT one maintains control his/her emotions.</p>	<p>Why is literature an effective avenue for articulating a social critique?</p> <p>What factor(s) leads a person to maintain or lose clarity in a crisis?</p> <p>Is pride a flaw or a strength?</p> <p>Who often becomes a scapegoat?</p>	<p>The factors leading to mass hysteria</p> <p>The criteria frequently shared by scapegoats</p> <p>The basics of the Red Scare</p> <p>How fear can motivate and misguide behavior</p> <p>Puritan beliefs about the witchcraft</p> <p>The archetypal tragic hero cycle</p> <p>The archetypal tragic hero</p> <p>Genre: Tragedy</p>	<p>Students should be able to analyze passages to determine characters' traits & motivations.</p> <p>Students should be able to analyze how and why characters change</p> <p>Students should be able to formulate and defend text-based arguments using quotations from text</p> <p>Student should be able to analyze a character's monologue for the traits revealed</p> <p>Students should be able to value</p>	<p>Novel or play demonstrating social critique, such as <i>The Crucible</i></p> <p>Nonfiction articles about mass hysteria and essays by Miller</p> <p>Salem Witch Trials Documentary from PBS and viewing guide</p> <p>Reenact conflicts from the text (<i>The Crucible</i>) to review the motivations, strengths, and flaws</p> <p>Choose/justify character theme song</p> <p>View clips from the film adaptation and compare portrayals</p> <p>Critique Miller's approach of using the play as an avenue to critique</p>	<p>Vocabulary:</p> <p>SAT vocabulary</p> <p>crucible</p> <p>theocracy</p> <p>authorial intrusion</p> <p>dynamic/static character</p> <p>scapegoat</p> <p>authorial intrusion</p> <p>martyr</p> <p>hypocrite</p> <p>direct/indirect characterization</p> <p>conflict</p> <p>irony</p>	<p>1.1.11.A 1.1.11.B 1.1.11.C 1.1.11.D 1.1.11.E</p> <p>1.2.11.A 1.2.11.B</p> <p>CC.1.2.11-12C CC.1.2.11-12G CC.1.2.11-12J CC.1.2.11-12K CC.1.2.11-12L</p> <p>CC.1.2.11-12A CC.1.2.11-12B CC.1.2.11-12C CC.1.2.11-12D CC.1.2.11-12E CC.1.2.11-12F CC.1.2.11-12G CC.1.2.11-12H CC.1.2.11-12I CC.1.2.11-12J CC.1.2.11-12K CC.1.2.11-12S CC.1.2.11-12U</p>

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 days	Claims needs to be supported with multiple pieces of evidence	How can literary examples be used to support arguments about human tendencies?	Integrating evidence from multiple sources	<p>Students should be able to support a clear central claim (topic sentence) using relevant textual justification</p> <p>Students should be able to organize ideas into outline form, and to utilize outlines to craft structured, analytical writing.</p>	<p>Outlines</p> <p>Workshopping</p>	SAT vocabulary	<p>CC.1.4.11–12.A</p> <p>CC.1.4.11–12.B</p> <p>CC.1.4.11–12.C</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.F</p> <p>CC.1.4.11–12.G</p> <p>CC.1.4.11–12.H</p> <p>CC.1.4.11–12.S</p> <p>CC.1.4.11–12.T</p> <p>CC.1.4.11–12.U</p> <p>CC.1.4.11–12.V</p> <p>CC.1.4.11–12.W</p>

