



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

American Literature (On-Level & Honors)

See extensions in the Unit Planner for Honors

Unit title	Unit 2: <i>Structure, Style, and Techniques through American Literary Periods</i>	MYP year	N/A	Unit duration (hrs)	<i>7 Weeks (26.5 Hours)</i>
-------------------	---	-----------------	-----	----------------------------	-----------------------------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p><u>Grammar Conventions (GC)</u> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><u>Vocabulary (V)</u> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p><u>STANDARD 11.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts</p> <p><u>STANDARD 11.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</p> <p><u>STANDARD 11.L.V.1: General, Academic, & Specialized Vocabulary</u> Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.</p> <p><u>STANDARD 11.L.V.2: Word Analysis</u> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.</p> <p><u>STANDARD 11.L.V.3: Meaning & Purpose</u> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

<p>TEXTS</p>	<p><u>Context (C)</u> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.</p> <p><u>Structure & Style (SS)</u> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis (RA)</u> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><u>Periods & Movements (PM)</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p><u>STANDARD 11.T.C.1: Purposes & Audiences</u> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><u>STANDARD 11.T.C.2: Authors & Speakers</u> Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD 11.T.SS.1: Organization</u> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><u>STANDARD 11.T.SS.2: Craft</u> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><u>STANDARD 11.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 11.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 11.T.T.4: Poetic Techniques</u> Evaluate and apply poetic techniques to enhance</p> <p><u>STANDARD 11.T.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.</p> <p><u>STANDARD 11.T.PM.1: Periods & Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<p>PRACTICES</p>	<p><u>Situating Texts: Author, Audience, Context, & Purpose (ST)</u> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts</p> <p><u>Author's Craft (AC)</u> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</p>	<p><u>STANDARD 11.P.ST.1: Context</u> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><u>STANDARD 11.P.AC.1: Reading like a Writer</u> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

	<p>Collaboration & Presentation (CP)* Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p>	<p>techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p> <p>STANDARD 11.P.AC.3: Text Design- Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p> <p>STANDARD 11.P.CP.1: Collaboration* Collaborate with others to accomplish shared goals and projects.</p> <p>STANDARD 11.P.CP.2: Presentation* Use presentation skills to tailor communication to target audiences for specific purposes.</p>
--	--	---

MCS Gifted Standards
(applicable to advanced content course level only)

Strand 2: Creative Thinking Skills

MCS.Gifted.S2C: Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.

Strand 3: Higher Order Thinking and Problem Solving Skills

MCS.Gifted.S3A: Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

Strand 4: Advanced Communication and Collaboration Skills

MCS.Gifted.S4D: Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

Unit Vocabulary

Academic	Specialized	General
<p><i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <ul style="list-style-type: none"> ● Interpret ● Analyze ● Construct ● Evaluate ● Synthesize ● Context ● Purpose ● Audience 	<p><i>(Discipline-specific terms to ELA Content within the standards)</i></p> <ul style="list-style-type: none"> ● Genres (Romanticism, Dark Romanticism, Transcendentalism, Native American Literature) ● Audience (intended/unintended)** check for new language ● Figurative language ● Narrative ● Imagery ● Irony ● Mood 	<p><i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <ul style="list-style-type: none"> ● Sublime ● Pastoral ● Psychological ● Isolation ● Pendulum ● Inquisition ● Nonconformity ● Conscience ● Expedient

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

<ul style="list-style-type: none"> ● <i>Perspective</i> ● <i>Structure</i> ● <i>Style</i> 	<ul style="list-style-type: none"> ● <i>Tone</i> ● <i>Creation Myth</i> ● <i>Oral Tradition</i> 	<ul style="list-style-type: none"> ● <i>Sacred</i> ● <i>Ancestor</i> ● <i>Dramatization</i> ● <i>Adaptation</i>
Essential questions		
<ul style="list-style-type: none"> ● What are the defining characteristics of writing from an American Literary period? ● How might the characters and/or setting from a text set in one American Literary period change if it were moved to another? ● How might a reader use American Literary period historical context to appropriately situate a text and analyze an author’s purpose? 		
Assessment Tasks		
<p><i>Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating. Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.</i></p> <ul style="list-style-type: none"> ● 3- 6 constructed texts (at least 1 of which is an extended constructed text) ● 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze) ● 2 selected response and new read assessments for skills application to new text (s) ● 1 Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) . 		
Add additional rows as necessary		
<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i></p> <p>Summative Assessments Only: <i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p>Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i></p>	
<p>Title: "One Character, Four Worlds" - One-Pager Description: Students create an original protagonist and demonstrate how characterization, conflicts and setting would differ in each of the four literary periods through a visual one-pager with a written comparison and contrast analysis. Type:</p> <p><input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task</p>	<p>11.T.PM.1.a Explain how a group of writers in a particular time and place came together to constitute a social/cultural/political movement.</p> <p>11.T.C.2.c Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation.</p> <p>11.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose.</p>	

