

Course Description

This course provides instruction in composition, American Literature, vocabulary development, and grammar. Students will be expected to produce journals, essays, presentations, and a research paper. Students will read and respond to notable authors from the early Colonial Periods to the Modern Period while studying literary devices. Vocabulary enhancement will be a major focus and grammar will be further developed through regular practice of revising and editing. Communication and organization skills will also be a focus of the course.

Scope and Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	The Beginning of Our Nation	1. Iroquois Constitution vs. US Constitution 2. Characterization in Act I of <i>The Crucible</i>
6 Week(s)	Romanticism and Transcendentalism	1. Poe and "Masque of the Red Death" 2. Civil Disobedience 3. Intro to Romanticism 4. Rip Van Winkle
6 Week(s)	A Troubled Nation	1. Whitman 2. Emily Dickinson
6 Week(s)	Research	1. Thesis Research 2. Thesis Proposal 3. Annotated Bibliography 4. Outlining 5. Body Paragraphs 6. Intros and Conclusions
6 Week(s)	Emerging Modernism	1. <i>The Great Gatsby</i> 2. The Harlem Renaissance
6 Week(s)	20th Century and Today	1. <i>The Catcher in the Rye</i> / <i>Into the Wild</i> Literature Circle 2. T.S. Eliot and "The Love Song of J. Alfred Prufrock" 3. Sylvia Plath Poetry

Prerequisites

The successful completion of the English II curriculum.

Course Instructional Resources/Textbook

Kinsella, Kate, Kevin Feldman, Colleen Shea Stump, Joyce Armstrong, and Edward E. Wilson. Prentice Hall Literature. Upper Saddle River: Pearson Education, 2002. Print. *The American Experience*
 Miller, Arthur. *The Crucible*. New York: Penguin, 1981. Print.
 Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 2004. Print
 Salinger, J.D. *The Catcher in the Rye*. New York: Little, Brown, 1991. Print

Course Details

UNIT: The Beginning of Our Nation -- 6 Week(s)

Unit Description

Students will begin their exploration into American literature through the reading of Native American literature, Puritan writing, and Colonial Writing. Lessons and activities will also incorporate writing, grammar, and speaking and listening.

Main text: *The Crucible* by Arthur Miller

Enduring Understandings/Essential Learner Outcomes

- Identify and analyze emerging themes in American lit: "new eden," "salvation," and "The American Dream"
- Compare and contrast the experiences of America's earlier settlers, as conveyed through primary source documents and literature.
- Identify and explain Puritan literature.
- Make and defend inferences and conclusions.

- Examine the role of women in early America.
- Analyze the purpose of American creation myths.
- Evaluate the effectiveness of preaching with fear.

Academic Vocabulary

- theme
- central idea
- symbolism
- annotation
- myth
- Puritan
- Colonial
- hysteria

TOPIC: Iroquois Constitution vs. US Constitution -- 2 Day(s)

Description

The students will be working on the skills of paraphrasing and comparing/contrasting. Student groups will be assigned portions of the Iroquois Constitution. A member from each group will form new groups (so that in the new group the entire 119-section Iroquois Constitution has been paraphrased), and they will then begin correlating the sections of the US Constitution to the newly-paraphrased Iroquois Constitution. They will find that the US Constitution writers took a lot of information from the Iroquois Indians when writing our country's law.

Academic Vocabulary (What terms will students need to know?)

- Paraphrasing
- Comparing
- Contrasting
- Amendment
- Summarizing
- Quoting

Learning Targets

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Assessment: Students will create a comparison poster of the Iroquois Constitution and the US Constitution.

Project

ELA.11.RI.1.B

TOPIC: Poe and "Masque of the Red Death" -- 1 Week(s)

Description

Students will read Edgar Allen Poe's short story "Masque of the Red Death." While reading the story, the students will focus on the literary ideas of symbolism and allegory.

Academic Vocabulary (What terms will students need to know?)

symbolism
allegory
pestilence
dissolution
The Black Plaque
august

Learning Targets

Students will be able to draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Assessment: Common Assessment

ELA.11.RL.1.A

UNIT: Romanticism and Transcendentalism -- 6 Week(s)

Unit Description

Students will explore America's first prolific period of literature with works from Hawthorne, Melville, Poe, Whitman, Emerson, and Thoreau. Students will also work on grammar, writing, and speaking and listening skills with assignments throughout the unit.

