

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Comp Lit 3AB				Course Code		F0407-F0408	
Transcript Title:	Comp Lit 3AB			Grades Levels:	11	Board Adoption Date:		May, 2014	
Content Area:	English			GPA Scale:	4.0	Date Course Submitted:		April, 2014	
Credential Req:			Graduation Subject Areas:		English				
UC/CSU "A-G" Area Approvals:				School Site that wrote and submitted the course:			Estancia, NHHS, CMHS, CdM, Early College, and Back Bay		
Recommend Skills):	Reading and Writing at grade level								
Next course(s):	Comp Lit 4AB								

COURSE DESCRIPTION (catalog summary):

Comp Lit III AB is designed to prepare students to engage a diverse array of classic and contemporary works in mediums ranging from text, video, audio, and other multimedia formats with a focus on American literature. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text. Using an integrated approach, students will explore literary criticism and study literature that represents great articulation in human communication, whether the thoughts and feelings come from ancient Greece or modern Japan, from Puritan New England or tribal Africa, or from Renaissance England or contemporary Mexico.

Students will develop their writing skills by examining various text types, functions, and rhetorical structure. They will also improve their writing skills by crafting arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information to develop one's own style and voice. This course will advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use to prepare students for real life experiences.

GOALS (expected performance outcomes for students):

Students will:

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1. Demonstrate independence by comprehending and evaluating grade-level texts across a range of types and disciplines so that they can construct effective arguments and articulate their own ideas.
2. Build strong content knowledge by reading purposefully and listening attentively in order to engage with works of quality and substance.
3. Respond in speaking and writing to the varying demands of audience, task, purpose, and discipline.
4. Engage in open-minded, but discerning conversations surrounding texts in order to question an author's or speaker's assumptions by assessing the veracity of claims and soundness of reasoning.
5. Use and value evidence when supporting their own points in writing and speaking, making their reasoning clear.
6. Use technology and digital media strategically and capably.
7. Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
8. Vicariously inhabit worlds and experiences much different than their own by reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews

Adapted from the Common Core "Habits of Mind"

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

- RL 11. 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL 11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL 11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).
- RL 11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL 11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL 11.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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RL 11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL 11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL 11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 11. 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI 11.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 11.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI 11.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

RI 11.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 11.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI 11.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI 11.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

RI 11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W 11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

W 11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W 11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W 11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W 11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

W 11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).

W 11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL 11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL 11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL 11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL 11.4 Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.
CA

a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)

SL 11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL 11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L 11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L 11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

L 11.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L 11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

c. Consult general and specialized reference materials (e.g., college level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

L 11.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EVALUATION (*how the effectiveness of the course will be monitored and assessed*):

Students will be given a benchmark assessment after each unit of study. Speaking and listening standards will be evaluated through class discussions. Narrative, analytical/informative, and argumentative writing will be assessed throughout the year, with a student choice of modalities at the end of the year to show mastery of audience and purpose. Writing will be assessed with common rubrics based on the various modalities.

CORE TEXT

Prentice Hall: The American Experience

SUPPLEMENTAL TEXTS

Always Running, The Crucible, The Great Gatsby, Catcher in the Rye, Raisin in the Sun, The Prince, Dr. Faustus, Their Eyes Were Watching God, One Flew Over the Cuckoo's Nest, Scarlett Letter, Our Town, A Streetcar Named Desire, Huckleberry Finn, Streetcar Named Desire, Into the Wild, For Whom the Bell Tolls, East of Eden, Sin and Syntax, The Grapes of Wrath, Black Boy, Incidents in the Life of a Slave Girl, If I Die in a Combat

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Zone, Tortilla Curtain, All the Pretty Horses, Sound and Sense, heart of Darkness, Hamlet, Szymborska: New and Collected, Chronicle of a Death Foretold, Death of a Salesman