Unit 4 ROMANTIC POETRY

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<p>Walt Whitman and Emily Dickinson were innovators who broke away from established literary traditions to create a uniquely American voice in the poetic world.</p> <p>Whitman wrote in cadence – the long easy sweep of sound without rhyme and meter, whereas Dickinson wrote with meticulous precision.</p>	<p>How did American poetry break away from established literary traditions?</p> <p>How did Whitman and Dickinson contribute to a uniquely American poetic voice?</p>	<p>The difference between traditional and non-traditional poetry</p> <p>The difference between open and closed form poetry</p>	<p>Students should be able to analyze Dickinson’s use of figurative language, noticing how Dickinson uses figurative language to capture an emotion.</p> <p>Students should be able to analyze the impact of diction and syntax, including punctuation.</p>	<p>Traditional poetry selections by Irving, Bryant, Holmes, Longfellow, and/or others, such as “Thanatopsis,” “To a Waterfowl,” and “The Tide Rises, the Tide Falls”</p> <p>Emily Dickinson biography,</p> <p>Walt Whitman biography</p> <p>Innovative poetry selections by Whitman such as “O Captain, My Captain,” “I Hear America Singing,” “Song of Myself”; and by Dickinson, such as “Tell the Truth but Tell it Slant,” “Because I Could Not Stop for Death,” “I</p>	<p>Refrain</p> <p>Blank verse</p> <p>Meter</p> <p>Rhyme scheme</p> <p>Slant Rhyme</p> <p>Exact Rhyme</p> <p>Free Verse</p> <p>Cadence</p> <p>Catalogue</p> <p>Mood</p> <p>Tone</p>	<p>CC.1.2.11–12.C</p> <p>CC.1.3.11–12.A</p> <p>CC.1.3.11–12.B</p> <p>CC.1.3.11–12.C</p> <p>CC.1.3.11–12.D</p> <p>CC.1.3.11–12.E</p> <p>CC.1.3.11–12.F</p> <p>CC.1.3.11–12.H</p> <p>CC.1.3.11–12.I</p> <p>CC.1.3.11–12.J</p> <p>CC.1.3.11–12.K</p> <p>CC.1.3.11–12.S</p>

	Whitman celebrates the variety of American voices and the spirit of American initiative.				<p>Heard a Fly Buzz When I Died," "Hope is a Thing with Feathers," and "Success is Counted Sweetest"</p> <p>Mirror writing (analyzing poet's style, creating similar product, and reflecting) a catalogue poem or other</p> <p>Poetry explications, analysis, and/or personal responses</p> <p>Focused and collaborative annotation of poetry</p> <p>Brainstorm some possible jobs that you would expect to be celebrated in an American epic written today, centered in the city of Pittsburgh. What details would be included in a description of each of those jobs? Be sure to include a "carol" or song with the job, just as Whitman did. Think about sounds you hear everyday and try to make them special.</p> <p>Paired text creative writing: Students are asked to put themselves in the role of a matchmaker who is arranging a blind date between Walt Whitman and Emily Dickinson. The student's composition should record the results of the date and integrate five lines of poetry from each poet seamlessly as part of the conversation.</p>	<p>Pun</p> <p>Paradox</p> <p>Diction</p> <p>Syntax</p> <p>Parallel Structure</p> <p>Epic poem</p> <p>Open form poetry</p> <p>Closed form poetry</p> <p>Assonance</p> <p>Consonance</p> <p>Imagery</p>	
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ONGOING THROUGHOUT FIRST QUARTER

	<p>Writing effectively requires use of particular components in sentences and paragraphs.</p>	<p>How do I correctly punctuate sentences with coordinating and subordinating conjunctions?</p> <p>When can I use a semi-colon?</p>	<p>How to correct run-on sentences and sentence fragments</p> <p>How to logically use semi-colons and transition words</p>	<p>Students should be able to differentiate between fragments complete sentences; correct fragments.</p> <p>Students should be able to apply rules for using commas/ semi-colon (including combining sentences).</p> <p>Students should be able to generate excellent topic sentences (for one paragraph responses) that vary depending on purpose of paragraph.</p> <p>Students should be able to fully support topic sentences with relevant points.</p> <p>Students should be able to implement transition words.</p> <p>Students should be able to find relevant quotations to illustrate points.</p> <p>Students should be able to introduce quotes, embed in sentence, with correct punctuation, and citing..</p>	<p>Daily warm-ups requiring sentences of various types</p> <p>Various formal and informal assignments and writing exercises throughout the quarter</p>	<p>fragment</p> <p>dependent / subordinate clause</p> <p>independent / main clause</p> <p>phrase</p> <p>coordinating conjunction</p> <p>subordinating conjunction</p> <p>run-on sentence</p>	<p>CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.S, CC.1.4.11–12.T, CC.1.4.11–12.U, CC.1.4.11–12.V, CC.1.4.11–12.W</p>
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				<p>Students should be able to explain quotes, linking to point/purpose.</p> <p>Students should be able to demonstrate competency with capitalizing and punctuating titles of works appropriately</p> <p>Students should be able to use pronouns consistently (you/you, their/they, one/she)</p>			
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Unit 5 ROMANTICISM