Enduring Understandings/Essential Learner Outcomes

How is the ongoing theme of the "American dream" present within the texts?
What is the difference between a Romantic and a Transcendentalist?
How are the Transcendentalist values present in today's America?
Why is Emily Dickinson so important to this time period?
What are the Transcendentalist views on government, religion, and society?

Academic Vocabulary

transcendentalism
romanticism
central idea
symbolism
tone
mood
objectivity
subjectivity
assertion

TOPIC: Poe and "Masque of the Red Death" -- 1 Week(s)**Description**

Students will read Edgar Allen Poe's short story "Masque of the Red Death." While reading the story, the students will focus on the literary ideas of symbolism and allegory.

Academic Vocabulary (What terms will students need to know?)

symbolism
allegory
pestilence
dissolution
The Black Plaque
august

Learning Targets

Evaluate how an author's work reflects his or her historical/cultural perspective.

Assessment: We will use Google Docs to find characters from today's movies and begin to if they fit into the "romantic" mold AND (more importantly) how. The students HAVE to answer the hows and whys.

ELA.11.RI.1.B

TOPIC: Civil Disobedience -- 4 Day(s)**Description**

Students will read Henry David Thoreau's essay "Civil Disobedience." This text is a bit strenuous, so we will take it slow, annotate, and have guided questions as we go through it. By the end of the unit, students will know what Thoreau was talking about, what his definition of civil disobedience is, and how/when civil disobedience has occurred in American history.

Academic Vocabulary (What terms will students need to know?)

conscientious
whit
palpitation
unscrupulous
gaming
tinge
staked
prevail
expediency
feebly
indifferent
hasten

Learning Targets

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Assessment: Students will research and produce a well-written response to the prompt. Within the prompt, students must connect to the text 3 times and cite those particular portions properly.

Research

ELA.11.RI.1.A

TOPIC: Intro to Romanticism -- 2 Day(s)**Description**

Students will gain an understanding of Romanticism by looking at the history of the US during this time AND the common trends within the literary era.

Academic Vocabulary (What terms will students need to know?)

Romanticism
reform
logic
critical thinking
emotional expression

Learning Targets

Evaluate how Irving's writing fits into the Romantic period.

Assessment: Written Document/Paper

ELA.11.RI.3.C

TOPIC: Rip Van Winkle -- 2 Day(s)**Description**

Students will read Washington Irving's story "Rip Van Winkle." As they are reading the story, students will have guided reading questions. They will then connect the story's elements to the elements of Romanticism discussed previously within the course.

Academic Vocabulary (What terms will students need to know?)

-Romanticism
-tarmagant
-disposition
-eloquence
-virago
-desist
-precipice
-addle
-uncouth

Learning Targets

Evaluate how Irving's writing fits into the Romantic period.

Assessment: Written Document/Paper

ELA.11.RI.3.C

UNIT: A Troubled Nation -- 6 Week(s)**Unit Description**

Building on the previous unit, this unit will explore the American individual and the related idea of the pursuit of liberty in various forms. Students will delve into the Civil War era and read literature and informational texts written by American greats.

Enduring Understandings/Essential Learner Outcomes

- Analyze the development of the "American Dream" theme
- Analyze the changing role of women in America
- Compare the issues then to the issues present today

TOPIC: Whitman -- 1 Week(s)

Description

Students will read Whitman's elegy to Lincoln, analyze it, compare it to a similar poem, AND create their own elegy.

They will also analyze other poetry from Uncle Walt.

Academic Vocabulary (What terms will students need to know?)

elegy
metaphor
stanza
couplet
psychological stages
grief

Learning Targets

Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

ELA.11.RI.3.B

TOPIC: Emily Dickinson -- 1 Week(s)

Description

The students will discover the literature of the great American female writer, Emily Dickinson.

Academic Vocabulary (What terms will students need to know?)

symbolism
stanza
alliteration
imperial
context
diction
syntax
theme

Learning Targets

UNIT: Research -- 6 Week(s)

Unit Description

Students will go through the writing process of a 4-page MLA research paper on an approved topic of their choice. The students will thoroughly go through the steps of researching, evaluating sources, writing the parts of an essay correctly, citing sources, and editing. .

Enduring Understandings/Essential Learner Outcomes

- What are "good" topics for a research paper?
- What makes a source "credible"?
- What is plagiarism?
- When does a writer use a parenthetical citation?
- What is a strong thesis statement?

