

American Literature College Prep Pacing Guide

Unit 1 -- Writing Freedom: Words that Shaped a Nation

Anchor Pieces: *Declaration of Independence*; “Speech in the Convention”

Essential Question: What is the meaning of Freedom?

Duration: 3 weeks with essay

Launch Text	Anchor Piece	Ancillary Reading Material	Writing / Rhetorical / Literary Devices	Language	Assessment Pieces and Types
“Totally Free?” page 6	<i>Of Plymouth Plantation</i> (historical reference and use of allusions) Thomas Jefferson <i>Declaration of Independence</i> Page 18 Benjamin Franklin “Speech in the Convention” page 42 Patrick Henry Speech to the Virginia Convention	- from <i>Democracy is not a Spectator Sport</i> - from “America’s Constitution: A Biography” - “The Pedestrian” by Ray Bradbury	Parallel Structure - Looking at the structure of the DOI - Looking at the style of Franklin’s speech Allusion - Looking at use in the DOI - Looking at the style of Franklin’s speech Persuasive techniques and Rhetorical Questions - Looking at use in the DOI - Looking at the style of Franklin’s speech - Identifying usage in Adams’ letter	Parts of Speech (183) Sentence Variety (212) Fragments and Run-on Sentences ACT Prep	We are creating an argument and identifying appropriate sources for evidence. The use persuasive techniques are employed.

Unit 2 in-text -- The Individual and Society

Aligned Novel: *On the Duty of Civil Disobedience* by Henry David Thoreau

Anchor Pieces: The Writing of Walt Whitman

Essential Question: What role does individualism play in American society?

Duration: 3 weeks with essay

<i>Launch Text</i>	<i>Anchor Piece</i>	<i>Ancillary Reading Material</i>	<i>Writing / Rhetorical / Literary Devices</i>	<i>Language</i>	<i>Assessment Pieces and Types</i>
<i>Up from Slavery</i> by Booker T. Washington	Walt Whitman poetry collection	"Song of Myself" by Whitman "I Hear America Singing" by Whitman "America" by Whitman <i>Self-Reliance</i> by Ralph Waldo Emerson <i>Nature</i> by Ralph Waldo Emerson <i>Walden</i> by Henry David Thoreau	Narrative writing-- Personal Essay Thesis Statement Paradox Imagery Point of View (226) Poetry Terms: Free Verse Anaphora Catalogue Rhyme Slant Rhyme	Parts of Speech (183) Sentence Variety (212) Pronouns – Clear Reference ACT Prep	Personal Narrative

Unit 3 -- Power, Protest, and Change: A Spirit of Reform

Anchor Piece - "What to the Slave is the Fourth of July" by Frederick Douglass

Essential Question: In what ways does the struggle for freedom change with history?

Duration: 4 weeks with writing

Launch Text	Anchor Piece	Ancillary Reading Material	Writing/Rhetorical/literary Devices	Language	Assessment Pieces and Types
"The Zigzag Road to Rights" by anonymous	<i>What to the Slave is the Fourth of July</i> By Frederick Douglass	<i>Declaration of Sentiments</i> by Elizabeth Cady Stanton "Ain't I a Woman?" by Sojourner Truth Brown vs. Board of Education Podcast: Giving Women the Vote From "The Warmth of Other Suns" by Isabel Wilkerson	Writing Skills Informative Writing Quotation Integration Argument Components Rhetorical Devices Parallelism Word Choice Repetition Literary Elements Theme / Purpose Allusions	Syntax Patterns: Sentence Structure - page 323 Clauses: Independent and Subordinate p 345 Coordinating Conjunctions page 369 ACT Prep	Informative writing Assessment: Compare and Contrast using quote integration

Pull the Declaration of Independence from Unit 1 to demonstrate the allusion/parody with the Declaration of Sentiments.

Unit 4 -- Research -- Ordinary Lives, Extraordinary Tales: The American Short Story

Anchor Piece: “Everyday Use” by Alice Walker; “Everything Stuck to Him” by Raymond Carver; “The Leap” by Louise Erdrich

Aligned Novel: *The Help* by Kathryn Stockett

Essential Question: What do stories reveal about the human condition?

