

Pre-AP English 11 Curriculum

Introduction via Books

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day	Books introduced to us at certain junctures of our lives are important molders of who we are as readers.	How and why do certain books affect us? Why do some books affect us and not others?	Books that become important molders of who we are as readers can be considered cornerstone books.	Students should be able to justify their choice of a cornerstone book	I share my own (Alexander's Terrible, Horrible, No-Good, Very-Bad Day, The Very Picky Eater, which my mom used to read aloud to us; Where the Red Fern Grows: read it in 5th grade and I was trying not to cry in class; The Little House series; Seabiscuit) Kids then bring in some of their own cornerstones and we have a virtual show and tell.		CC1.6.11.A

SUMMER READING ASSIGNMENTS and RELATED POETRY (*The Awakening and Fences*)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

5 days	<p>Preparation is key in Pre AP English</p> <p>Thesis statements drive timed writings to success.</p> <p>Topic sentences should be arguable.</p>	<p>How do I cope with the pressures of an in-class timed writing?</p> <p>How do I effectively structure a free-response essay?</p>	<p>Cluster format writing</p> <p>Timed writing strategies</p> <p>Transition sentence stencils</p> <p>Strategies for topic sentences</p>	<p>Students should be able to identify weaknesses in their writing (and that of their peers), and construct improved thesis statements, topic sentences, and so-what statements.</p> <p>Students should be able to given selected poems, students will analyze the effect of diction on tone, and discuss how those elements contribute to the poem's effectiveness.</p> <p>Students should be able to use outlines to develop multiparagraph essays.</p> <p>Given selected poems, students should be able to identify central themes and discuss how they are developed</p> <p>Students should be able to make connection between character names and theme and the title and theme.</p> <p>What role does a</p>	<p>Workshop/Evaluate/Revise summer outlines</p> <p>Voice Lessons excerpts</p> <p>In-class timed writings</p> <p>Explicate/analyze poetry</p> <p>Annotate poetry</p> <p>Compose on-the-spot thesis statements in response to AP-style prompts</p> <p>BYOQs - Bring Your Own Question</p>	<p>Outline</p> <p>Central Idea</p> <p>Thesis Statement</p> <p>Topic Sentence</p> <p>Clusters*</p> <p><u>Literary Terms:</u> Bildungsroman*</p> <p>Motif</p>	<p>CC.1.4.11.B</p> <p>CC.1.5.11.A</p> <p>CC.1.5.11.B</p> <p>CC.1.5.11.C</p> <p>CC.1.5.11.D</p> <p>CC.1.5.11.E</p> <p>CC.1.5.11.F</p>
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				minor character, such as Bono, play in the development of Troy's character? Pick a scene that you think shows Bono's role most clearly, and then explain.			
NATIVE AMERICAN LITERATURE							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days	Those in power determine what is considered "of merit" or important.	<p>What factors have contributed to a historical lack of scholarly attention toward Native American literature?</p> <p>What are the benefits and consequences of the textbook's selections?</p>	Characteristics of Native American literature	<p>Student should be able to recognize factors contributing to the marginalization of Native American literature.</p> <p>Student should be able to create criteria to define "Native American Literature." (<i>This is more an exercise in thought than actual assignment with finite, objective answer.</i>)</p> <p>Student should be able to analyze how diction, imagery, and syntax contribute to tone in a poem.</p>	<p>Voice Lessons excerpts</p> <p>"The Sun Still Rises in the Same Sky" by Bruchac</p> <p>Thought-provoking quotations on the topic of Native American literary marginalization, such as by Eduardo Galeano: "...they make crafts, not arts."</p> <p>Contemporary Native American poetry selections such as "Mud Woman"</p> <p>Generate thesis for AP-Style open ended question: Brown and Momaday - compare patterns of imagery</p> <p>AP-Style passages and questions: "Remarks Concerning the Savages"</p>	<p>SAT vocabulary</p> <p>marginalization*</p> <p>didactic</p> <p><u>Literary Terms</u></p> <p>myth</p> <p>archetype</p> <p>anthropomorphism*</p> <p>allegory</p>	CC1.7.11.A

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
3 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>What do poems of this era this poem reveal about poets' views of themselves and their roles/ positions in society?</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>The play as "morality play"</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>Students should be able to analyze how diction, imagery, syntax, and tone reveal purpose.</p> <p>Students should be able to compose thesis statements, topic sentences, and gather evident to respond to prompt.</p> <p>Students should be able to consider a text's rhetorical power (its</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>Poetry explications, collaborative annotations, analysis, and/or responses</p> <p>Quote 'n Note: Selecting quotes and close reading them</p> <p>Thought Pieces & BYOQs</p> <p>Identify the overall comparison that a poet makes (such as Taylor in "Huswifery") as well as the point-by-point comparisons provided. Also evaluate the effectiveness of the conceit. Is the comparison too strange, or does the poet make it "work" for you?</p> <p>Generate thesis for AP-Style open ended question: Bradstreet or Taylor</p>	<p>SAT vocabulary</p> <p><u>Literary Terms</u></p> <p>allusion</p> <p>conceit *</p> <p>apostrophe*</p> <p>parallel</p> <p>structure</p> <p>figurative language</p> <p>sermon</p> <p>Puritan Plain Style</p> <p>metaphor</p> <p>simile</p> <p>archaism*</p> <p>inversion*</p> <p>meter</p> <p>rhyme scheme</p> <p><u>Vocabulary</u></p> <p>Predestination/t he Elect</p> <p>didactic</p>	<p>CC.1.1.11-12.A CC.1.1.1-121.B CC.1.1.11-12.C CC.1.1.11-12.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>CC1.4.11-12.S</p>