Academic Vocabulary

MLA
parenthetical citation
citation
annotated bibliography
plagiarism
credible source
Google Docs formatting
weaving/paraphrasing sources within paper

TOPIC: Thesis Research -- 1 Week(s)

Description

Students will brainstorm AND begin preliminary research on potential topics.

Academic Vocabulary (What terms will students need to know?)

thesis statement
credible source
academic word choice
argumentation
debatable

Learning Targets

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Assessment: Students will complete the preliminary thesis/research/outline document

ELA.11.W.1.A.1

TOPIC: Thesis Proposal -- 3 Day(s)

Description

After conducting preliminary research, the students will present their thesis proposals to the entire class.

Learning Targets

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

Assessment: Presentation

ELA.11.SL.1.A

TOPIC: Annotated Bibliography -- 1 Week(s)

Description

Students will take their "works cited" page to a new level by annotating the sources. This will ensure that they actually read their sources and aren't blinded by one small piece of evidence that may have found.

Academic Vocabulary (What terms will students need to know?)

annotation
bibliography page
summarize
analyze

Learning Targets

TOPIC: Outlining -- 4 Day(s)**Description**

The students will go over the basics of outlining an essay and begin to understand the benefits of having a game plan before tackling a writing project of this size.

Academic Vocabulary (What terms will students need to know?)

Outline
main topic
subtopic
data
warrant
paraphrase
parenthetical citation

Learning Targets

Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

ELA.11.W.2.A

TOPIC: Body Paragraphs -- 6 Day(s)**Description**

Students will begin the writing of their body paragraphs, following the structure of their outline. We will also focus on parenthetical citations and properly quoting/paraphrasing sources.

Academic Vocabulary (What terms will students need to know?)

warrant
data
claim
support
parenthetical citation

Learning Targets

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

ELA.11.W.2.A

TOPIC: Intros and Conclusions -- 2 Day(s)**Description**

Students will begin to the always-difficult task of writing their introductions and conclusions. I find that focusing on them AFTER the paper is written helps students truly develop better and more impactful openings and closings. As I always say, how can you introduce something that you haven't even fully developed yet?

Academic Vocabulary (What terms will students need to know?)

Introduction
conclusion
ethos
pathos
logos

Learning Targets

Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

ELA.11.W.3.A

UNIT: Emerging Modernism -- 6 Week(s)

Unit Description

This unit traces the emergence of American modernism, including literature from World War I, and tracks the literature of "disillusionment" that followed the war. The students will build on the transcendentalist values presented in Unit 3 as well.

Enduring Understandings/Essential Learner Outcomes

What is the relationship between historical events and literature as they emerge in the works of the Harlem Renaissance?
How are the themes of hope and despair prevalent in this unit?
What is a Renaissance?

TOPIC: The Great Gatsby -- 4 Week(s)

Description

The students will read the great American novel *The Great Gatsby*. Throughout their reading, students will work with several facets of media, dive deeply into criticisms of the text, rip it apart searching for figurative language, and enjoy the literature in general.

Academic Vocabulary (What terms will students need to know?)

inclined
levity
prominent
conviction
epigram
domesticated
elaborate
arrogant
paternal
pungent
surname
deft
accentuated
imperatively
infinitesimal
complacency
devoid

Learning Targets

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Assessment: Written Document/Paper

ELA.11.RI.1.A

TOPIC: The Harlem Renaissance -- 1 Week(s)

Learning Targets

UNIT: 20th Century and Today -- 6 Week(s)

Unit Description

This unit looks at postmodernism in American literature. We will be looking at texts from the 1950's and even modern texts. The main text for this unit is JD Salinger's novel, *The Catcher in the Rye*.

Enduring Understandings/Essential Learner Outcomes

-How has the American dream changed throughout the time periods?
-Compare and contrast postmodernism and modernism.
-Analyzing film to text adaptations

TOPIC: The Catcher in the Rye/Into the Wild Literature Circle -- 4 Week(s)

Description

The students will divide into literature circles and select to read one of the two novels listed. This will round out our year as their large post-modern text.

Learning Targets



ELA.11.SL.2.B

TOPIC: T.S. Eliot and "The Love Song of J. Alfred Prufrock" -- 1 Week(s)

Learning Targets

TOPIC: Sylvia Plath Poetry -- 1 Week(s)

Learning Targets