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Unit 1	Length of Unit: 4.5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Voices, Virtues and Vices	<i>Logical Fallacies</i> <i>Scapegoats</i> <i>Witch Hunts</i> <i>McCarthyism</i> <i>Puritanism</i> <i>Theocracy</i> <i>Predestination</i> Nature of truth, Objective vs. Subjective, Absolution vs. relativism, Power, Authority, witch hunt Hypocrisy Conflicts- Internal/External Irony Headline Lead Sentence Pyramid Structure Bias/Unbiased reporting Types of articles in a newspaper	Benchmark Reading for Literature Key Ideas and Details RL 11.1 Cite strong and thorough textual evidence RL 11.2 Determine two or more themes or central ideas Reading for Information Key Ideas and Details RI 11.1 Cite strong and thorough textual evidence Integration of Knowledge and Ideas RI 11.8 Delineate and evaluate the argument BENCHMARK (October) Writing Text Types and Purposes W 11.2 Write <i>informative/explanatory texts</i> Language Vocabulary Acquisition and Use L 11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word <i>meanings.</i>	Read aloud and/or listen to audio of the play <i>The Crucible</i> by Arthur Miller Act I - Track facts and supposed facts pertaining to the witch hunt. Act II - Track opinions and subjective perspectives on the witch hunt. Act III - Track & define fallacies, especially from judges Synthesize evidence from the text, sort and classify tracked information. Compose 500-600 word summary of the witch hunt (discussing all major players), taking into account the sources of facts (and supposed facts). Assess and synthesize the various fallacies: ad hominem, hasty generalization, slippery slope, guilt by association, red	Primary Text: Prentice Hall: The American Experience Supplemental Text: <i>The Crucible</i> by Arthur Miller

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		Speaking and Listening SL 11.1. Initiate and participate effectively in a range of collaborative discussions	herring, argument from authority, post hoc, false dichotomy. Discuss with partner, small group, class Compose the closing argument for John Proctor (500-600 words) McCarthyism -- Class model for witch hunt. Partners -- select topic and divide into the two sides. Research each side of the witch hunt. SOURCE EVALUATION & CITATION Discuss and synthesize information.
Differentiation	Support -- for students who are struggling with the content	Content: <i>All students will read the play The Crucible by Arthur Miller. For struggling learners, the play can be read aloud in class, supported by audio. The film may be viewed. Teachers will provide vocabulary support.</i> Process: <i>All students may complete performance tasks in small groups or with</i>	

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		<i>partners.</i> Product: <i>All students will compose the required summative assessment. Students will have multiple opportunities to revise and edit their article. They may rewrite and revisit if necessary. If appropriate, the length requirement may be shortened.</i>	
	Extension – for high achieving students.	Content: <i>All students will read the play The Crucible by Arthur Miller independently. They will be given supplemental reading selections on the Puritans to enrich their understanding of the time period and historical context.</i> Process: <i>All students will be provided with extensive resources and links from the district's Wiki to support their continued understanding of The Crucible and the Puritans.</i> Product: For the summative newspaper article, high achieving students will be asked to format their article using publication software. Students will produce their article in a journalistic newspaper style (headline, byline, article in columns, appropriate graphics with cutlines, etc) Journalism Partners - Modern Witch Hunt: There is a congressional panel investigating a modern day witch hunt (Immigrants, Terrorists, LGBT, Political Group, Overweight, Smokers/Druggies, Atheists, Unions, Doping (athletes)). The panel is convening next week. You and your partner are journalists. You must write a newspaper article that informs the reader as clearly as possible about each side of the story.	
Evaluation	Formative Assessments <i>(ongoing & mid-lesson):</i> 1. Create a log while reading Act I of The Crucible that tracks the facts and supposed facts pertaining to the witch hunt. While reading Act 2, create a log that tracks opinions and subjective perspectives on the witch hunt. For Act 3, track and define the logical fallacies, especially from the judges. 2. Using your literary logs from Acts1-3, synthesize the evidence from the text and compose a 500 word summary of the witch hunt for Judge Hathorne. 3. Assess and synthesize the various fallacies: ad hominem, hasty generalization, slippery slope, guilt by association, red herring, argument from authority, post hoc, false dichotomy.		

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	<i>Summative Assessments</i> <i>(unit final evaluation):</i> Write informative/explanatory essay (Compose the closing argument for John Proctor in 500 words.)