				<p>persuasiveness): How does the author/speaker construct his argument, and why is his text persuasive?</p> <p>Students should be able to dissect a poem with conceit</p> <p>Students should be able to analyze how a poem (such as “Huswifery”) shows a belief in God’s sovereignty.</p> <p>Students should be able to compare two poems. Analyze and evaluate each poem to determine which has a more traditionally Puritanical message.</p>			
Timed Writing							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day:	<p>Effective writing minimizes summary and maximizes analysis.</p> <p>Effective timed writing</p>	What do effective timed writing essays look like?	<p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a</p>	Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem or passage	<p>Vocabulary:</p> <p>Tone, Elegy</p>	<p>CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E</p> <p>CC.1.2.11-12.A CC.1.2.11-12.D</p> <p>CC.1.3.11-12.C CC.1.3.11-12.D</p>

	responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.		central idea.				CC.1.4.11-12.B 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.F
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LITERATURE AS SOCIAL CRITIQUE: *THE CRUCIBLE*

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
8 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>Students should be able to analyze a character's monologue for the traits revealed</p> <p>Students should be</p>	<p>Novel or play demonstrating social critique, such as <i>The Crucible</i></p> <p>"Young Goodman Brown" and "the Lottery" as examples of social critique</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</p>	<p>SAT vocabulary</p> <p><u>Vocabulary</u> crucible theocracy scapegoat martyr hypocrite</p> <p><u>Literary Terms</u> authorial intrusion* dynamic/static character direct/indirect characterization conflict irony dialogue stage directions monologue soliloquy aside act scene foil character</p>	<p>CC.1.1.11-12.A CC.1.1.11-12.B CC.1.1.11-12.C, CC.1.1.11-12.D CC.1.1.11-12.E</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.G 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.G, 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, CC.1.3.11-12.U</p>

			Feminist Lens	<p>able to evaluate Proctor's status as a tragic hero</p> <p>Students should be able to compose a precis and personal response to a work of literary criticism</p>	<p>portrayals</p> <p>Critique Miller's approach of using the play as an avenue to critique McCarthyism--note strengths & weaknesses.</p> <p>Research an instance of mass hysteria and present in information flyer or brochure</p> <p>Presentations on special topics, including</p> <ul style="list-style-type: none"> - The function/ significance of Cheever - The function/ significance of Corey - Real history of Salem Witch Trials vs. Miller's adaptation - The excluded scene in Act II - Symbols/Motifs in <i>The Crucible</i> - Miller's (NOT SALEM'S) treatment of women in <i>The Crucible</i> <p>Literary criticism such as "(Re)Discovering the Witches"</p>	<p>tragic hero</p> <p>hubris</p> <p>prologue</p> <p>setting: social milieu*</p> <p>flat, static, round, and dynamic characters</p> <p>Iambic Pentameter*</p> <p>Masculine & feminine rhyme*</p> <p>English/Shakespearean Sonnet (titles of notable sonnets fine as examples)*</p>	CC.1.5.11–12.A CC.1.5.11–12.D CC.1.5.11–12.E CC.1.5.11–12.G
Timed Writing							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

1 day:	<p>Effective writing minimizes summary and maximizes analysis.</p> <p>Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.</p>	What do effective timed writing essays look like?	<p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a central idea.</p>	Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem or passage	Tone, imagery	<p>CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E</p> <p>CC.1.1.11-12.A CC.1.1.11-12.D</p> <p>CC.1.3.11-12.C CC.1.1.11-12.D</p> <p>CC.1.4.11-12.B</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.F</p>
ROMANTIC POETRY							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

<p>3 days</p>	<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>Whitman celebrates the variety of American voices and the spirit of American initiative.</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>The characteristics of an ode</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>Students should be able to write an ode using the characteristics common to the genre.</p> <p>Students should be able to explain how writer uses figurative language to create atmosphere and theme.</p>	<p>Traditional poetry selections by Irving, Bryant, Holmes, Longfellow, and others, such as “Thanatopsis,” “To a Waterfowl,” “The Tide Rises, the Tide Falls,” “A Cross of Snow,” s “The Chambered Nautilus” & “Old Ironsides” and “To Cole, the Painter, Departing for Europe”</p> <p>Emily Dickinson biography, 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 Heard a Fly Buzz When I Died,” “Hope is a Thing with Feathers,” and “Success is Counted Sweetest”</p> <p>Essay - “The Last Child in the Woods”</p> <p>Mirror writing (analyzing poet’s style, creating similar product, and reflecting) a catalogue poem or other</p> <p>Brainstorm some possible jobs that you would expect to be celebrated in an American epic written</p>	<p><u>Literary Terms:</u></p> <p>Fireside poets</p> <p>lyric poem</p> <p>pastoral*</p> <p>end-stopped lines*</p> <p>enjambment*</p> <p>refrain</p> <p>blank verse</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>iambic</p> <p>pentameter*</p> <p>sonnet*</p> <p>sestet*</p> <p>octave*</p> <p>quatrain*</p> <p>couplet*</p> <p>imagery</p> <p>metonymy*</p> <p>synecdoche*</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> <p>CC.1.4.11-12.A</p>
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					<p>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>Poetry explications, collaborative annotation, analysis, and/or personal responses</p> <p>AP-style open-ended practice: Analysis of “Thanatopsis”</p>		
Timed Writing							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day: romantic piece such as “To a Waterfall” or “From Self-Reliance”	Effective writing minimizes summary and maximizes analysis. Effective timed writing responses minimize energy	What do effective timed writing essays look like?	Effective writing is well supported with specific textual evidence. Relevant quotations are integral to the development of a central idea.	Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem or passage	Vocabulary:	CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E CC.1.2.11-12.A CC.1.2.11-12.D CC.1.3.11-12.C, CC.1.3.11-12.D CC.1.4.11-12.B