Duration: 4 weeks

Incorporation of Literary Analysis Research paper

3 to 4 pages, MLA style format, quotation integration, works cited

Launch piece	Anchor Piece	Ancillary Reading Material	Writing / Rhetorical /Literary Devices	Language	Assessment Pieces and Types
“Old Man at the Bridge” by Ernest Hemingway	“Everyday Use” by Alice Walker “Everything Stuck to Him” by Raymond Carver “The Leap” by Louise Erdrich Aligned Novel <i>The Help</i> by Kathryn Stockett Highlighting the complex development of literary elements and completing research on the novel to demonstrate what students will be conducting on their own research papers.	“A Brief History of the Short Story” by D.F. McCourt Short Story “An Occurrence at Owl Creek Bridge” by Ambrose Bierce “The Jilting of Granny Weatherall” by Katherine Anne Porter “The Tell-Tale Heart” by Edgar Allen Poe “The Man to Send Rain Clouds” by Leslie Marmon Silko “Ambush” by Tim O’Brien “Housepainting” by Lan Samantha Chang	Symbolism usage Theme Characterization	Colons and Semi-colons ACT Prep continue	Literary Analysis Research paper

Unit 5 -- Facing Our fears: Victims and Victors

Anchor Text: *The Crucible* by Arthur Miller

Essential Question: How do we respond when challenged by fear?

Duration: 2 weeks with Literary Analysis

<i>Launch Text</i>	<i>Anchor Piece</i>	<i>Ancillary Reading Material</i>	<i>Writing / Rhetorical / Literary Devices</i>	<i>Language</i>	<i>Assessment Pieces and Types</i>
"Is it Foolish to Fear?"	<i>The Crucible</i> by Arthur Miller	Informational Text: "What You Don't Know Can Kill You" by Jason Daley Poetry Collections: "Runagate Runagate" by Robert Hayden "1-800-FEAR" by Jody Gladding "Bears at Raspberry Time" by Hayden Carruth "For Black Women Who Are Afraid" by Toi Derricotte	Informative Essay Point of View Characterization: Direct and indirect (714) Tragic Hero Detail	Indefinite Pronoun usage (697) ACT Prep	Writing literary analysis on POV, Characterization

Video of McCarthy interview and articles of modern witching might be important - check the resources on Savvas

Standards met per Unit

Language	
Unit 1	11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
Unit 2	11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
Unit 1	11-12.L.KL.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.
Unit 2	11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.
Unit 2	☐ a. use context as a clue to the meaning of a word or a phrase.
Unit 2	☐ b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
Unit 2	☐ c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
Unit 3	☐ d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
Unit 1	11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
Unit 2	11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Reading Literature and Informational Text	
Unit 1	11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
Unit 2	11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
Unit 2	11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
Unit 2	11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
Unit 2	11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
Unit 6	11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and
Unit 2	11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
Unit 3	11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
Unit 2	11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.
Unit 2	11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Unit 2	11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
Unit 2	11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

Unit 2	11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
Unit 3	11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
Unit 2	11-12.RI.IKI.9 Analyze and evaluate a variety of thematically related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
Unit 2	11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
Unit 2	11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
Speaking and Listening	
Unit 2	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.
Unit 3	11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
Unit 2	11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Unit 1	11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
Unit 2	11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Unit 2	11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Writing	
Unit 1 and 5	11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. ☐ a. Introduce precise claim(s). ☐ b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ☐ c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. ☐ d. Provide a concluding statement or section that follows from and supports the argument presented. ☐ e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. ☐ f. Establish and maintain a formal style and objective tone.
Unit 2	11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
Unit 3	☐ a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience
Unit 3	☐ b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
Unit 3	☐ c. 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.
Unit 3	☐ d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Unit 2	☐ e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
Unit 2	☐ f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Unit 3	☐ g. Establish and maintain a formal style and objective tone.
Unit 2	11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

Unit 2	☐ a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.
Unit 2	☐ b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
Unit 2	☐ c. Create a smooth progression of experiences or events.
Unit 2	☐ d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
Unit 2	☐ e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Unit 2	☐ f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Unit 2	☐ g. Use appropriate language and techniques, such as metaphor, simile, and analogy.
Unit 2	☐ h. Establish and maintain an appropriate style and tone.
Unit 1	11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Unit 2	11-12.W.PDW.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 Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)
Unit 2	11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
Unit 1	11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
Unit 2	11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Unit 2	11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
Unit 1	11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.