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Unit 2	Length of Unit: 4.5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
American Roots	Values, freedom, majority rule, democracy, microcosm vs. macrocosm, Constitution	Reading for Literature Integration of Knowledge and Ideas RL 11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature Reading for Information Craft and Structure RI 11.3 Analyze a complex set of ideas or sequence of events RI 11.6 Analyze and author's point of view or purpose Integration of Knowledge and Ideas RI 11.7 Integrate and evaluate multiple sources RI 11.9 Analyze foundational US documents of historical and literary significance Range of Reading RI 11.10 Read and comprehend nonfiction Writing Text Types and Purposes W 11.2 Write informative/explanatory texts Research to Build and Present	Read and view texts in conjunction with each other and the daily writings and discussions. List of arguments/positions -- show how your philosophies/cornerstones relate to your (hypothetical) position. Ontological questions Identify and discuss consistencies and contradictions in the American experience. Assess the relationships: - Douglass/Jacobs & transcendentalists - Douglass/Jacobs & early American political documents - Transcendentalists & early American political documents Prepare individually, touch base in	Selections from the Primary Text: Prentice Hall: The American Experience including, The Declaration of Independence, Edgar Allan Poe short stories and poetry, Hawthorne's "The Minister's Black Veil", Emerson: "Nature" and "Self-Reliance", "Thanatopsis", Thoreau: "Civil Disobedience" and "Walden" <i>Supplemental Novels: The Narrative of the Life of Fredrick Douglass Incidents in the Life of a Slave Girl</i>

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		Knowledge W 11.8 Gather relevant information from multiple authoritative print and digital sources W 11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Language Conventions of Standard English L 11.1 Demonstrate command of the conventions L 11.2 Demonstrate command of capitalization, punctuation, and spelling when writing Speaking and Listening Comprehension and Collaboration SL 11.1 Initiate and participate effectively in a range of collaborative	small groups. Finish with a series of Socratic Seminars (alt.: Jigsaw)	
Differentiation	Support -- for students who are struggling with the content	Content: Modified supplemental literature (stories, poems, videos, etc), news articles/nonfiction text, complex literary devices Process: Templates, graphic organizers, revision and editing process Product: Samples, teacher modeling, peer sharing, writing conferences		
	Extension – for high achieving	Content: Supplemental literature (stories, poems, videos, etc), news articles/nonfiction text, complex literary devices		

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	students.	Process: Additional analysis of complex literary devices Product: More in-depth or extensive project/assignment parameters, inclusion of complex literary techniques. Scenario: You've just met one or more of the authors we've studied in this unit. Compose the dialogue you have with him/her/them; in the conversation, agree or disagree with the writer's ideas. Make clear how the philosopher/philosophy resonates with you and why.					
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): 1. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 3. Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. 4. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.						
	Summative Assessments (<i>unit final evaluation</i>): <i>Explanatory/Informative Essay (Length: 1000 words)</i>						

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Unit 3	Length of Unit – 4.5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Objectivity and Subjectivity	<i>Objectivity</i> <i>Subjectivity</i> <i>Connotation</i> <i>Denotation</i> <i>Gratuity</i> <i>Satire</i> <i>Irony</i> <i>Sarcasm</i> <i>Parody</i> <i>Burlesque</i> <i>Picaresque</i> <i>Allegory</i> <i>Censorship</i> <i>Archetype</i> <i>Argumentation</i> <i>Persuasion</i> <i>Claim</i> <i>Warrant</i> <i>Concession</i> <i>Refutation</i> <i>Counterclaim</i> <i>Evidence</i> <i>Rhetoric</i> <i>Exposition</i> <i>Ethos</i> <i>Pathos</i> <i>Logos</i>	Benchmark (January) Reading for Literature Key Ideas and Details RL 11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama Integration of Knowledge and Ideas RL 11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature Reading for Information Craft and Structure RI 11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning RI 11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument RI 11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective Writing	Read novel/supplemental texts. Track stylistic elements, devices: imagery/mood, dialect, characterization, satire Find examples of modern satire. Compare modern examples to examples from text. Imitative writing – e.g. modernize a scene, create a narrative in which the moods of two different settings contrast, compose your own satire, compose your own journey using elements of journey narrative Structured discussion – e.g. assess the validity of the arguments in the supplemental reading, Debate the topic of censorship – when, where, for whom and why should books be banned or censored, if at all?	Primary Text: Prentice Hall: The American Experience Supplemental Text: <u>Novels:</u> <i>The Adventures of Huckleberry Finn</i> <i>The Red Badge of Courage</i> <i>Winesburg, Ohio</i> <i>The Jungle</i> <u>Authors to explore poetry:</u> <i>Walt Whitman</i> <i>Emily Dickinson</i> <i>Langston Hughes</i> <i>Non-Fiction Selections</i>