e”	in the introduction and conclusion and maximize effort in the body paragraphs.						CC.1.5.11.A, B, C, D, F
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THE SCARLET LETTER

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
11 days	Nathaniel Hawthorne questioned the intolerance and conformity in American life.	What happens to the individual’s idea of The American Dream in the novel <i>The Scarlet Letter</i> and the play <i>The Crucible</i> ?	<p>Psychoanalytic criticism</p> <p>The role and impact religion had on the establishment of the American colonies and its continued influence throughout the formation of the American identity.</p>	<p>Students should be able to complete a close reading</p> <p>Students should be able to examine the motifs, themes, symbols and characters</p> <p>Students should be able to analyze more than one text to find common themes among them (SL and Crucible) -- outline</p> <p>Students should be able to write a literary analysis that examines how word choice, tone, and symbolism help to structure and develop the characters, setting, and events, thus</p>	<p>Essay “The Ways We Lie” by Stephanie Ericcson</p> <p>Thought pieces & BYOQs</p> <p>Socratic seminars</p> <p>Graffiti quotes</p> <p>Applied Practice AP-Style passages and questions</p> <p>Critical Articles</p> <p>Thesis statement writing</p> <p>Mirror Writing: Emulate Hawthorne</p> <p>Close reading: SL Chapter 1</p> <p>Project: Motif tracking in partners</p> <p>Create deeper level questions that reflect the ideologies of the time period/author</p>	<p>Literary Terms: motif ambiguity periodic sentence* balanced sentence* connotation denotation</p>	<p>CC.1.1.11-12.A CC.1.1.11-12.B CC.1.1.11-12.C CC.1.1.11-12.D CC.1.1.11-12.E 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</p> <p>CC.1.5.11-12.A CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.G</p>

				revealing the central ideas of <i>The Scarlet Letter</i> .	Draw correlations between current issues and period issues		
Essay on THE SCARLET LETTER							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 days	Acknowledging a counterclaim strengthens an argument.	What is the “They Say/ I Say” structure?	A “They Say / I Say” structure is an excellent approach to use in a persuasive or argumentative essay	Students should be able to employ a “They Say / I Say” structure to claim statement to heighten arguability and acknowledge counterclaim	Prompt: How a morally ambiguous character can be seen to possess redeeming characteristics (from College Board) Thesis statement workshop Outline workshop	Counterclaim	CC.1.1.11-12.A CC.1.1.11-12.D CC.1.2.11-12.A CC.1.2.11-12.D CC.1.3.11-12.C, CC.1.3.11-12.D CC.1.4.11-12.B 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.F
AFRICAN AMERICAN VOICES							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days	Marginalized writers often uses ambiguity to mask their protests.	Does Wheatley’s poetry lack political statement, or does she employ ambiguity to mask her protests?	Wheatley employed ambiguity when expressing her critiques so as to protect herself.	Students should be able to analyze the tone of Wheatley’s “On Being Brought from Africa to America.”	Poetry by Wheatley Narratives by Equiano African American spirituals such as “Follow the Drinking Gourd” Essay by Gates: “Writing	Vocabulary: Neoclassicism <u>Literary Terms</u> ambiguity slave narrative spiritual	CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E CC.1.2.11-12.A CC.1.2.11-12.D CC.1.3.11-12.C CC.1.3.11-12.D

		Why would Wheatley have to employ this tactic?			Race and the Difference it Makes”		CC.1.4.11-12.B
Timed Writing							
1 day:	<p>Effective writing minimizes summary and maximizes analysis.</p> <p>Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.</p>	What do effective timed writing essays look like?	<p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a central idea.</p>	Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem or passage: Analyze how an African American spiritual maintains an ambiguity that protectively masks its message of resistance while still emitting important culture and/or hidden meanings. You may consider its style, diction, symbolism, allusions, or other features.		<p>CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E</p> <p>CC.1.2.11-12.A CC.1.2.11-12.D</p> <p>CC.1.3.11-12.C CC.1.3.11-12.D</p> <p>CC.1.4.11-12.B</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.F</p>
ROMANTICISM							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
8 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</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.:</p>	<p>Students should be able to identify characteristics and analyze effects</p> <p>Students 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>Intuition Idealism Rationalism Psyche</p> <p>SAT vocabulary</p> <p>Literary Terms: Allegory Romantic Hero Archetype Legend</p>	<p>CC.1.1.11-12.A CC.1.1.11-12.B CC.1.1.11-12.C CC.1.1.11-12.D CC.1.1.11-12.E</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,</p>

