

Wethersfield Public Schools  
Course Outline

Course Name: 11<sup>th</sup> Grade English: American Literature

Department: English

Grade(s): 11

Level(s): Honors, Level 1, Level 2

Course Number(s): 130

Credits: 1

**Course Description:**

The Junior English course focuses on the study of American Literature. The course includes the study of the development of American literature from the Colonial period to the twentieth century. Representative literary works are analyzed for content, style, form, diction, and relation to historical and cultural aspects of America. Composition, research, discussion, response, close-reading, public speaking, and use of technology are used in analysis of the literature in the year-long course. Students are to improve grammar and usage skills through writing assignments of varying purpose, scope, and length. Emphasis is placed on the development of critical and analytical thinking skills through classroom discussion and compositions. The goal of the course is to develop the idea of what makes American Literature distinctly “American.”

**Required Instructional Materials:**

Collections:

*Language of Literature: American Literature*, MacDougall-Littell

*Adventures in American Literature*, Pegasus Edition, Harcourt Brace Jovanovich

*The American Reader; Words that Moved a Nation*, edited by Diane Ravitch

*The Signet Classic Book of American Short Stories*, edited by Burton Raffel

*The Norton Introduction to Literature*, edited by Bain, Beaty and Hunter

Individual works:

*The Adventures of Huckleberry Finn*, by Mark Twain

*Puddinhead Wilson*, by Mark Twain

*The Great Gatsby*, by F.Scott Fitzgerald

*The Collected Poems of Langston Hughes*, edited by Arnold Rampersand

*Their Eyes Were Watching God*, by Zora Neale Hurston

*Of Mice and Men*, by John Steinbeck

*Black Boy*, by Richard Wright

*Invisible Man*, by Ralph Ellison

*A Long Day's Journey into Night*, by Eugene O'Neill

*Our Town*, by Thornton Wilder

*Death of a Salesman*, by Arthur Miller

*The Crucible*, by Arthur Miller

*Cat on a Hot Tin Roof*, by Tennessee Williams

*The Glass Menagerie*, by Tennessee Williams

*A Raisin in the Sun*, by Lorraine Hansberry

*Fences*, by August Wilson

*Catch 22*, by Joseph Heller

*The Things They Carried*, by Tim O'Brien

NEW WORKS TO BE PURCHASED

*The Song of Solomon*, by Toni Morrison

*The House on Mango Street*, by Sandra Cisneros (we do own about 20 copies)

*The Lone Ranger and Tonto Fist Fight in Heaven*, by Sherman Alexie

*The Absolutely True Diaries of a Part Time Indian*, by Sherman Alexie

*Master Butcher's Singing Club*, by Louise Erdrich

*The Last Report of the Miracle at Little No Horse*, by Louise Erdrich

*The Round House*, by Louise Erdrich

*Salvage the Bones*, by Jesmyn Ward

*Real Women have Curves*, film by Patricia Cardoso

DRAFT

**Overarching Skills**

*This section includes 21<sup>st</sup> Century skills and discipline focused skills such as inquiry skills, problem solving skills, research skills, etc. These objectives should be taught and assessed through the integration of the other units. This unit is not meant to be taught in isolation as a separate unit.*