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		Text Types and Purposes W 11.1 Write arguments to support claims in an analysis of substantive topics or texts			
Differentiation	Support -- for students who are struggling with the content	Content: <i>Remains the same</i> Process: <i>Audio/visual assistance</i> Product: <i>Modified notes or topic tracking, tie imitative writing to topic tracking to ensure prior knowledge, final essay includes teacher-supplied supplemental text</i>			
	Extension – for high achieving students.	Content: <i>More and more challenging supplemental readings</i> Process: <i>Greater and more detailed quality of notes reflective of deeper critical thinking</i> Product: <i>More than 1 imitative treatments, final essay uses multiple supplemental texts and texts found by students</i>			
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): • Read novel/supplemental texts. Track stylistic elements, devices: imagery/mood, dialect, characterization, satire • Find examples of modern satire. Compare modern examples to examples from text. • Imitative writing – e.g. modernize a scene, create a narrative in which the moods of two different settings contrast, compose your own satire, compose your own journey using elements of journey narrative • Structured discussion – e.g. assess the validity of the arguments in the supplemental reading, censorship – when, where, for whom and why should books be banned or censored, if at all?				
	Summative Assessments (<i>unit final evaluation</i>): <i>Write an argumentative position paper (3 – 5 pages)</i>				

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Unit 4: America Sings	Length of Unit 4 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Narration: Reading as a writer and crafting a narrative.	<i>Mood</i> <i>Narrative Voice</i> <i>Theme</i> <i>Symbol</i> <i>Imagery</i> <i>Detail</i> <i>Diction</i> <i>Allusion</i> <i>Metaphor</i> <i>Simile</i> <i>Hyperbole</i> <i>Onomatopoeia</i> <i>Personification</i> <i>Epiphany</i> <i>Tone</i> <i>Syntax</i>	Benchmark (January) Reading for Literature Key Ideas and Details RL 11.2. Determine two or more themes or central ideas of a text RL 11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama Craft and Structure RL 11.4 Determine the meaning of words and phrases Range of Reading RL 11. 10 Read and comprehend grade-level appropriate literature Writing Text Types and Purposes W 11.3 Write narratives Production and Distribution of Writing W 11.5 Develop and strengthen writing as needed Range of Writing W11.10 Write routinely over extended time frames	Study and analyze the elements of the text that bring the story to life and give it meaning. "Reverse engineering" a written passage and give a telling sentence associated with a scene provided by the instructor and have the students analyze how the author is showing, not telling. Teacher provides a telling sentence and student composes a showing passage. (Give telling sentence). Alternate: Students find telling sentences in drafts of their own narratives and revise it so that it shows instead of tells. Closely read and analyze the model passage (e.g. chapter 18 of <u>Their Eyes Were Watching God</u>) -- how does the author re-create reality. Identify and analyze figurative language, detail, diction, syntax, patterns, stylistic devices, tone, mood. (Give showing passage).	Primary Text: Prentice Hall: The American Experience Supplemental Text: <i>Their Eyes Were Watching God</i> <i>African-American Folktales</i> <i>Supplementary Non-fiction text:</i>
Differentiation	Support -- for students who are struggling	Content: <i>Gullah Language Translator</i> – <i>A document that provides the standard English translation for the language used in the book. Make audio version of the text available to students.</i>		

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	with the content	Process: Figurative Language Bookmark – Students track examples of figurative language for quick and easy future reference. Graphic Organizer – Assist students in searching through and breaking down the text. Stronger students mentor struggling students in peer writing conferences. Creating heterogeneous groups for class activities. Product: Allowances for essay length and mastery of more challenging of more stylistic and literary devices.		
	Extension – for high achieving students.	Content: Facilitate cross-textual connections (i.e.: with representation of the black experiences in Frederick Douglass, Huck Finn, and/or Incidents in the Life of a Slave Girl. Process: Stronger students mentor struggling students in peer writing conferences. Creating heterogeneous groups for class activities. Product: Encourage experimentation with more advanced narrative techniques and devices.		
Evaluation	Formative Assessments (ongoing & mid-lesson): 1. Read Text: Assessment will vary open response journal entries to more formal analysis and reading quizzes. 2. Telling sentence and showing passage annotations 3. Develop a “showing” passage. 4. Close Reading with a focus on how the author recreates reality.			
	Summative Assessments (unit final evaluation): Benchmark for Reading for Information and Reading for Literature Narrative: Write a personal narrative of approximately 1000 words in which you recount an experience. Demonstrate mastery of a variety of literary and stylistic devices and narrative technique.			