		<p>cultures of the time period?</p> <p>How does Romantic literature differ from Early American literature?</p> <p>What attitudes and belief systems give rise to new forms of artistic expression and/or social values?</p>	<p>imagination over reasons; intuition over fact; optimism & individualism; love of nature; seeks truth in supernatural and inner self/imagination</p> <p>American Romanticism introduced a new kind of hero – he was youthful, innocent, intuitive, close to nature and uneasy with women.</p>		Quote ‘n Note: Selecting quotes and close reading them	<p>*Ode</p> <p>*Elegy</p> <p>*Pastoral</p> <p>*Antithesis</p>	<p>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.1.5.11–12.A CC.1.5.11–12.D CC.1.5.11–12.E CC.1.5.11–12.G</p>
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Independent Reading of Novel of Literary Merit such as *Ethan Frome*

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Works of literary merit are often multilayered, ambiguous, and stand the test of time.	What constitutes literary merit?	Edith Wharton’s life and its influence on her writing	<p>Students should be able to evaluate the novel’s merit</p> <p>Students should be able to evaluate the narrator’s reliability</p> <p>Students should be able to examine the impact of author’s culture on development of text.</p>	Character scrapbook or trailer video	<p>determinism</p> <p>frame narrative</p>	<p>CC.1.1.11-12.A CC.1.1.11-12.D, CC.1.1.11-12.E</p> <p>CC.1.3.11-12.A</p> <p>CC.1.4.11-12.A</p>

TRANSCENDENTALISM: A Celebration of Individualism & Dickinson / Whitman

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<p>To the transcendentalists, individualism was the highest form of truth.</p> <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>In what ways are Transcendentalist ideals present in today's culture?</p> <p>How did Whitman and Dickinson contribute to a uniquely American poetic voice?</p>	<p>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</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 differentiate between the subcategories of Romanticism: Transcendentalism & Dark Romanticism</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>Selections from essays by Thoreau and Emerson, e.g.</p> <p>Create a portfolio of Transcendentalist ideals in contemporary society.</p> <p>An imaginary conversation between Emerson and Thoreau</p> <p>Emily Dickinson biography, 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 Heard a Fly Buzz When I Died," "Hope is a Thing with Feathers," and "Success is Counted Sweetest"</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</p>	<p>SAT vocabulary</p> <p><u>Vocabulary:</u> Transcend Reverence Optimism</p> <p><u>Literary Terms:</u> Paradox Diction Syntax Open form poetry Closed form poetry</p>	<p>CC.1.1.11-12.D CC.1.1.11-12.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 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 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.U</p>

					<p>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>Poetry explications, collaborative annotation, analysis, and/or personal responses</p>		
DARK ROMANTICISM: The Dangers of Extreme Individualism							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	Opposite attitudes often co-exist alongside one another, even in response to the same factors.	Why did the dark romantics feel differently about culture than the transcendentalists?	<p>Characteristics of dark romanticism: emphasizes supernatural aspects; explores subconscious ; explores negatives of extreme individualism</p> <p>The dark romantics are also known as anti-transcendentalists.</p>	<p>Students should be able to identify and analyze the conflicts between good/evil, the psychological effects of guilt and sin, and madness in the psyche.</p> <p>Students should be able to analyze the techniques the author uses to create meaning, such as narrative structure, symbolism, literary devices, etc.</p> <p>Students should be able to compare how different texts</p>	<p>Short fiction selections by Poe, Hawthorne, Irving, such as “The Devil and Tom Walker,” “The Minister’s Black Veil,” “Young Goodman Brown,” and “The Pit and the Pendulum”</p> <p>Short fiction by Melville including “Bartleby, the Scrivener,” “Nantucket,” and “The Maids of Tartarus”</p> <p>Poetic selections by Poe such as “Annabel Lee” and “Sonnet to Science”</p> <p>Harriet Robinson excerpt from “Lowell Mill Girls”</p>	<p>Pessimism</p> <p>SAT vocabulary</p> <p>Literary Terms: Gothic Symbolism Parable Allegory Symbolism Ambiguity Sonnet</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.H CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K CC.1.3.11–12.L CC.1.3.11–12.S</p>

				treat similar ideas or concepts.	Compare and contrast the meaning and style of “Sinners in the Hands of an Angry God” and “The Minister’s Black Veil.” How does each author convey his meaning to the readers?		
Timed Writing Period piece such as a Whitman or Dickinson poem							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day:	Effective writing minimizes summary and maximizes analysis. Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.	What do effective timed writing essays look like?	Effective writing is well supported with specific textual evidence. Relevant quotations are integral to the development of a central idea.	Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem or passage on how style conveys meaning		CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E CC.1.2.11-12.A CC.1.2.11-12.D CC.1.3.11-12.C CC.1.3.11-12.D CC.1.4.11-12.B 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.F
INDEPENDENT PORTFOLIO with 2 weeks warning minimum							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Revising past work can help you	How have I grown as a	Reflection	Students should be able to revise work	Sample products		CC.1.5.11-12.A CC.1.5.11-12.B