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
13 days	<p>The attitudes present in literature reflect cultural climate.</p> <p>The optimism present in literary romanticism reflects the general optimism shared by Americans of this era.</p>	<p>How does American Romantic literature reflect, clarify, and criticize the time it portrays?</p> <p>How do the selections express the shared qualities of the beliefs and cultures of the time period?</p> <p>How does Romantic literature differ from Early American literature?</p>	<p>Romantic literature is a journey away from the corruption of society and the limits of rational thought toward the integrity of nature and the freedom of the imagination.</p> <p>Characteristics of Am. Rom.: imagination over reasons; intuition over fact; optimism & individualism; love of nature; seeks truth in supernatural and inner self/imagination</p> <p>Fireside poets</p>	<p>Students should be able to identify characteristics and analyze effects</p> <p>Student should be able to identify archetypal plots and characters (ex: deal with the devil story, spiritual journey)</p>	<p>Fiction by Irving or others, such as “The Devil and Tom Walker” and “Rip Van Winkle.”</p> <p>Quote Graffiti: Close reading for elements such as figurative language, literary elements, and characteristics of literary Romanticism.</p> <p>Quote ‘n Note: Selecting quotes and close reading them</p> <p>Education portal videos and quizzes</p> <p>Focused literature circles with text such as “Young Goodman Brown”</p>	<p>SAT vocabulary</p> <p>Intuition</p> <p>Idealism</p> <p>Rationalism</p> <p>Psyche</p> <p>Romantic Hero</p> <p>Archetype</p> <p>Legend</p>	<p>1.1.11.A</p> <p>1.1.11.B</p> <p>1.1.11.C</p> <p>1.1.11.D</p> <p>1.1.11.E</p> <p>1.2.11.A</p> <p>1.2.11.B</p> <p>CC.1.3.11–12.A</p> <p>CC.1.3.11–12.B</p> <p>CC.1.3.11–12.C</p> <p>CC.1.3.11–12.D</p> <p>CC.1.3.11–12.E</p> <p>CC.1.3.11–12. F</p> <p>CC.1.3.11–12. H</p> <p>CC.1.3.11–12.I</p> <p>CC.1.3.11–12.J</p> <p>CC.1.3.11–12.K</p> <p>CC1.5.11–12. A</p> <p>CC1.5.11–12. D</p> <p>CC1.5.11–12. E</p>

		What attitudes and belief systems give rise to new forms of artistic expression and/or social values?	Faust legend American Romanticism introduced a new kind of hero – he was youthful, innocent, intuitive, close to nature and uneasy with women.				CC1.5.11–12. G
Review Unit 5 ROMANTICISM							
Assessment Unit 5 ROMANTICISM							
Unit 6 TRANSCENDENTALISM: A Celebration of Individualism							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	To the transcendentalists, individualism was the highest form of truth.	In what ways are Transcendentalist ideals present in today's culture?	Characteristics of transcendentalism: the Over-Soul connects individual spirit & natural world; values non-conformity & self-reliance; individual emotion, intuition, & imagination are superior paths to truth than logic/reason	Students should be able to differentiate between the subcategories of Romanticism: Transcendentalism & Dark Romanticism	<p>Selections from essays by Thoreau and Emerson, e.g.</p> <p>Create a portfolio of Transcendentalist ideals in contemporary society.</p> <p>Education portal videos and quizzes</p>	<p>SAT vocabulary</p> <p>Transcend</p> <p>Reverence</p> <p>Optimism</p>	<p>1.1.11.D 1.1.11.E</p> <p>1.2.11.A 1.2.11.B</p> <p>CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.H CC.1.2.11–12.I CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L CC.1.2.11–12.H CC.1.2.11–12.I</p> <p>CC.1.4.11–12.A CC.1.4.11–12.B CC.1.4.11–12.C CC.1.4.11–12.D CC.1.4.11–12.E</p>

