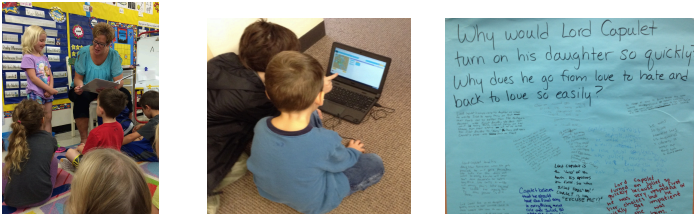
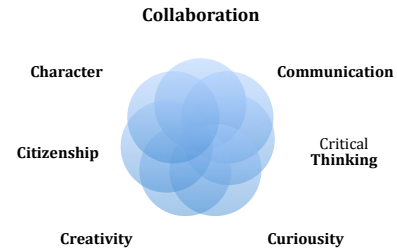


Content Area	Grade Level: Eleventh / Twelfth
America's Voices: Shaping a Nation Through Art, Music, and Literature 	R14 The Seven Cs of Learning 
Unit Titles	Length of Unit
• <i>Works of The Harlem Renaissance (1920's)</i>	3-4 weeks
• <i>Effects of The Great Depression and World War II (1930's-1940's)</i>	4-5 weeks
• <i>Aftermath of World War II (late 1940's-1950's)</i>	3-4 weeks
• <i>Social Rebellion (1960's)</i>	4-5 weeks



Strands	America's Voices Course Level Expectations
Reading	<ul style="list-style-type: none"> • Readers synthesize information from a variety of texts and from a variety of time periods to serve a specific purpose. • Readers use knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts. • Readers can know literary criticism of complex texts requires the use of analytical, interpretive, and evaluative strategies. • Readers can know interpreting and evaluating complex texts requires the understanding of rhetoric, critical reading, and analysis skills.
Writing	<ul style="list-style-type: none"> • Writers use elements of informational and argumentative texts can be refined to inform or influence an audience. • Writers know the demands that ongoing revisions and refinements improve grammar, usage, mechanics, and clarity. • Writers use style, detail, expressive language, and genre to create a well-crafted statement directed at an intended audience and purpose. • Writers use strong ideas, evidence, structure, and style to create persuasive, academic, and technical texts for particular audiences and specific purposes. • Writers use Standard English conventions effectively to communicate to targeted audiences and purposes.
Speaking and Listening	<ul style="list-style-type: none"> • Speaking in formal and informal settings requires appropriate use of methods and audience awareness. • A Speakers validity of a message is determined by its accuracy and relevance. • Speakers take advantage of effective collaborative groups to accomplish goals.
Research and Reasoning	<ul style="list-style-type: none"> • Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes. • Learners know that complex situations require critical thinking across multiple disciplines. • Learners' arguments distinguish facts from opinions; and evidence defines reasoned judgment.

Unit Title	Works of the Harlem Renaissance (1920's)	Length of Unit	4 weeks
Inquiry Questions (Engaging Debatable):	<ul style="list-style-type: none"> • What can the music, art, and literature of a generation tell us about a society? • How does an author's craft impact his or her message? • How can words and images inspire change? • How can a theme be universal and timeless? • What understandings can we gain about a culture based on the analysis of its arts? 		
Unit Strands and Standards	<p>How Tools Affect Meaning, What Art Tells Us About An Era, How to Critically Read a Variety of Texts, How to Organize a Response for a Variety of Purposes</p> <p><u>Reading:</u> R.11-12.1, 11-12.4, 11-12.9</p> <p><u>Writing:</u> W.11-12.2.D, W.11-12.4</p> <p><u>Speaking and Listening:</u> SL.11-12. 1, SL.11-12.1.A,</p> <p><u>Language:</u> L.11-12.3, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5</p>		
Concepts	Close/Active Reading, Annotating Texts, Organized Writing, Writing for a variety of purposes, Interpreting Images, Interpreting Music, Synthesizing Information		
Academic Vocabulary	space, shape, form, mass, line, scale, proportion, balance, emphasis, rhythm, harmony, monochromatic, shade, hue, tint, brushwork, juxtaposition, symmetry, rhythm, meter, tempo, syncopation, timbre, cadence, instrumentation, key, dynamics, persona, diction, genre, voice, alliteration, consonance, assonance, onomatopoeia, rhyme scheme, Cubism, Modernism, figurative language, elements of poetry, Principles of Design, Elements of Design		

Unit Title	Works of the Harlem Renaissance (1920's)	Length of Unit	4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • artists use a variety of tools and techniques to develop meaning in their works. • effective strategies for effective oral and written communication. • a variety of strategies for critical reading of images, articles, stories, and poems. • that theme is multifaceted and emerges over time. 	<ul style="list-style-type: none"> • effectively communicate an analysis using appropriate and relevant evidence. • apply strategies to communicate effectively in speaking and writing. • actively and critically read a variety of texts (images, poems, fiction, and nonfiction). • implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences. • critically analyze a poem to thinking across a variety of levels. • collaborate with others to discover hidden meaning in a piece of art, music, text, or image.