	measure your growth.	writer?		Students should be able to reflect on progress			CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F
NOVEL OF REALISM and/or COMING OF AGE <i>The Red Badge of Courage</i>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	The Red Baadge of Courage is considered often the “first modern novel.”	<p>Why is this text considered the “first modern novel”?</p> <p>What does a realistic novel reveal about humanity?</p> <p>In what ways do realistic novels still use distortion effectively? For what reasons?</p>	<p>Crane’s novel is often considered the first anti-war novel.</p> <p>Influenced by Darwin’s theory of evolution, Crane believed people’s actions were determined by environmental factors rather than by conscious choices.</p>	<p>Students should be able to analyze Crane’s characterization of Henry Fleming and attitude toward war</p> <p>Students should be able to analyze influence of Naturalism and Impressionism on plot</p> <p>Students should be able to explain the effectiveness of stylistic elements in a text that communicate an author's purpose.</p>	<p>Thought pieces & BYOQs</p> <p>Socratic seminars</p> <p>Graffiti quotes</p> <p>Applied Practice AP-Style passages and questions</p> <p>Critical Articles</p> <p>Thesis statement workshops: Top Gun competition</p> <p>Chapter 7 is full of religious imagery. What is the significance of these analogies? Discuss what Crane is implying about nature and about war in this brief chapter.</p> <p>At the end, Henry Fleming declares himself to be a man. Do you consider the book to be a coming-of-age story? Does Henry achieve manhood by the ways in which he changes over the course of the novel, or is he merely self-deceived?</p> <p>Discuss the use of irony, especially the irony of the recorded thoughts of the protagonist. What is Crane trying to communicate through these ironic descriptions of Henry Fleming’s mental processes?</p>		<p>CC.1.1.11-12.A, CC.1.1.11-12.D CC.1.1.11-12.E</p> <p>CC.1.2.11-12.A, CC.1.2.11-12.D</p> <p>CC.1.3.11-12.C, CC.1.3.11-12.D</p> <p>CC.1.4.1112.B</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.F</p>

					SAT vocabulary <u>Literary Terms</u> impressionism episodic plot bildungsroman epithet cosmic irony psychological realism		
Timed Writing							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day: Period piece or other appropriate choice	Effective writing minimizes summary and maximizes analysis. Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.	What do effective timed writing essays look like?	Effective writing is well supported with specific textual evidence. Relevant quotations are integral to the development of a central idea.	Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem		CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E CC.1.2.11-12.A CC.1.2.11-12.D CC.1.3.11-12.C CC.1.3.11-12.D CC.1.4.11-12.B 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.F
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	Responses to war can include both idealism and disillusionment	What are the distinguishing literary features of realism, naturalism, and regionalism?	Very few works of literary significance emerged from the Civil War era because few writers saw war firsthand and traditional literary forms seems inadequate for such material.	analyze how h Students should be able to istory & culture influence texts, how texts reflect or change societal & cultural attitudes.	Crane’s war poetry	Disillusionment	CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E
	The attitudes present in literature reflect cultural climate.	What is realism a response to Romanticism of the prior era? What are the stylistic characteristics of this period?	Realism sought to portray life as accurately as possible, focusing on ordinary people suffering the harsh realities of life. Naturalism portrays ordinary lives, but suggests forces (nature, heredity, society) beyond individuals determine fate. Regionalism reflects some writers’ tendency to write about specific geographic areas.	Students should be able to identify characteristics of realism in literature and analyze effects. 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”) Students should be able to distinguish realistic words as fitting into subcategories of naturalism or regionalism.	Fiction and nonfiction by Bierce, Hart, Twain, London, Crane, etc. Quote Graffiti: Close reading for elements such as figurative language, literary elements, and characteristics of literary realism. Quote ‘n Note: Selecting quotes and close reading them Literature circles Analytical and personal responses to Mark Twain quotations Acting out and/or drawing Twain idioms Frederick Douglass pieces Foster’s <i>New York By Gas-Light</i> excerpts	SAT vocabulary <u>Literary Terms</u> Dialect Vernacular Colloquialism Idiom Sentimentalism Stock Character Caricature Jargon Local Color Southern Gothic Hyperbole Cosmic irony Regionalism	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.1.3.11–12.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 CC.1.5.11–12.A CC.1.5.11–12.D CC.1.5.11–12.E CC.1.5.11–12.G
Timed Writing on a prose period piece							
Estimat ed Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day:	Effective writing minimizes summary and	What do effective timed writing essays look like?	Effective writing is well supported with specific textual evidence.	Students should be able to generate effective and clear thesis statements,	AP-Style open ended prompt on poem or passage such as by Twain		CC.1.1.11-12.A CC.1.1.11-12.D CC.1.1.11-12.E

	<p>maximizes analysis.</p> <p>Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.</p>		<p>Relevant quotations are integral to the development of a central idea.</p>	<p>topic sentences, and analytical paragraphs.</p>			<p>CC.1.2.11-12.A CC.1.2.11-12.D</p> <p>CC.1.3.11-12.C CC.1.3.11-12.D</p> <p>CC.1.4.11-12.B</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.F</p>
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REALISM WRITING