Unit 8 NOVEL STUDY: THE RESILIENT INDIVIDUALS

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days NOVEL STUDY: THE RESILIENT INDIVIDUALS (EX: <i>NIGHT, THE NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS</i>)	Resilience may be formed through external or/and internal events.	What makes a person resilient? Through what means is resilience formed? What traits exemplify a resilient individual?	The Holocaust Allegory Slave narrative	Student should be able to select quotes from various texts and find common themes, characteristics, and/or stylistic techniques. Student should be able to analyze the construction of an allegory and identify the use of symbols in an allegorical text.	Lessons/Suggested Resources: the short allegory “Terrible Things” by Eve Bunting Elie Wiesel’s <i>Night</i> excerpts from Frederick Douglass’ narrative excerpts from <i>The Last Lecture</i> by Randy Pausch Creates similes to define/clarify resilience (like a bamboo stick) Quote ‘n Note: Selecting quotes and close reading them	Vocabulary: Resilience non-fiction slave narrative memoir autobiography allegory anecdote	1.1.11.A 1.1.11.B 1.1.11.C 1.1.11.D 1.1.11.E 1.2.11.A 1.2.11B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F CC.1.2.11–12.J CC.1.2.11–12.K, CC.1.2.11–12.L CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12C CC.1.3.11–12D CC.1.3.11–12E CC.1.3.11–12F CC.1.3.11–12H CC.1.3.11–12I CC.1.3.11–12J CC.1.3.11–12K

Review Unit 8 NOVEL STUDY: THE RESILIENT INDIVIDUALS

Assessment Unit 8 NOVEL STUDY: THE RESILIENT INDIVIDUALS

Unit 9 EXPOSITORY WRITING IN RESPONSE TO NOVEL STUDY (Resilience essay)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	Claims needs to be supported with multiple pieces of evidence.	How can literary examples be used to support arguments about human tendencies? What traits does a resilient person possess?	Integrating evidence from multiple sources	Student should be able to support a clear central claim (topic sentence) using relevant textual justification. Students should be able to organize ideas into outline form, and to utilize outlines to craft structured, analytical writing.	Lessons/Suggested Resources: Outlines Workshopping	Vocabulary: SAT vocabulary	CC.1.4.11–12.A CC.1.4.11–12.B CC.1.4.11–12.C CC.1.4.11–12.D CC.1.4.11–12.E CC.1.4.11–12.F CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.S CC.1.4.11–12.T CC.1.4.11–12.U CC.1.4.11–12.V CC.1.4.11–12.W

Review Unit 9 UNEXPOSITORY WRITING IN RESPONSE TO NOVEL STUDY (Resilience essay)

Assessment Unit 9 UNEXPOSITORY WRITING IN RESPONSE TO NOVEL STUDY (Resilience essay)

ONGOING THROUGHOUT SECOND QUARTER

	Writing effectively requires use of particular components in sentences and paragraphs.	How do I choose a tense when I have to write about literature? How can I smoothly transition from one paragraph to the next? How can I make my work	How to correctly use correlative conjunctions (not only/but also, either/or, neither/nor) When/how to distinguish between present and past tense logically when writing about literature	Students should be able to generate clear and specific thesis statements. Students should be able to generate excellent topic sentences (for multi-paragraph responses) that vary depending on purpose of paragraph.	Daily warm-ups requiring sentences of various types Various formal and informal assignments and writing exercises throughout the quarter	transition sentence thesis statement correlative conjunctions present tense/literary present	CC.1.4.11–12.A CC.1.4.11–12.B CC.1.4.11–12.C CC.1.4.11–12.D CC.1.4.11–12.E CC.1.4.11–12.D CC.1.4.11–12.E CC.1.4.11–12.F CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.S CC.1.4.11–12.T CC.1.4.11–12.U CC.1.4.11–12.V CC.1.4.11–12.W
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		sound more academic/formal?		<p>Students should be able to implement transition sentences such as those using correlative conjunctions (not only/but also).</p> <p>Students should be able to use present tense consistently when discussing literary texts.</p> <p>Students should be able to revise work to eliminate words to avoid</p>			
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Unit 10 REALISM: Celebrating the Ordinary