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

<p>Title: Performance Task -"Voices Across Time": Mini Podcast (Honors)</p> <p>Description: In this culminating Honors extension to the One-Pager, students will synthesize their understanding of historical context, rhetorical choices, and character development by participating in a collaborative, performance-based task. Working in four-person groups, students will take on the personas of original characters developed to reflect the values, conflicts, and rhetorical patterns of each of the four literary periods studied: Native American Oral Tradition, Romanticism, Transcendentalism, and Dark Romanticism.</p> <p>The group will create either a podcast episode or a YouTube-style panel show, in which each character presents and defends their perspective on a selected modern or enduring conflict. The group must demonstrate how rhetorical strategies, authorial voice, tone, and thematic values vary across time periods. This project reinforces the Rhetorical Transaction by requiring students to consider how each character's argument reflects the relationship among speaker, audience, message, and historical context.</p> <p>While the project is collaborative, the student grade is completely individual and will be evaluated based on the following components:</p> <ul style="list-style-type: none"> ● Accuracy and authenticity of the student's character voice and rhetorical style ● Clarity and coherence of the individual's arguments ● Depth of understanding of the literary period and values ● Engagement and contribution during the discussion or performance 	<p>11.T.PM.1.a Explain how a group of writers in a particular time and place came together to constitute a social/cultural/political movement.</p> <p>11.T.C.2.c Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation.</p> <p>11.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.</p> <p>11.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)</p> <p>11.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)</p> <p>11.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)</p> <p>11.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)</p> <p>11.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)</p>
--	---

<ul style="list-style-type: none"> ● Graded reflection <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input checked="" type="checkbox"/> Performance Task</p>	
<p>Title: Selected Response</p> <p>Description: Students demonstrate mastery of academic, specialized, and general vocabulary through selected response questions that require recall and application of academic and specialized languages.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>11.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</p> <p>11.L.V.2.a Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.</p>
<p>Title: Multimodal Text Analysis</p> <p>Description: Students analyze how different modes (text, audio, video) affect their understanding of the same literary period</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>11.T.SS.1a Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.</p> <p>11.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p> <p>11.P.AC.3.c 11.P.AC.3.d Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts</p>
<p>Title: Period Comparison - Constructed Response</p> <p>Description: Students write a constructed response comparing how two different literary periods would approach the same theme (e.g., nature, individual vs. society).</p>	<p>11.T.PM.1.b Identify and discuss major authors and works of three periods of English and American literary history, including key themes and stylistic features.</p> <p>11.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	
<p>Title: Text Characteristics - Student Discourse Groups Description: Students analyze characteristics of their assigned American Literary Period using unit texts.</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>11.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)</p> <p>11.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)</p> <p>11.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)</p>
<p>Type: Native American Literature - Cultural Context Analysis Description: Students analyze how historical and cultural context shapes meaning demonstrating understanding of oral tradition and cultural significance. This will begin as a student discourse activity, and end with students writing a constructed response on how historical and cultural context shape meaning that each literary text reflects the values, beliefs, and concerns of its time.</p> <p>Honors Extension: How do the different authors' individual structure, style, and technique reflect period-specific values and ideologies?</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>11.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p>11.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.</p>

Learning Experiences
Add additional rows below as needed.

Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience 1: Literary Period Characteristics (Remember/Understand) Essential Question: EQ What are the defining characteristics of each American literary period? How do historical and cultural movements shape literary form and content?</p> <p>Students identify and classify characteristics of Native American, Romanticism, Dark Romanticism, and Transcendentalism periods. Students identify, describe, and explain period-specific features in text and text excerpts in multiple modes and multimodal texts and explain how these characteristics reflect each movement's purpose and values, and how authors constructed texts for a specific purpose and to have an intended impact.</p> <p>Outcome: Students will identify and describe the defining characteristics of each literary period using textual evidence</p> <ul style="list-style-type: none"> ● Native American literature often uses oral storytelling and cyclical structures to reflect the interconnectedness of nature, community, and the spiritual world. ● Romantic literature emphasizes emotion, individual imagination, and nature as a path to truth. ● Dark Romantic texts highlight the human capacity for evil, often using gothic settings and supernatural elements. ● Transcendentalist works promote self-reliance, spiritual reflection, and the belief that truth can be found in 	<p>11.T.PM.1.b: Students identify major authors and works from three periods (Romanticism, Dark Romanticism, Transcendentalism, Native American Literature.</p> <p>11.T.PM.1.b Identify and discuss major authors and works of three periods of English and American literary history, including key themes and stylistic features.</p>	<p>Read-Aloud/Think-Aloud with annotated text exemplar (Teacher Modeling)</p> <p>Visual Anchor Charts summarizing each period</p> <p>Simplified historical summaries</p> <p>Collaborative Writing</p> <p>Think-aloud/Write aloud (teacher modeling)</p> <p>Teachers will engage students in close reading of short excerpts from representative texts of each literary period. Students will annotate for tone, structure, diction, and syntax, identifying hallmark features through guided questions and class discussion. Teachers will model identifying period characteristics with think-alouds and shared annotation.</p> <p>Modified versions of text Key vocabulary with definitions and visuals Graphic organizers - story map, cause and effect,</p>	<p>Literary Period Notecatcher and Graphic Organizer</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

<p>nature and the individual mind.</p>		<p>compare and contrast Scaffold - storyboard Reading strategy - annotate the text for setting, details, characters, conflict, climax, and resolution</p> <p>Text Chunking: Break readings into manageable sections with guided questions after each</p>	
<p>Learning Experience 2: Historical Context Connections (Understand/Apply) Essential Question:</p> <p>EQ: How does historical context shape an author's stylistic and thematic choices?</p> <p>This experience helps students understand the historical moments and cultural values that influenced each literary period. By engaging in interactive timelines, matching activities, and discussion, students will trace how major events shaped authors' purposes and perspectives. Teachers explain that texts are written for three distinct purposes: disciplinary, personal, or technical. The context of those purposes creates an impact on the audience and is communicated through text and tone.</p> <p>Students apply knowledge of context to interpret how social movements, cultural values, and historical events influence authorial choices across different periods.</p>	<p>11.P.ST.1.b Consider how context impacts the purposes of the author and the audience.</p> <p>11.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p>	<p>This learning experience will be accompanied by reading short texts and excerpts.</p> <p>Students will read excerpts alongside primary source documents summaries, historical overviews, or short nonfiction articles that contextualize each period. Teachers will facilitate paired readings with discussion protocols (e.g., "Text-to-History Connections"), and use guided analysis questions to help students draw conclusions about how context shapes literary content and form.</p> <p>Modified versions of text Key vocabulary with definitions and visuals Graphic organizers - story map, cause and effect, compare and contrast Scaffold - storyboard</p>	

		<p>Reading strategy - annotate the text for setting, details, characters, conflict, climax, and resolution</p> <p>Text Chunking: Break readings into manageable sections with guided questions after each</p>	
<p>Learning Experience 3: Character Transformation Analysis (Apply/Analyze) Essential Question:</p> <p>EQ: How would the same protagonist transform when placed in different American literary periods?</p> <p>Teachers explain that historical, social, and cultural contexts shape character development and authorial choices through intentional setting, voice and tone. Students will compare how characters and settings are constructed to reflect the values and beliefs of each literary period. By exploring authorial choices, students will connect structure and characterization to broader cultural meaning.</p> <p>Students apply period-specific traits to reimagine a protagonist’s motivations and conflicts across literary movements.</p> <p>Students will analyze and explain the following in various writings, academic discourse opportunities, and summaries:</p> <ul style="list-style-type: none"> • Native American characters are often animals or archetypes that teach moral lessons and exist in symbolic natural settings. • Romantic characters are idealized individuals on quests, often set in untouched wilderness or rural settings that symbolize freedom. 	<p>11.P.ST.1.c Explore how context shapes the author’s decisions and the audience’s responses during the interpretation and construction of texts (I/C)</p> <p>11.T.PM.1 Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p>11.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing. (C)</p>	<p>Analysis Sentence Frames</p> <p>Students will use text excerpts to examine direct and indirect characterization and descriptive language related to setting. Teachers will guide students in mapping character traits and settings using graphic organizers and facilitate small-group discussions to compare authorial choices across periods. Close reading strategies will emphasize figurative language, dialogue, and imagery.</p> <p>Modified versions of text Key vocabulary with definitions and visuals Graphic organizers - story map, cause and effect, compare and contrast Scaffold - storyboard Reading strategy - annotate the text for setting, details, characters, conflict, climax, and resolution</p> <p>Text Chunking: Break readings into manageable sections with</p>	<p>Character and Setting Graphic Organizers</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