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 days	Some realist works employ distortion.	Why do works categorized as realism employ distortion?	<p>They Say/I Say structure to mark arguability of claim</p> <p>Components of an Outline: Thesis, TS, Transition sentences, cited evidence</p>	Students should be able to select evidence of distortion and analyze its presence and purpose in a story.	<p>Writing Workshop</p> <p>Prompt on short story NOT Bierce: In questioning the value of literary realism, Flannery O'Connor has written, "I am interested in making a good case for distortion because I am coming to believe that it is the only way to make people see." Choose a text from the realism unit. Write an outline for an essay in which you "make a good case for distortion" as distinct from literary realism. Analyze how important elements of the work you choose are "distorted" and explain how these distortions contribute to the effectiveness of the work.</p>	<p>SAT vocabulary</p> <p>Claim statement</p> <p>Counter-claim</p> <p>Transition 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.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I</p>

					Open-ended prompt reflecting realism		
REALISM NOVEL STUDY (<i>Of Mice and Men</i>)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 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>Poem thematically related to novel such a Robert Burns' "To a Mouse"</p> <p>Visual representations of theme and tone (Dust Bowl Photographs by Lange)</p> <p>Thought pieces & BYOQs</p> <p>Socratic seminars</p> <p>Graffiti quotes</p> <p>Applied Practice AP-Style passages and questions</p> <p>Critical Articles</p> <p>Thesis statement workshops: Top Gun competition)</p>	<p>Migrant farmer</p> <p>SAT vocabulary</p> <p><u>LiteraryTerms</u></p> <p>Slice-of-life lit. play novelette idiom determinism naturalism motif parallel episodes matter-of-fact tone social realism</p>	<p>CC.1.1.11-12.A CC.1.1.11-12.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.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,</p>

							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
RESEARCH PAPER							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days intermittently	The concept of literary merit is a nebulous term with debatable criteria.	<p>What is considered “literary criticism?”</p> <p>What are the criteria of literary merit most demonstrated in your particular text?</p>	The offerings of resources such as databases, the Bureau of Labor Statistics, and career focused encyclopedias	<p>Students should be able to use technology extensively to produce, publish, and update products.</p> <p>Students should be able to evaluate multiple sources & points of view to make decisions & solves problems; present the information in a logical, interesting format.</p> <p>Students should be able to develop an argument that utilizes specific rhetorical devices which support assertions & anticipate the reader’s concerns & counter-claims.</p> <p>Students should be</p>	<p>Research resources such as databases, the Bureau of Labor Statistics, and career focused encyclopedias</p> <p>Conduct interviews with experts in the field</p> <p>Notetaking</p> <p>Outlining</p> <p>Attention devices</p> <p>Titles</p>	<p>SAT vocabulary</p> <p>in-text/parenthetical citation</p> <p>outlook</p> <p>databases</p> <p>bibliography</p> <p>outline</p> <p>thesis statement</p> <p>works cited</p> <p>citations</p> <p>MLA format</p> <p>note cards</p> <p>source cards</p>	<p>CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.G</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.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>

				<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>			
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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
5 days	Influenced by art, music, and politics, American poets sought to surpass previous boundaries.	<p>How does Modernism represent a rejection of past stylistic trends?</p> <p>How is this poetry a reaction to the events of the time period?</p> <p>How does Modern literature reflect, clarify, and criticize the time it portrays?</p>	<p>Pound: “Make it new!”</p> <p>Influence of blues music (repetition and improvisation) on poetry</p> <p>Image more important than ideas</p>	Students should be able to analyze the effects of poet’s choices.	<p>Biographies of poets</p> <p>Poetry by Williams, Pound, H.D.</p> <p>Poetry by Hughes, Cullen, and Brooks</p> <p>Poetry responses, explications, analyses</p> <p>Mirror writing (analyzing poet’s style, creating similar product, and reflecting)</p> <p>Focused and collaborative annotation of poetry</p>	<p>Renaissance Bold experimentalism</p> <p>SAT vocabulary</p> <p><u>Literary Terms</u> Imagism Free verse poetry enjambment end-stopped lines</p> <p>SAT vocabulary</p>	<p>CC.1.1.11–12.A CC.1.1.11–12.D CC.1.1.11–12.E</p> <p>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.H, CC.1.3.11–12.I, CC.1.3.11–12.J, CC.1.3.11–12.K,</p>

		How did the disillusionment of the era lead to a new poetic voice that showcased African Americans for the first time?			Essays by Harlem Ren. writers		CC.1.3.11–12.S CC.1.4.11–12.A
MODERNIST FICTION							
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>Expatriate Nada Concept* Existentialism*</p> <p>SAT vocabulary</p> <p><u>Literary Terms</u> Stream-of-consciousness Anti-hero Hemingway Hero Jazz Age Interior Monologue The Lost Generation sonnet</p>	<p>CC.1.1.11–12.A, CC.1.1.11–12.B, CC.1.1.11–12.C, CC.1.1.11–12.D, CC.1.1.11–12.E</p> <p>CC.1.2.11–12.A, 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</p> <p>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>