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Unit 5	Length of Unit: 4.5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Dreams Deferred</i>	American Dream, Idealistic, materialistic point of view, theme, use of color, symbolism, weather, setting, clothing, contrasts (location), detail, imagery, characterization, diction.	BENCHMARK (April/May) Reading for Literature Key Ideas and Details RL 11.1 Cite strong and thorough textual evidence to support analysis of what the text says RL 11.2. Determine two or more themes or central ideas of a text RL 11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story Craft and Structure RL 11. 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings RL 11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant Range of Reading RL 11. 10 Read and comprehend grade-level appropriate literature Speaking and Listening Comprehension and Collaboration SL 11.1 Initiate and participate effectively in a range of collaborative SL 11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance,	Background information on the time period revealed in the text as well as the literary movement influencing the author's choices within the text Read and track textual elements and evidence to support the essential questions. On a regular basis, small groups will meet to discuss the novel selected and give oral commentary based on analysis of literary elements, exploring big ideas/arguments/themes, and drive toward inductive reasoning. Timed Literary Analysis Essay	Primary Text: Prentice Hall: The American Experience Supplemental Text: <i>The Great Gatsby</i> <i>Grapes of Wrath</i> <i>A Farewell to Arms</i> Supplementary texts may also include Harlem Renaissance authors and historical background

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	premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas SL 11.4 Present information, findings, and supporting evidence Writing Text Types and Purposes W 11.2 Write informative/explanatory texts Production and Distribution of Writing W 11.5 Develop and strengthen writing as needed W 11. 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback Research to Build and Present Knowledge W 11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing W11.10 Write routinely over extended time frames Language Conventions of Standard English L 11.1 Demonstrate command of the conventions L 11.2 Demonstrate command of capitalization, punctuation, and		

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		spelling when writing Vocabulary Acquisition and Use L 11.3 Apply knowledge of language to understand how language functions		
Differentiation	Support -- for students who are struggling with the content	Content: Audio, video; scaffolded reading Process: Small-group discussions; graphic organizers Product: Color-coded handouts; modeling; writing conferences		
	Extension – for high achieving students.	Content: Supplemental literature; complex literary devices Process: Leadership roles in class activities Product: Annotated copies of supplementary materials; self-organized notes on themes and ideas of the books of the year. Book Club discussion		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Annotations of texts Discussions based on Essential Questions: How do an author's choices determine meaning? What makes an individual great? How do we assign blame or responsibility when tragedy strikes? What is the American Dream? What are the dark sides of the American Dream? How does the narrative perspective, point of view convey meaning, theme, significance?			
	Summative Assessments (<i>unit final evaluation</i>): Timed Literary Analysis Essay			

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Unit 6	Length of Unit 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
American (Dis)illusion American dream & society, women & men, Identity	American dream: pessimism, optimism, idealism, materialism Gender roles: dominance, submissiveness, power, identity Writing modes: Argumentative, explanatory/informative, narrative	BENCHMARK (April/May) Reading for Literature Integration of Knowledge and Ideas RI 11.7 Integrate and evaluate multiple sources RI 11.8 Delineate and evaluate the argument and specific claims in a text RI 11.9 Analyze foundational US documents of historical and literary significance Writing Text Types and Purposes W 11.1 Write arguments to support claims in an analysis of substantive topics or texts, Language Conventions of Standard English L 11.1 Demonstrate command of the conventions L 11.2 Demonstrate command of capitalization, punctuation, and spelling when writing Knowledge of Language L 11.3 Apply knowledge of language to understand how language functions Vocabulary Acquisition and Use	Read and annotate text Compare text to <i>another American Literary text</i> Structured discussion on the theme of American illusion bringing in seminal US texts Argumentative Essay	Primary Text: Prentice Hall: The American Experience Supplemental Text: <i>A Streetcar Named Desire</i> <i>Our Town</i> <i>Ragtime</i> <i>Seminal US texts including: US Supreme Court opinions, presidential addresses, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address</i>

