



Marietta City Schools
2024-2025 District Unit Planner

American Literature

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| Unit title | <i>American Success</i> | Unit duration | <i>7 Weeks</i> |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards:

Literary:

ELAGSE11-12RL3 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).

ELAGSE11-12RL4: 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

Writing:

ELAGSE11-12W1a: 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.

Supporting Standards:

Literary

ELAGSE11-12RL2 Determine two or more themes or central ideas of 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.

Informational:

ELAGSE11-12RI1 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.

ELAGSE11-12RI2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

ELAGSE11-12RI3 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.

Writing:

ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language:

ELAGSE11-12L1 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 English) as needed.

Speaking and Listening:

Learning Targets:

- Students will be able to analyze the impact of the author’s choices regarding how to develop and relate elements of a text.
- Students will determine the meaning of words and phrases in a text, as well as their figurative and connotative meanings.
- Students will be able to determine 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
- Students will be able to Introduce precise, knowledgeable claim(s).
- Students will be able to establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims.
- Students will be able to create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Essential Questions

1. What was the author's purpose in writing the text?
2. How do complex characters help to develop a text?
3. How do various connotations of words and phrases impact meaning in a text?
4. How are two or more themes developed over the course of a text?
5. How do two or more themes intertwine over the course of a text?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment(s):

1. Reading comprehension checks
2. Grammar supports - Dialogue and detail through NoRedInk and other teacher identified resources to be added on Schoology pages
3. Double-Sided Journal Entry (initial entry)
4. (Honors) Constructed Response:
 - a. F. Scott Fitzgerald wrote *The Great Gatsby* when the Roaring Twenties were at their height, criticizing the flaws and limitations he saw in American society. Consider the ways in which our society now resembles and differs from that of the 1920s. Write a constructed response in which you argue whether one of Fitzgerald’s criticisms of American society still holds true.
5. (Honors) Political Cartoon Analysis

Priority GSE Standards Addressed: RL3, RL4, W1a

Supporting GSE Standards Addressed: RL2,RI1, RI2, RI 3, W4, L1

Summative Assessment(s):

1. Double-Sided Journal Entry- *Student Prompt:* With this journal, you are demonstrating your acquired knowledge of objective summary and analysis of the concept of “American Success” through the author’s use of figurative language. You must produce 5 analysis entries that include a specific quote (with page number), objective summary for the quote, and an analysis of the symbol present in the quote IN RELATION TO THE exploration of “American Success”. Your quote can and should be in relation to the idea of success or identity. Please reference the example provided for expected structure of writing and depth of analysis.
2. Figurative Language (Mini-Summative)
3. *The Great Gatsby* Comprehensive (Mini-Summative)
4. Students will develop an argumentative paper responding to the following prompt: “Does the American Dream exist, and is it available to all?” Students will utilize primary source documents to define the American Dream, and then justify their answer to the prompt with evidence from the identified anchor text and a primary source document from Unit 2 and the literary text from Unit 3.
5. Color Symbolism Project (Honors)
 - a. Analyze the symbolic meaning of colors used throughout the novel
 - b. Analyze the way color symbolism affects the meaning and aesthetic power

Priority GSE Standards Addressed: W1, W3, RL2, RL3

Learning Experiences

Add additional rows as needed.

| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
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| | | All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB. |
| Knowledge; Comprehension; Analysis DOK 3 | <ol style="list-style-type: none"> 1. Teacher will begin unit with poetry of various, diverse American voices 2. Teachers will provide background knowledge of historical context for Roaring 20s 3. Teacher will conduct a mini-lesson on figurative language to assess for instructional gaps or retention issues. The mini lesson will include information for the following: <ul style="list-style-type: none"> · Metaphor · Simile · Imagery · Symbol · motif 4. Teacher will conduct a mini-Lesson on impact of figurative language in poetry 5. Teacher will conduct Guided Practice on Poetry analysis 6. Students will have independent practice for poetry analysis through formative checks (objective summaries) | Gradual Release Cooperative Learning Teacher Conferencing Opportunity for Jigsaw |
| Knowledge; Remembering; Understanding; Application DOK 2 | <ol style="list-style-type: none"> 1. Teachers will facilitate a Book tasting for Anchor Text to allow students to identify and articulate the commonality in how the books approach the idea of success in America. 2. Students will conduct a poetry analysis to recognize and determine the effects of figurative language 3. Recall the difference between theme and main idea. * Development over course of text 4. Students will read anchor text and complete analysis questions to ensure understanding of the text. 5. Students will read cold reads to determine how the Unit theme of success is evident in the text. 6. Students will utilize constructed responses and analysis skills to track evidence through argument. 7. Students will utilize double-sided journal to construct an in-class extended constructed response that is a synthesis analysis of the text: Directions: With this journal, you are demonstrating your acquired knowledge of objective summary and analysis of the concept of “American Success” through the author’s use of figurative language. You must produce 5 analysis entries that include a specific quote (with page number), objective summary for the quote, and an analysis of the symbol present in the quote IN RELATION TO THE exploration of “American Success”. Your quote can and should be in relation to the idea of success or identity. Please reference the example provided for expected structure of writing and depth of analysis. | Gradual Release Cooperative Learning Teacher Conferencing |
| Analyze/Evaluate DOK 4 | <ol style="list-style-type: none"> 1. Teachers will facilitate the students in constructing a timeline of America through literature to see how students understand the growth of a country. 2. Teachers will provide mini-lessons on argument and constructing an outline. 3. Students will construct an argumentative outline on the following using texts from Units 2, 3, and 4: Students will develop an argumentative speech responding to the following prompt: | Spaced Practice Peer Conferencing |

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| | <p>Analyze the interpretation of American success through the pursuit of the American Dream using the following texts:</p> <ul style="list-style-type: none"> -The Declaration of Independence (related to the creation of America) -The Great Gatsby by F. Scott Fitzgerald <p>Consider how these texts depict the definition of success and the impact of socio-economic (class, race, gender) factors on the pursuit of the American Dream. Discuss the values and challenges presented in these texts and argue whether the interpretation of that dream has evolved over time.</p> | |
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Content Resources

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| <p>On-Level Resources</p> <p>Anchor Text (s)</p> <p><i>The Great Gatsby</i>, F. Scott Fitzgerald</p> <p>Supplemental/Ancillary Text (s)</p> <ol style="list-style-type: none"> 1. Tupac, The Rose that grew from Concrete 2. Emma Lazarus, The New Colossus 3. Langston Hughes, Let America Be America Again 4. Joseph Bruchac, Ellis Island (great for ESOL) 5. “Mi Problema”, from Chicana Falsa, Michelle Serros 6. Whitman, I hear America singing | <p>Honors Resources</p> <p>Anchor Text (s)</p> <p><i>The Great Gatsby</i>, F. Scott Fitzgerald</p> <p>Supplemental/Ancillary Text (s)</p> <p>Poetry Set</p> <ol style="list-style-type: none"> 1. Tupac, The Rose that grew from Concrete 2. Emma Lazarus, The New Colossus 3. Langston Hughes, Let America Be America Again 4. Joseph Bruchac, Ellis Island (great for ESOL) 5. “Mi Problema”, from Chicana Falsa, Michelle Serros 6. Whitman, I hear America singing <p>Informational Article(s)</p> <p>“The Fallacy of Success” G.K. Chesterton</p> <p>“Greater Than Gatsby: The Struggles and Travails of F. Scott Fitzgerald” Jared Levy</p> <p>“The Great Gatsby Curve: The Harsh Truth about the American Dream: Jared Levy</p> |
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