NOVEL OF MODERNISM that employs ARCHETYPES

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 days NOVEL OF MODERNISM that employs ARCHETYPES such as <i>The Old Man and the</i>	Authors employ archetypes of carry meaning in their works. The Hemingway hero is a man of honor and disillusioned.	Why do authors use archetypes? How to archetypes function?	function of archetypes	Students should be able to identify and analyze the use of the iceberg principle and archetypes Present on development of archetypes	Articles: “The Need for New Myths” and “The Other Seven-Eighths” Truest Sentence Assignment respond to article by Burhans (“Hemingway’s Tragic Vision”)	Literary Terms iceberg principle	CC.1.1.11-12.A, CC.1.1.11-12.B, CC.1.1.11-12.C, CC.1.1.11-12.D, CC.1.1.11-12.E 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.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.S

Timed Writing Period piece of prose

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day:	Effective writing minimizes summary and maximizes	What do effective timed writing essays look like?	Effective writing is well supported with specific textual evidence.	Students should be able to generate effective and clear thesis statements,	AP-Style open ended prompt on poem or passage		CC.1.1.11.A CC.1.1.11.D CC.1.1.11.E CC.1.2.11.A CC.1.2.11.D

	analysis. Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.		Relevant quotations are integral to the development of a central idea.	topic sentences, and analytical paragraphs.			CC.1.3.11.C CC.1.3.11.D CC.1.4.11.B CC.1.5.11.A CC.1.5.11.B CC.1.5.11.C CC.1.5.11.D CC.1.5.11.F
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NOVEL OF MODERNISM such as *The Great Gatsby*

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 days	Social inequalities affect one's access to the American Dream. Hope can be both constructive and destructive.	What does F. Scott Fitzgerald suggest about the condition of the American Dream in the 1920s? How do class and culture shape relationships? How do we distinguish between constructive hope and destructive hope?	Color Symbolism 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 identify & analyze the effects of diction, tone, mood, syntax, sound, form, & figurative language. Students should be able to generate essay in response to AP Style free response question prompt (ex - experiments with time) Students should be able to respond to excerpts from literary criticism	Thought pieces & BYOQs Socratic seminars Graffiti quotes Applied Practice AP-Style passages and questions Critical Articles Thesis statement workshops: Top Gun competition Article: "Has Texting Killed Romance"? by Kutcher and discussing how relationship might have changed the storyline if it had existed	Ostentatious Racketeer/Bootlegger SAT vocabulary <u>Literary Terms</u> Frame narrative First-person observer Unreliable narrator Satire epigraph Lyrical style Understatement	CC.1.1.11-12.A CC.1.1.11-12.B CC.1.1.11-12.C CC.1.1.11-12.D CC.1.1.11-12.E 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

				Students should be able to analyze Fitzgerald's attitude toward the American Dream			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., CC.1.4.11–12.S
Timed Writing Period Piece							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day	Effective writing minimizes summary and maximizes analysis. Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.	What do effective timed writing essays look like?	Effective writing is well supported with specific textual evidence. Relevant quotations are integral to the development of a central idea.	g Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem or passage	implication	1.1.11.A 1.1.11. D 1.1.11.E 1.2.11.A 1.2.11.D 1.3.11.C 1.3.11.D 1.4.11.B 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.F
RESUME BUILDING							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 days	A resume should quickly and effectively highlight essential information to a potential	What distinguishes a good resume from a poor resume?	Templates are available Use of fragments appropriate	Students should be able to visually arrange information appropriately under subheadings	Resume “speed dating” and evaluation showing various models of resumes, good and bad Resume quiz - myth or	SAT vocabulary Subdivision parallelism	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.H

	<p>employer.</p> <p>Resumes should be altered depending on audience.</p>		<p>Tense usage rules for resumes</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>fact?</p> <p>Workshop</p>		<p>CC.1.4.11–12.F CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.U</p>
PERSONAL OR COLLEGE ESSAY							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days intermittently	<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 ideas effectively into paragraphs</p> <p>Students should be</p>	<p>Critique numerous examples</p> <p>Stylistic sentences for mimicking</p> <p>Simulate college admission panel</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 CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F</p> <p>CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F</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.K CC.1.4.11–12.L CC.1.4.11–12.M CC.1.4.11–12.N CC.1.4.11–12.O</p>

				able to use a reflective tone Students should be able to mimic stylistically unique sentences			CC.1.4.11–12.P CC.1.4.11–12.Q CC.1.4.11–12.R, CC.1.4.11–12.T
CONTEMPORARY NOVEL such as <i>Their Eyes Were Watching God</i>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Through her protagonist Janie Crawford, Hurston explores the difficulties and joys involved with themes of finding one's voice and listening to one's heart.	<p>What is ultimately more important: the fulfillment of one's dream or the journey to get there? Explain.</p> <p>How does Janie's story challenge or defy the stereotypes of women, race and class?</p> <p>How does Hurston convey the effects of various internal and external forces on Janie's identity? How do these effects change throughout the story?</p>	<p>Figurative language impacts the tone of the novel.</p> <p>Hurston's use of idiomatic discourse lends meaning to the text.</p>	<p>Students should be able to respond to excerpts from literary criticism</p> <p>Students should be able to analyze how figurative language impacts the tone of the novel.</p> <p>Students should be able to analyze the structure of Their Eyes Were Watching God, paying particular attention to way Hurston begins and ends each chapter.</p> <p>The novel contains several scenes with men talking in an exaggerated and humorous way about women. Examine these</p>	<p>"What it Feels Like to be Colored Me" by Hurston</p> <p>"The African American Novel" by Morrison</p> <p>Thought pieces & BYOQs</p> <p>Socratic seminars</p> <p>Quote 'n Note: Selecting quotes and close reading them</p> <p>Graffiti quotes</p> <p>Applied Practice AP-Style passages and questions</p> <p>Critical Articles</p> <p>Thesis statement workshops: Top Gun competition</p>	<p>anthropologist</p> <p><u>Literary Terms:</u> Folktales frame narration allusion</p>	<p>CC.1.1.11.A CC.1.1.11.B CC.1.1.11.C CC.1.1.11.D CC.1.1.11.E</p> <p>1.2.11.A</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.S</p>