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 days	<p>Responses to war can include both idealism and disillusionment</p> <p>The attitudes present in literature reflect cultural climate.</p>	<p>What are the distinguishing literary features of realism, naturalism, and regionalism?</p> <p>What is realism a response to Romanticism of the prior era?</p> <p>What are the stylistic characteristics of this period?</p>	<p>Very few works of literary significance emerged from the Civil War era because few writers saw a war firsthand and traditional literary form seems inadequate for such material.</p> <p>Realism sought to portray life as accurately as possible, focusing on ordinary people suffering the harsh realities of life.</p> <p>Naturalism portrays ordinary lives, but suggests forces (nature, heredity,</p>	<p>Students should be able to analyze how history & culture influence texts, how texts reflect or change societal & cultural attitudes.</p> <p>Students should be able to identify characteristics of realism in literature and analyze effects.</p> <p>Students should be able to recognize distortions present despite slant toward realism and evaluate author's purpose for such distortion (especially in "Owl Creek Bridge")</p>	<p>Fiction and nonfiction by Bierce, Hart, Twain, London, Crane, etc.</p> <p>Quote Graffiti: Close reading for elements such as figurative language, literary elements, and characteristics of literary realism.</p> <p>Quote 'n Note: Selecting quotes and close reading them</p> <p>Literature circles</p> <p>Analytical and personal responses to Mark Twain quotations</p> <p>Acting out and/or drawing Twain idioms</p>	<p>Vocabulary:</p> <p>SAT vocabulary</p> <p>Dialect</p> <p>Vernacular</p> <p>Idiom</p> <p>Sentimentalism</p> <p>Stock Character</p> <p>Caricature</p> <p>Jargon</p> <p>Local Color</p> <p>Southern Gothic</p> <p>Hyperbole</p>	<p>1.1.11.A 1.1.11.D 1.1.11.E</p> <p>CC.1.2.11-12.A CC.1.2.11-12. B</p> <p>CC.1.2.11-12.C CC.1.2.11-12.D</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.3.11-12.S</p> <p>CC.1.5.11-12.A</p>

			society) beyond individuals determine fate. Regionalism reflects some writers' tendency to write about specific geographic areas.	Students should be able to distinguish realistic words as fitting into subcategories of naturalism or regionalism.	Education portal videos and quizzes		CC.1.5.11–12.D CC.1.5.11–12.E CC.1.5.11–12.G
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Review Unit 10 REALISM: Celebrating the Ordinary

Assessment Unit 10 REALISM: Celebrating the Ordinary

Unit 11 REALISM WRITING (Categorize selection as Naturalism or Regionalism)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	Some realist works contain features of both naturalism and realism.	Does a given story more exemplify literary naturalism or literary regionalism?	They Say/I Say structure to mark credibility of a claim Components of an Outline: Thesis, TS, Transition sentences, cited evidence.	Students should be able to select quotes from various texts and find common themes, characteristics, and/or stylistic techniques	Writing Workshop	SAT vocabulary Claim statement Transition sentence	CC.1.4.11–12.A CC.1.4.11–12.B CC.1.4.11–12.C CC.1.4.11–12.D CC.1.4.11–12.E CC.1.4.11–12.F CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I

Review Unit 11 REALISM WRITING (Categorize selection as Naturalism or Regionalism)

Assessment Unit 11 REALISM WRITING (Categorize selection as Naturalism or Regionalism)

Unit 11 REALISM NOVEL STUDY (Of Mice and Men)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
13 days	<p>Who we are often reflects where we are.</p> <p>Characters' names are often symbolic.</p>	<p>How can setting influence identity?</p> <p>How is the American Dream defined? Is it the same for everyone?</p>	<p>The Great Depression</p> <p>The Dust Bowl</p> <p>name symbolism</p>	<p>Students should be able to analyze character development, setting, mood, and motif</p> <p>Students should be able to analyze parallel episodes</p> <p>Students should be able to analyze mood of visual art (Lange photos)</p> <p>Students should be able to analyze foreshadowing</p> <p>Students should be able to present informally</p>	<p>Novel illustrating attitudes and traits of Realism or a subcategory such as social realism</p> <p>Poem thematically related to novel such a Robert Burns' "To a Mouse"</p> <p>Documentary on the Dust Bowl</p> <p>Dust Bowl Photographs by Lange</p> <p>Write letter from the Dust Bowl</p> <p>Related Project (creative writing, theme collage, brochure, etc.)</p> <p>Education portal videos and quizzes</p>	<p>Vocabulary:</p> <p>SAT vocabulary</p> <p>Migrant farmer</p> <p>Slice-of-life lit.</p> <p>play novelette</p> <p>idiom</p> <p>determinism</p> <p>naturalism</p> <p>motif</p> <p>parallel episodes</p> <p>matter-of-fact tone</p> <p>social realism</p>	<p>1.1.11.A 1.1.11.C</p> <p>CC.1.2.11-12.A CC.1.2.11-12.B</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.M CC.1.4.11-12.N CC.1.4.11-12.O CC.1.4.11-12.P CC.1.4.11-12.S</p> <p>CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F CC.1.5.11-12.G</p>