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		L 11.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases L 11.5 Demonstrate understanding of figurative language, word relationship, and nuances L 11.6 Acquire and use accurately general academic domain-specific words and phrases		
Differentiation	Support -- for students who are struggling with the content	Content: video clips, re-teaching, modified pacing Process: modeled work, informed partnering, small group discussions Product: graphic organizers, provided supplementary material, adjusted length expectations for writing assessment		
	Extension – for high achieving students.	Content: linked texts, additional supplementary materials Process: leading group discussions, modeling work, informed partnering Product: self-researched supplementary material, mode choice option,		
Evaluation	Formative Assessments (ongoing & mid-lesson): • Close reading annotations and essay topic brainstorms • Tracking notes on similarities/differences between text and another American literary text • Small group discussions or jigsaws on student-researched supplementary material related to various essay topics • Socratic seminar and accompanying student notes used to prepare for summative essay (especially counterargument)			

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	Summative Assessments <i>(unit final evaluation):</i> Argumentative Essay -- Agree/disagree, assess validity on the following topics: 1. AMERICAN DREAM & SOCIETY: 2. WOMEN & MEN 3. IDENTITY
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Unit 7	Length of Unit: 4.5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
American Struggle	<i>Alienation</i> <i>Isolation</i> <i>Existential</i> <i>Legacy</i> <i>Empathy</i> <i>Regret</i>	Benchmark (April/May) Reading for Literature Key Ideas and Details RL 11.1 Cite strong and thorough textual evidence to support analysis RL 11.2 Determine the central ideas of a text RL 11.3 Analyze the impact of the author's choice regarding how to develop and relate elements of a story Craft and Structure RL 11.4 Determine the meaning of words and phrases RI 11.5 Analyze how an author's choice concerning how the structure of a text contributes to its overall structure and meaning RL 11.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated Integration of Knowledge and Ideas RL 11.7 Analyze the representation of a subject in two different mediums Reading for Information Key Ideas and Details RI 11.1 Cite strong and thorough textual evidence to support analysis of what the text says RI 11.2 Determine two or more central ideas of a text	Pre-reading on character analysis Reflective Journals on the central idea in the text Class Discussions citing textual evidence: For <i>Catcher in the Rye</i> : Discuss the key objects in Holden's life (such as his hat, Allie's mitt, ducks, etc.). Relate to a sacred object of your own. For <i>Things They Carried</i> (and perhaps <i>Combat Zone</i>): Look at the literal things they carry, discuss the figurative significance, and develop a list of "things" you carry. Show documentaries, read nonfiction on war protests; connect to war text in a structured discussion. Focus discussion on iconic images and how they relate to the texts. Group seminar participants by motif, symbol, or other text	Primary Text: Prentice Hall: <i>The American Experience</i> Supplemental Text: <i>Catcher in the Rye</i> <i>The Things They Carried</i> <i>Fences</i> <i>If I Die in a Combat Zone</i> War Poetry Research on Agent Orange (science connection) Iconic Images (soldiers coming home from war, etc.)

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	RI 11.3 Analyze a complex set of ideas or sequences of events Craft and Structure RI 11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective persuasiveness, or beauty of the text. Integration of Knowledge and Ideas RI 11.7 Integrate and evaluate multiple sources of information presented in different media or formats Range of Reading RI 11.10 Read and comprehend nonfiction BENCHMARK (JUNE) Writing Text Types and Purposes W 11.1 Write argument W 11.2 Write informative/explanatory W 11.3 Write narratives Production and Distribution of Writing W 11.4 Produce clear and coherent writing W 11.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products Research to Build and Present Knowledge W 11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research Range of Writing	element. Option: Develop groups based on their free-choice writing. Modality Choice essay	Propaganda Posters