<b><u>Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>• American literature is a unique body of literature that reflects the culture (values and mores) of the American people.</li> <li>• American literature is reflective of the course of its history.</li> <li>• American literature illustrates the progression of cultural diversity</li> <li>• American literature reflects societal conflicts.</li> <li>• Students utilize their knowledge of American literature through discussion analytical and creative writing.</li> <li>• Students will learn to write essays that clearly and persuasively communicate complexity of argument with textual support.</li> <li>• Vocabulary study/knowledge serves to enhance/increase reading comprehension.</li> <li>• Knowledge of grammar, usage, and mechanics contributes to the quality of the written product.</li> <li>• Writing is a deliberate process of prewriting, drafting, revising, editing, and publishing. This process is essential to effective writing.</li> <li>• Writers use a wide range of forms, genres, and techniques to convey meaning effectively.</li> <li>• Effective writing speaks to a specific audience and has a clear purpose. It is focused, organized, elaborated, and fluent, and requires appropriate conventions.</li> <li>• Writing is a way to clarify or express thinking and knowledge in all content</li> </ul>	<ul style="list-style-type: none"> <li>• What makes American literature American?</li> <li>• What are the values and mores of the American people?</li> <li>• What events in American history are reflected in works of literature?</li> <li>• How is American culture diverse?</li> <li>• How has cultural diversity led to conflict?</li> <li>• What concepts are necessary to write effective responses to American literature?</li> <li>• How do successful readers comprehend text?</li> <li>• How do punctuation and grammar guide readers through text?</li> <li>• How does one become an accomplished reader?</li> <li>• For what reasons do people read?</li> <li>• Why is it important to support one’s opinions by using credible sources?</li> <li>• How do pre-writing, drafting, revising, editing, and publishing make effective writing?</li> <li>• Why do authors need to clearly address audience and purpose?</li> <li>• Why do writers use a variety of forms, genres, techniques to convey meaning?</li> <li>• How can writing help clarify or express thinking and knowledge?</li> <li>• Why must effective writing incorporate organization, elaboration and fluency?</li> <li>• How can punctuation, grammar and vocabulary clarify and change the message of writing?</li> </ul>

<p>areas.</p> <ul style="list-style-type: none"><li>• Punctuation and grammar clarify and change the message.</li><li>• Successful readers comprehend texts by reading fluently, strategically, accurately and critically.</li><li>• Punctuation and grammar aid comprehension by guiding readers through the text.</li><li>• Accomplished readers read from a wide range of literature/text, constructing meaning and in personal, interpretive, and critical ways.</li><li>• Reading is a way to explore personal interests, answer important questions, satisfy one’s need for information, entertain and be entertained, build understanding of the many dimensions of human experience.</li><li>• Everyone is entitled to his/her opinion about what text means, but some opinions are more supportable by the text than others.</li><li>• Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.</li><li>• Critical readers question the text, consider various perspectives and look for author’s bias in order to think, live and act differently.</li></ul>	
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**Course Connections to *Common Core State Standards***

**LITERATURE**

**Key Ideas and Details**

- CCSS. ELA. Literacy. RL.11-12.1 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.
- CCSS.ELA Literacy.RL.11-12.2 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.

- CCSS.ELA.Literacy.RL.11-12.3 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 are introduced and developed).

### **Craft and Structure**

- CCSS.ELA-Literacy.RL.11-12.4 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.)
- CCSS.ELA-Literacy.RL.11-12.5 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.
- CCSS.ELA-Literacy.RL.11-12.6 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).

### **Integration of Knowledge and Ideas**

- CCSS.ELA-Literacy.RL.11-12.7 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.)
- CCSS.ELA-Literacy.RL.11-12.9 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.

### **Range of Reading and Level of Text Complexity**

- CCSS.ELA-Literacy.RL.11-12.10 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.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **INFORMATIONAL TEXT**

### **Key Ideas and Details**

- CCSS.ELA-Literacy.RI.11-12.1 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.

- CCSS.ELA-Literacy.RI.11-12.2 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.
- CCSS.ELA-Literacy.RI.11-12.3 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.

### **Craft and Structure**

- CCSS.ELA-Literacy.RI.11-12.4 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 (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

### **Integration of Knowledge and Ideas**

- CCSS.ELA-Literacy.RI.11-12.7 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.

### **Range of Reading and Text Complexity**

- CCSS.ELA-Literacy.RI.11-12.10 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.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

*The following Common Core State Standards are integrated throughout each unit of study, but not specified within the unit objectives.*

### **Text Types and Purposes**

- CCSS.ELA-Literacy.W.11-12.1 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.

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.

- CCSS.ELA-Literacy.W.11-12.2 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; 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).

- CCSS.ELA-Literacy.W.11-12.3 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.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## **Production and Distribution of Writing**

- CCSS.ELA-Literacy.W.11-12.4 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.)
- CCSS.ELA-Literacy.W.11-12.5 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 on page 55.)
- CCSS.ELA-Literacy.W.11-12.6 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.

## **Research to Build and Present Knowledge**

- CCSS.ELA-Literacy.W.11-12.7 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.
- CCSS.ELA-Literacy.W.11-12.8 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.
- CCSS.ELA-Literacy.W.11-12.9 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]”).

