

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p><b>Pre-19th C. Literature Essential Questions</b></p> <hr/> <p>How did our nation’s literature begin?</p> <p>How does native mythology turn to Puritan non-fiction?</p> <p>What kind of documents are produced in our nation’s infancy?</p>	<p><b>CCSS.ELA-LITERACY.RL.11-12.1</b></p> <p><b>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.</b></p> <p><b>CCSS.ELA-LITERACY.RL.11-12.2</b></p> <p><b>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</b></p>	<ul style="list-style-type: none"> <li>• I can define textual evidence</li> <li>• I can define inference and explain how to use evidence from the text to reach a logical conclusion</li> <li>• I can read closely and find answers explicitly in text and answers that require an inference</li> <li>• I can analyze an author’s words and find pieces of textual evidence to support explicit and inferential questions</li> <li>• I can determine places in the text that leave matters uncertain</li> <li>• I can define theme</li> <li>• I can analyze plot to determine two or more themes</li> <li>• I can determine how multiple themes work together to produce</li> </ul>	<p><i>Prentice Hall’s Hall American Literature: Timeless Voices, Timeless Themes</i> Literature includes, but is not limited to the following:</p> <p>John Smith’s <i>General History of Virginia</i></p> <p><i>The Declaration of Independence</i></p> <p>Olaudah Equiano’s <i>The Interesting Narrative</i></p> <p>Emily Dickinson’s poems</p> <p>Edgar Allan Poe’s</p>	<p>Digital Narrative Showcasing Early American Literature for younger in-district students</p> <p>Creation of 3 artifacts which reflect the student’s understanding of the literature. Each artifact is accompanied by a piece of writing which draws out evidence and importance of the artifact and literature.</p>