Review Unit 11 REALISM NOVEL STUDY (Of Mice and Men)

Assessment Unit 11 REALISM NOVEL STUDY (Of Mice and Men)

Unit 12 RESEARCH PAPER

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
17days	Being informed about a career of interest is a beneficial advantage for the future.	How does a writer locate & gather information for a research topic? What are the steps to creating an outline for a research paper?	The offerings of resources such as databases, the Bureau of Labor Statistics, and career focused encyclopedias	Students should be able to use technology extensively to produce, publish, and update products. Students should be able to evaluate multiple sources & points of view to make decisions & solves problems; present the information in a logical, interesting format. Students should be able to develop an argument that utilizes specific rhetorical devices which support assertions & anticipate the reader's concerns & counterclaims. Students should be	Research resources such as databases, the Bureau of Labor Statistics, and career focused encyclopedias Conduct interviews with experts in the field Notetaking Outlining Attention devices Titles Videos overviewing plagiarism and citing requirements, such as those offered via Rutgers Univ.	SAT vocabulary in-text/parenthetical citation outlook databases bibliography outline thesis statement works cited citations MLA format note cards source card plagiarism	1.2.11–12.C 1.2.11–12.D 1.2.11–12.G CC.1.4.11–12.A CC.1.4.11–12.B CC.1.4.11–12.C CC.1.4.11–12.D CC.1.4.11–12.E CC.1.4.11–12.D CC.1.4.11–12.E CC.1.4.11–12.F CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.S CC.1.4.11–12.T CC.1.4.11–12.U CC.1.4.11–12.V CC.1.4.11–12.W CC.1.4.11–12.X

				<p>able to use appropriate conventions for documentation in the text, notes, & bibliographies by adhering to those in style manuals such as the MLA Handbook.</p> <p>Students should be able to organize ideas into outline form, and to utilize outlines to craft structured, analytical writing.</p>			
Assessment Unit 12 RESEARCH PAPER							
ONGOING THROUGHOUT THIRD QUARTER							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<p>Writing effectively requires use of particular components in sentences and paragraphs.</p> <p>Writing can be more efficient, powerful, and sophisticated through verb choice, parallel structure, and other syntactic variations</p>	How can I write more efficiently and powerfully?	<p>How to write more efficiently and powerfully through verb choice, parallel structure, and other syntactic variations</p> <p>subject-verb agreement</p> <p>prepositional phrase</p>	<p>Students should be able to use precise, active verbs within clear and specific thesis statements.</p> <p>Students should be able to use precise, active verbs within excellent topic sentences (for single and multi-paragraph responses) that vary depending on purpose of paragraph.</p> <p>Students should be</p>	<p>Daily warm-ups requiring sentences of various types</p> <p>Various formal and informal assignments and writing exercises throughout the quarter</p>	<p>active verbs</p> <p>parallel structure</p> <p>appositives</p> <p>subject</p> <p>prepositional phrase</p>	<p>CC.1.4.11–12.A</p> <p>CC.1.4.11–12.B</p> <p>CC.1.4.11–12.C</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.F</p> <p>CC.1.4.11–12.G</p> <p>CC.1.4.11–12.H</p> <p>CC.1.4.11–12.S</p> <p>CC.1.4.11–12.T</p> <p>CC.1.4.11–12.U</p> <p>CC.1.4.11–12.V</p> <p>CC.1.4.11–12.W</p>