<ul style="list-style-type: none"> • Dark Romantic characters are often haunted, isolated, or psychologically unstable, placed in eerie, decaying environments to reflect inner turmoil. • Transcendentalist characters are thoughtful, self-reflective, and often in solitude within natural settings that inspire philosophical or spiritual insight. 		<p>guided questions after each</p>	
<p>Learning Experience 4: Thematic Evolution Across Periods (Analyze) Essential Question:</p> <p>EQ: How do different American literary periods approach universal themes?</p> <p>Teachers explain that while universal themes remain constant, their expression varies across periods due to differences in authorial purpose, tone, conflict, setting, and cultural context.</p> <p>Students will trace recurring themes—such as the role of nature, the self, good vs. evil, and community—and examine how each literary period approaches these ideas differently based on its worldview and context. Students analyze the development of universal themes across genres and periods, citing textual evidence to compare thematic treatments.</p> <p>Outcome: Students will compare how...</p> <ul style="list-style-type: none"> • Native American texts present nature as sacred and communal, reflecting harmony and balance. • Romantic texts portray nature as restorative and sublime, offering emotional and spiritual insight. • Dark Romantic texts frame nature as 	<p>11.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)</p> <p>11.T.PM.1 Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p>Teachers will help students trace a selected theme (e.g., nature, identity, good vs. evil) across multiple literary excerpts. Students will annotate for thematic evidence, track patterns across texts, and participate in group analysis using theme-tracking charts. Instruction will include modeling how to synthesize thematic development with authorial intent.</p> <p>Modified versions of text Key vocabulary with definitions and visuals Graphic organizers - story map, cause and effect, compare and contrast Scaffold - storyboard Reading strategy - annotate the text for setting, details, characters, conflict, climax, and resolution</p> <p>Text Chunking: Break readings into manageable sections with guided questions after each</p>	

<p>mysterious or threatening, paralleling human darkness.</p> <ul style="list-style-type: none"> • Transcendentalist texts idealize nature as a divine teacher, a source of truth and self-understanding. <p>Students will also examine how the theme of the individual evolves from community focus (Native American), to heroic individualism (Romantic), to internal struggle (Dark Romantic), to spiritual self-reliance (Transcendentalist).</p>			
<p>Learning Experience 5: Multimodal and Visual Text Analysis (Analyze/Evaluate) Essential Question: EQ: How do different modes and mediums reflect and enhance genre characteristics?</p> <p>Teachers explain how multimodal texts use symbolism, imagery, color, sound, and structure as intentional choices that reflect and amplify the tone, voice, and themes typical of specific literary periods.</p> <p>Students will analyze how the defining traits of each period are represented or transformed in film, audio, or visual adaptations. This experience deepens their analytical skills by applying learning in new formats. Students analyze visual and multimodal texts to explore how these forms reflect literary period features and deepen thematic understanding.</p>	<p>11.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)</p> <p>11.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. (I)</p> <p>11.T.C.1.b Assess the impact of voice and tone on a text’s reception by the audience. (I)</p>	<p>Students will view or listen to multimodal versions of texts or thematic adaptations and evaluate how literary techniques translate across media. Teachers will pause and prompt students to analyze visual and auditory cues using media analysis frameworks. Students will be guided to compare adaptations to original written excerpts and reflect on stylistic fidelity or reinterpretation.</p> <p>Modified versions of text Key vocabulary with definitions and visuals Graphic organizers - story map, cause and effect, compare and contrast Scaffold - storyboard Reading strategy - annotate the text for setting, details, characters, conflict, climax,</p>	