		Is <i>Their Eyes Were Watching God</i> a feminist novel? Is Janie a strong female character?		<p>scenes (pages 36; 67-69) and explain what they reveal about the cultural context of male and female roles.</p> <p>Students should be able to investigate the use of myth and folklore in the novel.</p> <p>Students should be able to reveal and understand recurring symbols and motifs in the novel.</p> <p>Students should be able to investigate how Hurston's use of idiomatic discourse lends meaning to the text.</p> <p>Students should be able to identify and expound upon the literary elements that define Hurston's style.</p>			CC.1.7.11.A
Essay on CONTEMPORARY NOVEL such as <i>Their Eyes Were Watching God</i>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day	Hurston's employment of literary elements crafts meaning in the novel.	What constitutes effective writing?	Effective writing is well supported with specific textual evidence.	Students should be able to generate essay in response to AP Style free response question	<p>Technology</p> <p>Thesis statement workshop</p> <p>Outline workshop</p>		<p>CC.1.1.11.A CC.1.1.11.D CC.1.1.11.E</p> <p>CC.1.2.11.A CC.1.2.11.D</p>

				prompt (ex - scene of death or social environment)			CC.1.3.11.C CC.1.3.11.D CC.1.4.11.B CC.1.5.11.A CC.1.5.11.B CC.1.5.11.C CC.1.5.11.D CC.1.5.11.F CC.1.7.11.A
Timed Writing Period piece such as Hurston excerpt							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day:	<p>Effective writing minimizes summary and maximizes analysis.</p> <p>Effective timed writing responses minimize energy in the introduction and conclusion and maximize effort in the body paragraphs.</p>	What do effective timed writing essays look like?	<p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a central idea.</p>	Students should be able to generate effective and clear thesis statements, topic sentences, and analytical paragraphs.	AP-Style open ended prompt on poem or passage		CC.1.1.11.A CC.1.1.11.D CC.1.1.11.E CC.1.2.11.A CC.1.2.11.D CC.1.3.11.C CC.1.3.11.D CC.1.4.11.B CC.1.5.11.A CC.1.5.11.B CC.1.5.11.C CC.1.5.11.D CC.1.5.11.F CC.1.7.11.A
CLOSED FORM POETRY REVIEW & WRITING REVIEW							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

6 days	A poem's structure can offer insights into its meaning.	How does structure relate to meaning?	Structure may contribute to tone and meaning--rhyme and regular meter for example often sounds sweet and aurally pleasing; a lack of rhyme and meter sounds discordant	<p>Students should be able to analyze the relationship between form and meaning</p> <p>Students should be able to identify and analyze organizational structures such as flashbacks, anecdotes, flash-forwards, refrain, motif, repetition, meter, rhyme scheme, couplets</p>	<p>Thesis statement battle royale - Given past AP prompts, students have 7 minutes as a group to read each prompt and compose a thesis statement which teacher then evaluates and awards points to winning group; multiple rounds ending with bonus round on literary terms</p> <p>Thesis statement top gun - Students bring in hw, a ts draft on notecard with initials on back; cards collected and distributed to groups; groups judge and submit best to semi-finals; class votes on winning thesis</p> <p>poetry such as "Sestina" by Bishop and other texts by Auden and Randell</p> <p>selected open end and free response questions</p>	<p>sestina</p> <p>villanelle</p> <p>sonnet</p> <p>free verse</p>	<p>CC.1.1.11.A CC.1.1.11.B CC.1.1.11.C CC.1.1.11.D CC.1.1.11.E</p> <p>CC.1.3.11.A CC.1.3.11.B CC.1.3.11.C</p> <p>CC.1.5.11.A CC.1.5.11.B CC.1.5.11.C CC.1.5.11.E CC.1.5.11.F</p> <p>CC.1.7.11.A</p>
INDEPENDENT PORTFOLIO <i>with 2 weeks warning minimum</i>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<p>Revising past work can help you measure your growth.</p> <p>Writing is a process.</p>	<p>How have I grown as a writer?</p> <p>What is a metaphor for my writing process.</p>	Reflection	<p>Students should be able to revise work</p> <p>Students should be able to reflect on progress</p> <p>Students should be able to generate a</p>	Sample products		<p>CC.1.5.11.A CC.1.5.11.B CC.1.5.11.C CC.1.5.11.D CC.1.5.11.E CC.1.5.11.F</p>

				metaphor for the writing process and analyze the metaphor			
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