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		W11.10 Write routinely over extended time frames Speaking and Listening Comprehensions and Collaboration SL 11.1 Initiate and participate effectively in a range of collaborative discussions SL 11.2 Integrating multiple sources of information presented in diverse formats and media		
Differentiation	Support -- for students who are struggling with the content	Content: Audio, video, ESL, modified text Process: Templates, graphic organizers, revision and editing process Product: Samples, teacher modeling, peer sharing, writing conferences		
	Extension – for high achieving students.	Content: Supplemental literature (stories, poems, videos, etc.), news articles/nonfiction text, complex literary devices Process: Additional analysis of complex literary devices Product: More in-depth or extensive project/assignment parameters, inclusion of complex literary techniques		
Evaluation	Formative Assessments (ongoing & mid-lesson): Character analysis Reflective Journals Class Discussions citing textual evidence: Synthesis of information from various sources			

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	Summative Assessments <i>(unit final evaluation):</i> <i>Benchmark for Reading for Information and Reading for Literature</i> <i>Student Choice Essay</i>
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Unit 8	Length of Unit: 4.5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Contemporary Issues	<i>Assimilation</i> <i>Stereotypes</i> <i>Discrimination</i> <i>Cultural /multicultural differences</i> <i>Ethnocentric</i> <i>Immigrants</i> <i>Racism</i>	Reading for Information <i>Integration of Knowledge and Ideas</i> RI 11.7 Integrate and evaluate multiple sources BENCHMARK (JUNE) Writing <i>Text Types and Purposes</i> W 11.2 Write informative/explanatory <i>Production and Distribution of Writing</i> W 11.5 Develop and strengthen writing as needed W 11.6 Use technology, including the internet, to produce, publish, and update <i>Research to Build and Present Knowledge</i> W 11.7 Conduct short as well as more sustained research projects to answer a question W 11.8 Gather relevant information from multiple authoritative print and digital sources W 11.9 Draw evidence from literary and informational texts to support analysis, reflection, and research.	Read the Text: Name-significance assignment. Journal Prompts on human relations -- for writing and/or discussion. Contemporary issue exploration: Instructor provides background and resources on issue. In class discussion (open/free) (Purely exploratory -- not taking a position, argumentative) Cultural Research: Research the culture (as big/small, broad/specific as instructor deems appropriate) Goal -- understanding and sensitivity, not facts and figures. Possibility: Compare and contrast researched culture with student's own culture. Sharing Culture Research: Small group discussions Structured discussion Presentations	Primary Text: Prentice Hall: <i>The American Experience</i> Supplemental Text: <i>A Raisin in the Sun</i> <i>By Lorraine Hansberry</i> <i>Tortilla Curtain</i> <i>By T.C. Boyle</i>

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		Speaking and Listening Presentation of Knowledge and Ideas SL 11.5 Make strategic use of digital media SL 11.6 Adapt Speech to a variety of contexts and tasks		
Differentiation	Support -- for students who are struggling with the content	Content: <i>All students will read the core text. For struggling learners, the text can be read aloud in class, supported by audio. The film may be viewed. Teachers will provide vocabulary support.</i> Process: <i>All students may complete performance tasks in small groups or with partners.</i> Product: <i>All students will compose the required summative assessment. Students will have multiple opportunities to revise and edit their final assessment. They may rewrite and revisit if necessary. If appropriate, the length requirement may be shortened.</i>		
	Extension – for high achieving students.	Content: <i>All students will read the text independently. They will be given supplemental reading selections on contemporary issues to enrich their understanding of the text.</i> Process: <i>All students will be provided with extensive resources and links from the district's Wiki to support their continued understanding.</i> Product: <i>Students will have a choice of 3 summative assessments to choose from.</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): • Journal entries • Annotated reading and resources • Culture compare and contrast writing • Class discussion led by teacher and students			
	Summative Assessments (unit final evaluation): The 21st century demands a sensitivity to culture and an understanding of contemporary issues. This is your chance to get yourself ready for the wide world outside of the school walls. Three essay options: One Narrative (epilogue), One Argumentative, One Explanatory			

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	Site-level, grade-level, teacher, or student choice. Caveat: For the final three units, students (or teacher) must select a mix of modes...definitely one argumentative, ideally one of each. Argumentative: Take a position on the contemporary issue (Tortilla and Raisin: Race issues and/or immigration) Exp/Inf: 1) Compose an essay on the culture you researched. Narrative: 1) Write an epilogue. 2) Students develop a hip-hop album in which they explore existential issues. (Certain instructors may allow for alternate forms of music.)		