		<p>and resolution</p> <p>Text Chunking: Break readings into manageable sections with guided questions after each</p>	
<p>Learning Experience 6 - Demonstrating Period Understanding through Character and Argument</p> <p>EQ: How do rhetorical style, character, and values reflect literary periods and influence responses?</p> <p>Throughout the unit, students will collect notes and reflections from their text analyses, building a bank of textual evidence and stylistic traits to use in their final creative and analytical project. In this culminating learning experience, students apply their understanding of literary period characteristics, authorial purpose, and rhetorical argument by creating an original character rooted in one of the four American literary periods studied throughout the unit: Native American Oral Tradition, Romanticism, Transcendentalism, and Dark Romanticism. Students will demonstrate how historical context, values, and rhetorical techniques shape character identity and responses to complex conflicts. Teachers will guide students in applying their learning by modeling how characterization, conflict, and setting must change to match period conventions, using mentor examples and collaborative drafting.</p> <p>Honors Extension: Voices Across Time (Performance Task) (see assessment breakdown)</p> <ul style="list-style-type: none"> ● Outcome: Students will demonstrate an understanding that historical and 	<p>11.T.PM.1.a Explain how a group of writers in a particular time and place came together to constitute a social/cultural/political movement.</p> <p>11.T.C.2.c Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation.</p> <p>11.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose.</p> <p>11.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)</p> <p>11.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)</p> <p>11.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)</p> <p>11.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)</p> <p>11.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)</p>	<p>Teachers guide students through a structured process of reviewing key traits of each literary period, comparing rhetorical strategies across time, and modeling how characters from different periods might approach similar problems in unique ways. Students synthesize this knowledge by crafting a creative and analytical project that asks them to engage with argument and character construction as scholars and creators.</p>	<p>Task: “One Character, Four Worlds” Rubric for Task</p> <p>Honors Extension, “Voices Across Time” Rubric for Performance Task</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

<p>cultural context shapes not only rhetorical style and authorial purpose, but also the way individuals define identity, confront conflict, and engage with others.</p> <ul style="list-style-type: none"> • They will show how values and argumentation shift across time periods, and how rhetorical choices reveal the deeper beliefs of a person or society. 			
--	--	--	--

Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)			
Other Prose Texts and Poetry (Reading)	<p>Dark Romancticism:</p> <p>“Rip Van Winkle” by Washington Irving</p> <p>Native American Literature</p> <ul style="list-style-type: none"> • "The Earth on Turtle's Back" (text) • "Sky Tree" (text) <p>Transcendentalism</p> <ul style="list-style-type: none"> • Henry David Thoreau - Excerpts from "Civil Disobedience" 	<p>Dark Romanticism</p> <ul style="list-style-type: none"> • Washington Irvin: The Legend of Sleepy Hollow <p>Transcendentalism</p> <ul style="list-style-type: none"> • Walden Pond, Henry David Thoreau (1300L) <p>Native American Literature</p> <ul style="list-style-type: none"> • "The Earth on Turtle's Back" (text) • "Sky Tree" (text) 	<p>EL Sheltered and SG will focus on Native American and Dark Romanticism</p> <p>Earth on Turtle’s Back (Onandaga Tribe)</p> <p>Excerpts from “Rip Van Winkle” by Washington Irving</p>

		<p>Transcendentalism</p> <ul style="list-style-type: none"> Henry David Thoreau - Excerpts from "Civil Disobedience" <p>Dark Romanticism</p> <ul style="list-style-type: none"> Edgar Allen Poe, The Pit and the Pendulum 	
Visual Texts (Viewing)	<p>Native American</p> <ul style="list-style-type: none"> Native American Sacred Stories <ul style="list-style-type: none"> Hopi Origin Story <p>Romanticism</p> <ul style="list-style-type: none"> William Cullen Bryant's "Thanatopsis" Thomas Cole: The Oxbow, View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm (1836), Oil on canvas 	<p>Transcendentalism</p> <ul style="list-style-type: none"> Eyre Crowe: "After the Sale: Slaves Going South from Richmond" (1853), oil painting <p>Dark Romanticism</p> <ul style="list-style-type: none"> Washington Allston: Belshazzar's Feast, between 1817 and 1843, Oil on canvas 	<p>Native American</p> <ul style="list-style-type: none"> Native American Sacred Stories <ul style="list-style-type: none"> Hopi Origin Story
Auditory Texts (Listening)	<p>Dark Romanticism</p> <ul style="list-style-type: none"> Edgar Allen Poe, "Masque of the Red Death" (dramatized podcast) 	<p>Dark Romanticism</p> <ul style="list-style-type: none"> Edgar Allen Poe, "Masque of the Red Death" (dramatized podcast) 	<p>Dark Romanticism</p> <ul style="list-style-type: none"> Edgar Allen Poe, "Masque of the Red Death" (dramatized podcast)
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	<p>Transcendentalism</p> <ul style="list-style-type: none"> Louisa May Alcott: Transcendentalism (video) <p>Dark Romanticism</p> <ul style="list-style-type: none"> Edgar Allen Poe: "Tell Tale Heart" (1928 video - visual/silent film) 	<p>Dark Romanticism</p> <ul style="list-style-type: none"> Edgar Allen Poe: "Tell Tale Heart" (1928 video - visual/silent film) 	<p>Dark Romanticism</p> <ul style="list-style-type: none"> Edgar Allen Poe: "Tell Tale Heart" (1928 video - visual/silent film)

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..