Assessments:	Performance Task: Poetry Analysis (Rubric)
Teacher Resources:	<ul style="list-style-type: none"> ❖ Unit Implementation Guide ❖ Student and teacher selected articles, poems, and images, and short stories, including but not limited to works by: Langston Hughes, Countee Cullen, F. Scott Fitzgerald, and Pablo Picasso ❖ Music from the 1920s, including but not limited to Jazz ❖ Documentaries, including but not limited to <i>Jazz</i> by Ken Burns

Unit Title	Influences of The Depression Era and World War II (1930's-40's)	Length of Unit	4-5 weeks
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • In what ways do the events of a nation shape its literature, art, and music? • How do literary devices enhance the meaning of a text? • How does author's craft impact an author's message? • How can words and images inspire change? • How can a theme be universal and timeless? • What understandings can we gain about a culture based on the analysis of its arts? • How does conflict shape a society? 		
Unit Strands and Standards	<p>Tools of Artists, Rhetorical Strategies, Looking Closely at Literary Devices, Analysis and Critique of Texts, <u>Reading:</u> R.11-12.1, 11-12.4, 11-12.9 <u>Writing:</u> W.11-12.2.D, W.11-12.4 <u>Speaking and Listening:</u> SL.11-12. 1, SL.11-12.1.A, <u>Language:</u> L.11-12.3, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5</p>		
Concepts	<p>Annotation for understanding, Literary Devices, Close/Active Reading, Organized Writing, Using Evidence to Support Claims, Theme Development, Character Development, Understanding Audience, Understanding Purpose, Interpreting Images, Interpreting Music, Synthesizing Images</p>		
Key Vocabulary	<p>Propaganda, Migrant Workers, Realism, Surrealism, Art Deco, Connotation, Denotation</p> <p>Theme, Diction, Syntax, Sentence Varieties Tone, Figurative Language</p>		

Unit Title	Influences of the Depression Era and World War II (1930's-40's)	Length of Unit	4 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> artists use a variety of tools and techniques to develop meaning in their works. rhetorical strategies for persuasion. literary devices such as characterization, setting, theme, allusion, irony, diction, symbolism, etc. authors strategically develop characters and themes to convey messages. strategies for critical reading of images, poems, short stories, plays, and novels. that theme is multifaceted and emerges over time. 	<ul style="list-style-type: none"> evaluate the use of rhetorical strategies and propaganda to achieve a purpose. apply literary devices in order to analyze various works. actively and critically read a variety of texts (images, short stories, poetry, drama, and/or novel). synthesize information from a variety of texts in order to draw conclusions. effectively communicate an argument using appropriate and relevant evidence. implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences.

Assessments:	Performance Task: Thematic Analysis of Art and Music Writing Piece: Literary Analysis
Teacher Resources:	Unit Implementation Guide Rubrics <ul style="list-style-type: none"> Mentor Text that depicts the Great Depression Era, such as: <i>Ironweed</i> by William Kennedy or <i>The Glass Menagerie</i> by Tennessee Williams or WWII, such as <i>A Separate Peace</i> by John Knowles Student and teacher selected articles, poems, and images, and short stories

Unit Title	The Aftermath of World War II (Late 1940's-1950's)	Length of Unit	4 weeks
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What can the music, art, and literature of a generation tell us about a society? • How does an author's craft impact his or her message? • How can words and images inspire change? • How do the effects of war shape a nation? • How does adversity help us develop as human beings? • What understandings about a nation can we gain based on the analysis of its arts? 		
Unit Strands and Standards	<p>Looking At Commentaries About Time and Place in History, Organizing Main Stance with Supporting Evidence, Theme Can Be Complex</p> <p><u>Reading:</u> R.11-12.1, 11-12.4, 11-12.9</p> <p><u>Writing:</u> W.11-12.2.D, W.11-12.4</p> <p><u>Speaking and Listening:</u> SL.11-12. 1, SL.11-12.1.A,</p> <p><u>Language:</u> L.11-12.3, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5</p>		
Concepts	subtle themes, synthesizing information, character development, irony, symbolism, commentary on society, critical analysis of various text sources,		
Key Vocabulary	Abstract Expressionism, Improvisation, Stream of Consciousness, Critique, Review Theme, Diction, Connotation, Denotation, Sentence Varieties, Tone, Allusion, Irony, Figurative Language, Conflict, Characterization		