<p><b>19th C. Literature Essential Questions</b></p> <hr/> <p>In what ways does literature and the structure of it change after the Revolutionary War?</p> <p>What does the addition of fiction do to American culture?</p> <p>How does poetry change as the century progresses?</p>	<p><b>objective summary of the text.</b></p> <p><b>CCSS.ELA-LITERACY.RL.11-12.3</b></p> <p><b>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 are introduced and developed).</b></p> <p><b>CCSS.ELA-LITERACY.RL.11-12.4</b></p> <p><b>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</b></p>	<p>a complex piece of literature</p> <ul style="list-style-type: none"> <li>• I can define summary</li> <li>• I can compose an objective summary stating the key points of the text</li> <li>• I can identify elements of a story or drama</li> <li>• Can analyze how elements of a story or drama are developed and/or interrelated</li> <li>• I can analyze the impact of an author's choices in presenting elements of a story or drama</li> <li>• I can define and identify various forms of figurative language</li> <li>• I can distinguish between literal and figurative language</li> <li>• I can recognize the</li> </ul>	<p><i>The Fall of the House of Usher</i></p> <p><i>The Emancipation Proclamation</i></p> <p>Sandra Cisneros's Essays</p> <p>John Hersey's <i>Hiroshima</i></p> <p>Flannery O'Connor's "The Life You Save May Be Your Own"</p> <p>Various Articles of the Week covering local and global issues across various topics including but not limited to news, technology, environment, sports.</p>	<p>Student creates actionable goals for reading and presenting. Then he/she is fully expected to meet those goals and is held accountable to them.</p> <p>Written responses to Articles of the Week</p> <p>Weekly completion of Word Wall activity</p> <p>Alternating Week Literature Reflections</p> <p>Final Written Exam includes contextual questions in relating current history to</p>
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<p>How does the literature mirror the culture of the time?</p> <p>How does the Civil War influence literature?</p> <p><b>20th C Literature Essential Questions</b></p> <hr/> <p>How does immigration change literature?</p> <p>How do different cultures add to the literature of our nation?</p>	<p><b>beautiful. (Include Shakespeare as well as other authors.)</b></p> <p><b>CCSS.ELA-LITERACY.RL.11-12.5</b></p> <p><b>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.</b></p>	<p>difference between denotative meanings and connotative meanings</p> <ul style="list-style-type: none"> <li>• I can analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect</li> <li>• I can analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text</li> <li>• I can determine how an author chose to structure specific parts of a text</li> <li>• I can analyze specific parts of text and explain how the individual parts fit into the overall structure</li> <li>• I can analyze how an author's choice of structuring</li> </ul>	<p>Supplemental material including but not limited to online material supplied by the teacher, newspaper/magazine articles connecting early literature to modern day, student-found literature, and more</p>	<p>early American history.</p>
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<p>How do the numerous wars of the 20th C. shape the literature of the time?</p> <p>How does the emergence of female authors change literature?</p> <p>What is the scope of American literature from pre-Revolution to now?</p>	<p><b>CCSS.ELA-LITERACY.RL.11-12.6</b></p> <p><b>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</b></p> <p><b>CCSS.ELA-LITERACY.RL.11-12.9</b></p> <p><b>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from</b></p>	<p>specific parts of a text affects the overall meaning</p> <ul style="list-style-type: none"> <li>• I can analyze how an author’s choice of structuring specific parts of a text creates an aesthetic impact</li>   <li>• I can identify an author’s point of view in a text</li>   <li>• I can determine when an author is requiring the reader to make an inference as to what is really meant</li>   <li>• I can recognize when authors use literary techniques to shape the content and style of a text</li>   <li>• I can identify various foundational works of American literature from different time periods</li> </ul>		
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	<p><b>the same period treat similar themes or topics.</b></p> <p><b>CCSS.ELA-LITERACY.RL.11-12.10</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• I can identify two or more texts from the same time period that contain similar themes or topics</li> <li>• I can analyze how authors of two or more texts from the same time period treat similar themes or topics</li> <li>• I can analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period</li> <li>• I can recognize when the text I am reading is too easy or too difficult for me</li> <li>• I can determine reading strategies that will help me comprehend difficult texts</li> </ul>		
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	<p><b>CCSS.ELA-LITERACY.RI.11-12.1</b></p> <p><b>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.</b></p> <p><b>CCSS.ELA-LITERACY.RI.11-12.2</b></p> <p><b>Determine two or more central ideas of a text and analyze their</b></p>	<ul style="list-style-type: none"><li>• I can define textual evidence</li><li>• I can define inference and explain how to use evidence from the text to reach a logical conclusion</li><li>• I can read closely and find answers explicitly in text and answers that require an inference</li><li>• I can analyze an author's words and find pieces of textual evidence to support explicit and inferential questions</li><li>• I can determine places in the text that leave matters uncertain</li></ul> <ul style="list-style-type: none"><li>• I can define central idea</li></ul>		
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	<p><b>development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</b></p> <p><b>CCSS.ELA-LITERACY.RI.11-12.3</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• I can determine two or more central ideas of a text</li> <li>• I can determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning</li> <li>• I can analyze how central ideas develop over the course of a text</li> <li>• I can compose an objective summary stating the key points of a text</li> </ul> <ul style="list-style-type: none"> <li>• I can determine a complex set of ideas or sequence of events conveyed in a text</li> <li>• I can analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events</li> </ul>		
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	<p><b>CCSS.ELA-LITERACY.RI.11-12.7</b></p> <p><b>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></p>	<p>uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose</p> <ul style="list-style-type: none"> <li>• I can analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text</li> </ul> <ul style="list-style-type: none"> <li>• I can identify multiple sources of information presented in different media or formats as well as in words to assist me in addressing a question or solving a problem</li> <li>• I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem</li> <li>• I can integrate effective information I have gathered to answer a question or solve a</li> </ul>		
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	<p><b>CCSS.ELA-LITERACY.RI.11-12.8</b></p> <p><b>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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</b></p>	<p>problem</p> <ul style="list-style-type: none"> <li>• I can determine the purpose behind the creation of seminal U.S. texts</li> <li>• I can identify constitutional principles and/or legal reasoning found in seminal U.S. texts</li> <li>• I can outline and evaluate the application of constitutional principles and the use of legal reasoning in seminal U.S. texts</li> <li>• I can identify the premises, purposes, and arguments found in works of public advocacy</li> <li>• I can outline and evaluate the premises, purposes, and arguments found in works of public advocacy</li> </ul>		
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	<p><b>CCSS.ELA-LITERACY.RI.11-12.9</b></p> <p><b>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</b></p>	<ul style="list-style-type: none"> <li>• I can identify various foundational U.S. documents of historical and literary significance from different time periods</li> <li>• I can identify themes, purposes, and rhetorical features used in various foundational U.S. documents of historical and literary significance</li> <li>• I can analyze how different foundational U.S. documents utilize themes and rhetorical features</li> </ul>		
	<p><b>CCSS.ELA-LITERACY.RI.11-12.10</b></p> <p><b>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as</b></p>	<ul style="list-style-type: none"> <li>• I can recognize when the text I am reading is too easy or too difficult for me</li> <li>• I can determine reading strategies that will help me</li> </ul>		