				<p>able to implement parallel structure correctly and consistently, especially in thesis statements</p> <p>Students should be able to use appositives to vary sentence structure.</p> <p>Students should be able to revise work to eliminate subject-verb disagreement errors, especially when interrupted by a prepositional phrase.</p>			
Unit 13 MODERNIST POETRY: IMAGISM AND HARLEM RENAISSANCE							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 days	<p>American prose writers sought out the forbidden--slang, dialects, and rhythms of everyday life--and forged a new style.</p> <p>The attitudes present in literature reflect cultural climate.</p>	<p>What are the distinguishing literary and stylistic features of Modernism?</p> <p>How are Modernist literature themes and characteristics influenced by its cultural context?</p> <p>How did the disillusionment of the era lead to a new American Hero?</p>	<p>The pursuit of the American Dream</p> <p>Themes of alienation and disillusionment</p> <p>Characteristics of Modernism: Experimentation and techniques reflecting fragmentation; rejection of traditional themes/subjects; interest in inner workings of mind: stream of consciousness narration</p>	<p>Students should be able to select quotes from various texts and find common themes and stylistic techniques</p> <p>Students should be able to evaluate texts for degree to which they reflect the Lost Generation themes, through literary elements (characterization, setting, and author's craft).</p>	<p>Short stories by Fitzgerald, Faulkner, and Hemingway</p> <p>Quote 'n Note: Selecting quotes and close reading them</p> <p>Biographies of poets</p> <p>Article on 6-word memoir and/or Hemingway's iceberg principle</p> <p>Faulkner's graduation speech</p> <p>Two texts on flappers--compare tone and purpose</p>	<p>SAT vocabulary</p> <p>Stream-of-consciousness</p> <p>Anti-hero</p> <p>Expatriate</p> <p>Hemingway Hero</p> <p>Jazz Age</p> <p>Interior Monologue</p> <p>The Lost Generation</p> <p>sonnet</p>	<p>1.1.11.A 1.1.11.B 1.1.11.C 1.1.11.D 1.1.11.E</p> <p>1.2.11.A 1.2.11.B</p> <p>CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.J CC.1.3.11-12.K CC.1.3.11-12.S</p>

Review Unit 14 MODERNIST FICTION

Assessment Unit 14 MODERNIST FICTION

Unit 15 NOVEL OF MODERNISM

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
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20 days	Social inequalities affect one's access to the American Dream.	What does F. Scott Fitzgerald suggest about the condition of the American Dream in the 1920s?	Color Symbolism	Students should be able to identify & analyze the effects of diction, tone, mood, syntax, sound, form, & figurative language.	<i>The Great Gatsby</i>	SAT vocabulary	1.1.11.A 1.1.11.B 1.1.11.C 1.1.11.D 1.1.11.E
	Hope can be both constructive and destructive.	How do class and culture shape relationships? How do we distinguish between constructive hope and destructive hope?	Materialism & Decadence The New Woman America as New Eden Attitudes associated with rural and urban life Attitudes distinguishing "old" and "new" money	Students should be able to compose constructed responses analyzing character, setting, mood, & theme. Students should be able to compare film portrayals of scenes to Fitzgerald's passages. Students should be able to analyze Fitzgerald's attitude toward the American Dream.	Baz Luhrman's <i>Gatsby</i> Quote Graffiti: Close reading for elements such as figurative language, characterization, mood, and style Quote journal Constructed responses Reading guide	Frame narrative First-person observer Unreliable narrator Satire epigraph Lyrical style Understatement Ostentatious Racketeer/Bootlegger	1.2.11.A CC.1.2.11-12.A CC.1.2.11-12.B CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.S
Review Unit 15 NOVEL OF MODERNISM							
Assessment Unit 15 NOVEL OF MODERNISM							
Unit 16 RESUME BUILDING							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