Unit Title	The Aftermath of World War II (Late 1940's-1950's)	Length of Unit	4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> artists use a variety of tools and techniques to develop meaning in their works. rhetorical strategies and literary devices such as theme, setting, irony, diction, symbolism, etc. authors strategically develop characters and themes to convey messages. strategies for critical reading of images, poems, short stories, plays, and novels. that theme is multifaceted and emerges over time. 	<ul style="list-style-type: none"> analyze how a text provides insight and commentary on settings and places. analyze how subtle themes are revealed. analyze main ideas and supporting details in a text to draw larger conclusions about the text meaning and/or significance. synthesize information from a variety of texts in order to draw conclusions. implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences.

Assessments:	Performance Task: Multi-media presentation of Post WWII culture (Rubric)
Teacher Resources:	<ul style="list-style-type: none"> ❖ Texts that connect to Post-WWII America, such as : <i>A Streetcar Named Desire</i> by Tennessee Williams ❖ Student and teacher selected articles, poems, and images, and short stories ❖ Music from the 1950s, including but not limited to Rock-N-Roll ❖ Documentaries

Unit Title	Social Rebellion (the 1960's)	Length of Unit	4 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How does an author's craft impact his or her message? • How can words and images inspire change? • How can a theme be universal and timeless? • How does adversity help us develop as human beings? • How can others' experiences help us better understand our world? • How can looking at a society's past help us understand the present? 		
Unit Strands and Standards	<p>Rhetorical strategies, and Literary Devices, Character and Theme Development, Synthesizing Ideas Over Time and Texts</p> <p><u>Reading:</u> RI.11-12.7</p> <p><u>Writing:</u> W.11-12.1, W.11-12.1C, W.11-12.4, W.11-12.7, W.11-12.9</p> <p><u>Speaking and Listening:</u> SL.11-12. 1, SL.11-12.1.A,</p> <p><u>Language:</u> L.11-12.3, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5</p>		
Concepts	<p>Annotation for Specific Tasks and Analysis Needs, Close/Active Reading, Organized Writing, Writing for a variety of purposes, Using Evidence to Support Claims, Theme Development, Character Development, Audience, Author's Purpose, Interpreting Images, Interpreting Music, Synthesizing Information</p>		
Academic Vocabulary	<p>Thesis Statements, Analysis, Synthesis, Argument/Counterargument, Evidence, Evaluate, Development, Audience, Theme, Diction, Syntax, Sentence Varieties, Tone, Conflict, Connotation, Denotation</p>		

Unit Title	Social Rebellion (the 1960’s)	Length of Unit	4 weeks
Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...		
<ul style="list-style-type: none">• rhetorical strategies and literary devices such as theme, setting, irony, diction, symbolism, etc.• authors strategically develop characters and themes to convey messages.• strategies for critical reading of images, poems, short stories, plays, and novels.• that theme is multifaceted and emerges over time.	<ul style="list-style-type: none">• analyze how a text provides insight and commentary on settings and places.• analyze how subtle themes are revealed.• explain how a narrator’s voice and persona affect characterization, plot, and tone.• analyze main ideas and supporting ideas in a text to draw larger conclusions about the text meaning and/or significance.• synthesize information from a variety of texts in order to draw conclusions about society.• implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences.		
Assessments:	Writing Piece: Argumentative Essay (Rubric) Final Performance Task (Final Exam): Students work collaboratively to research the and present the literary, artistic, and musical influences of a decade of choice		
Teacher Resources:	<ul style="list-style-type: none">❖ Unit Implementation Guide❖ Mentor Text connected to the decade of the 1960s such as <i>The Help</i> by Kathryn Stockett or <i>The Color of Water</i> by James McBride❖ Student and teacher selected articles, poems, and images, and short stories❖ Music from the 1960s❖ Documentaries depicting 1960s American culture		