	<p><b>needed at the high end of the range.</b></p> <p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p><b>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.</b></p>	<p>comprehend difficult texts</p> <ul style="list-style-type: none"> <li>• I can review and/or research material(s) to be discussed and determine key points and/or central ideas</li> <li>• I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue</li> <li>• I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making</li> <li>• I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas</li> <li>• I can participate in a discussion by posing questions that connect the ideas of several speakers, responding</li> </ul>		
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	<p>CCSS.ELA-LITERACY.SL.11-12.2</p> <p><b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order</b></p>	<p>to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue</p> <ul style="list-style-type: none"> <li>• I can propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives</li> <li>• I can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required</li> <li>• I can identify various purposes for presenting information to a reader or audience</li> <li>• I can analyze the information</li> </ul>		
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	<p><b>to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p>CCSS.ELA-LITERACY.SL.11-12.3</p> <p><b>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.</b></p> <p><b>Presentation of Knowledge and Ideas:</b></p>	<p>presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems</p> <ul style="list-style-type: none"> <li>• I can evaluate the credibility and accuracy of various presentations and note any discrepancies</li> <li>• I can define point of view as how the speaker feels about the situation/topic being presented</li> <li>• I can determine a speaker's point of view and explain his/her reasoning</li> <li>• I can define rhetoric</li> <li>• I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose</li> </ul>		
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	<p>CCSS.ELA-LITERACY.SL.11-12.4</p> <p><b>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.</b></p>	<ul style="list-style-type: none"> <li>• I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker</li> <li>• I can present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective</li> <li>• I can present my information in a sequence that allows the listener to follow my line of reasoning</li> <li>• I can address alternative or opposing perspectives in my presentation</li> <li>• I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks</li> </ul>		
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	<p>CCSS.ELA-LITERACY.SL.11-12.5</p> <p><b>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.</b></p>          <p>CCSS.ELA-LITERACY.SL.11-12.6</p> <p><b>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</b></p>	<ul style="list-style-type: none"><li>• I can identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and/or additional interest</li><li>• I can integrate appropriate digital media in a strategic manner to improve my presentation</li><li>• I can identify various reasons for speaking</li><li>• I can determine speaking tasks that will require a formal structure</li><li>• I can compose a formal speech that demonstrates a command of grades</li></ul>		
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CCSS.ELA-LITERACY.L.11-12.1

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

- I recognize that the conventions of standard English usage can change over time
- I can recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper
- I can consult reference materials to resolve issues of complex or contested usage of standard English

CCSS.ELA-LITERACY.L.11-12.2

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

- I can determine when to capitalize words
- I can apply common hyphenation conventions
- I can recognize that there are many different rules concerning hyphens and use resources to assist me in hyphenating correctly

	<p>CCSS.ELA-LITERACY.L.11-12.3</p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• I can identify misspelled words and use resources to assist me in spelling correctly</li> <li>• I can identify how language functions in different contexts</li> <li>• I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension</li> <li>• I can explain that syntax refers to how words are arranged to form sentences</li> <li>• I can identify regular/normal syntax</li> <li>• I can identify irregular/varied syntax</li> <li>• I can write using varied syntax and consult references for guidance as needed</li> <li>• I can recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to</li> </ul>		
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	<p>CCSS.ELA-LITERACY.L.11-12.4</p> <p><b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</b></p>	<p>emphasize ideas, etc.</p> <ul style="list-style-type: none"><li>• I can infer the meaning of unknown words using context clues</li><li>• I can recognize and define common affixes and roots</li><li>• I can break down unknown words into units of meaning to infer the definition of the unknown word</li><li>• I can use patterns of word changes to determine a word's meaning as part of speech</li><li>• I can verify my inferred meaning of an unknown word, its part of speech, its etymology, and/or its standard usage by consulting general and specialized reference materials</li></ul>		
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	<p>CCSS.ELA-LITERACY.L.11-12.5</p> <p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<ul style="list-style-type: none"> <li>• I can define and identify various forms of figurative language</li> <li>• I can interpret figures of speech and analyze their overall role in the text</li> <li>• I can recognize word relationships and use the relationship to further understand multiple words</li> <li>• I can recognize the difference between denotative meanings and connotative meanings</li> <li>• I can analyze how certain words and phrases that have similar denotations can carry different nuances</li> </ul>		
	<p>CCSS.ELA-LITERACY.L.11-12.6</p> <p><b>Acquire and use accurately general academic and domain-specific words and</b></p>	<ul style="list-style-type: none"> <li>• I can recognize the difference between general academic words and phrases and domain-specific words</li> </ul>		

	<p><b>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.</b></p>	<p>and phrases</p> <ul style="list-style-type: none"><li>• I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening.</li><li>• I can consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning</li><li>• I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression</li></ul>		
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