3 days	<p>A resume should quickly and effectively highlight essential information to a potential employer.</p> <p>Resumes should be altered depending on audience.</p>	What distinguishes a good resume from a poor resume?	<p>Templates are available</p> <p>Use of fragments appropriate</p> <p>Tense usage rules for resumes</p>	<p>Students should be able to visually arrange information appropriately under subheadings</p> <p>Students should be able to use white space appropriately</p> <p>Students should be able to generate verb-driven descriptors</p> <p>Students should be able to employ parallel structure</p> <p>Students should be able to use tense consistently and appropriately</p>	<p>Resume “speed dating” and evaluation</p> <p>Personal skills inventory</p> <p>Various models of resumes, good and bad</p> <p>Resume quiz - myth or fact?</p> <p>standard resume template</p>	<p>SAT vocabulary</p> <p>Subdivision</p>	<p>CC.1.4.11–12.A</p> <p>CC.1.4.11–12.B</p> <p>CC.1.4.11–12.C</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.H</p> <p>CC.1.4.11–12.F</p> <p>CC.1.4.11–12.K</p> <p>CC.1.4.11–12.L</p> <p>CC.1.4.11–12.T</p> <p>CC.1.4.11–12.U</p>
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Unit 17 PERSONAL OR COLLEGE ESSAY

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<p>A personal essay should highlight assets not emphasized on other parts of one’s college application.</p> <p>A personal essay should feature personal voice as developed through diction, syntax, and anecdotes.</p>	What distinguishes a good personal essay from a poor one?	<p>Reflection</p> <p>How diction, syntax, tone, and subject contribute to voice</p>	<p>Students should be able to write with sharp, distinct focus, identifying topic, purpose and audience (focus)</p> <p>Students should be able to generate an engaging topic</p> <p>Students should be able to generate an effective beginning and ending</p> <p>Students should be able to organize</p>	<p>Numerous professional and student examples, published and unpublished</p> <p>Stylistic sentences for mimicking</p> <p>Simulate college admission panel using excerpts</p> <p>Clips from <i>The Wonder Years</i> for demonstration of reflective tone</p> <p>Quickwrites</p>	<p>SAT vocabulary</p> <p>Anecdote</p>	<p>CC.1.2.11–12.C</p> <p>CC.1.2.11–12.D</p> <p>CC.1.2.11–12.E</p> <p>CC.1.2.11–12.F</p> <p>CC.1.3.11–12.D</p> <p>CC.1.3.11–12.E</p> <p>CC.1.3.11–12.F</p> <p>CC.1.4.11–12.A</p> <p>CC.1.4.11–12.B</p> <p>CC.1.4.11–12.C</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.F</p> <p>CC.1.4.11–12.K</p>

				<p>ideas effectively into paragraphs</p> <p>Students should be able to use a reflective tone</p> <p>Students should be able to mimic stylistically unique sentences</p>			<p>CC.1.4.11–12.I</p> <p>CC.1.4.11–12.L</p> <p>CC.1.4.11–12.M</p> <p>CC.1.4.11–12.N</p> <p>CC.1.4.11–12.O</p> <p>CC.1.4.11–12.P</p> <p>CC.1.4.11–12.Q</p> <p>CC.1.4.11–12.R</p> <p>CC.1.4.11–12.T</p>
ONGOING THROUGHOUT FOURTH QUARTER							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<p>Writing effectively requires use of particular components in sentences and paragraphs.</p> <p>Writing can be more efficient, powerful, and sophisticated through precise diction and syntax.</p>	How can I write more efficiently and powerfully?	<p>How to write more efficiently and powerfully through active voice use</p> <p>active vs. passive voice</p>	<p>Students should be able to use/revise for active voice.</p> <p>Students should be able to revise work to wordiness</p>	<p>Daily warm-ups requiring sentences of various types</p> <p>Various formal and informal assignments and writing exercises throughout the quarter</p>	<p>active voice</p> <p>passive voice</p> <p>cohesion</p> <p>concision</p>	<p>CC.1.4.11–12.A</p> <p>CC.1.4.11–12.B</p> <p>CC.1.4.11–12.C</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.D</p> <p>CC.1.4.11–12.E</p> <p>CC.1.4.11–12.F</p> <p>CC.1.4.11–12.G</p> <p>CC.1.4.11–12.H</p> <p>CC.1.4.11–12.S</p> <p>CC.1.4.11–12.T</p> <p>CC.1.4.11–12.U</p> <p>CC.1.4.11–12.V</p> <p>CC.1.4.11–12.W</p>

The resources and activities listed above are suggestions and may be supplemented and/or replaced at the teacher's discretion with other appropriate materials and activities.