## **Range of Writing**

- CCSS.ELA-Literacy.W.11-12.10 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.

## **SPEAKING AND LISTENING**

*The following Common Core State Standards are integrated throughout each unit of study, but not specified within the unit objectives.*

## **Comprehension and Collaboration**

- CCSS.ELA-Literacy.SL.11-12.1 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.
  - 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.
- CCSS.ELA-Literacy.SL.11-12.2 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.
- CCSS.ELA-Literacy.SL.11-12.3 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.

## **Presentation of Knowledge and Ideas**

- CCSS.ELA-Literacy.SL.11-12.4 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.
- CCSS.ELA-Literacy.SL.11-12.5 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.
- CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

## **LANGUAGE**

*The following Common Core State Standards are integrated throughout each unit of study, but not specified within the unit objectives.*

### **Conventions of Standard English**

- CCSS.ELA-Literacy.L.11-12.1 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.
- CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Observe hyphenation conventions.
  - b. Spell correctly.

### **Knowledge of Language**

- CCSS.ELA-Literacy.L.11-12.3 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.
  - 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.

### **Vocabulary Acquisition and Use**

- CCSS.ELA-Literacy.L.11-12.4 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).
  - c. Consult general and specialized reference materials (e.g., 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).
- CCSS.ELA-Literacy.L.11-12.5 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.
- CCSS.ELA.Literacy.L.11-12.6 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.

### **Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader's response journal
- Lecture on authors' backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader's circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.

### **Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader's response journal
- Reading quizzes.
- Tests.

**Unit 1:** Stirrings of a Nation’s Literature

**Time Frame:** August /September

**Length of Unit:** 2 weeks

<b><u>Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>• Early texts (Common Sense, Declaration of Independence, etc.) are a representation of American’s desire for cultural, political, and personal independence and freedom.</li> <li>• The works of Emerson, Thoreau, and the works of the early poets are a representation of the desire for personal artistic freedom and self-expression.</li> </ul>	<ul style="list-style-type: none"> <li>• How are the main ideas in the texts indicative of American Society at the time in which they were written?</li> <li>• How are they an indication of American Society today?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RI. 11-12.2    RL 11-12.1    RL11-12.7    RI 11-12.6    RL11-12.2    RL 11-12.9  
 RI 11-12.9    RL 11-12.4-6    RL 11-12.9    W.11-12.1    W.11-12.4    W.11-12.5  
 W.11-12.8    W.11-12.9    W.11-12.10

**Instructional Support Materials (teacher choice of texts for Level 2)**

- *The American Reader*, edited by Diane Ravitch  
 Benjamin Franklin, Poor Richard’s Almanack  
 Thomas Jefferson, Declaration of Independence  
 Thomas Paine, Common Sense  
 Abigail Adams, Letters to John  
 Francis Scott Key, The Star Spangled Banner  
 Ralph Waldo Emerson, Self-Reliance and Education  
 Henry David Thoreau, Civil Disobedience, Walden  
 Seneca Falls Declaration of Sentiments and Resolutions  
 Sojourner Truth, Address to the Ohio Women’s Rights Convention  
 Elizabeth Cady Stanton, Address to the Legislature of New York on Women’s Rights  
 Chief Seattle’s Oration
- *Language of Literature: American Literature*  
 Poetry selections of Emily Dickinson  
 Poetry selections of Walt Whitman  
 Poetry selections of Edgar Allen Poe  
 Supplementals for Emerson and Thoreau
- Teachers are expected to gather both fiction and non-fiction texts as appropriate from the internet. For example, biographical information, critical reviews, and even complete texts.

**Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader’s response journal
- Lecture on authors’ backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader’s circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

**Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader’s response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 2: Twain Creates an American Voice**

**Time Frame:** September/October

**Length of Unit:** 3-4 weeks

<b><u>Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"><li>• Twain creates a new voice for American Literature through his use of humor, satire, and regional dialect.</li><li>• Twain’s work affected social change through his literature.</li></ul>	<ul style="list-style-type: none"><li>• How do Twain’s writings craft a new American Voice?.</li><li>• How does Twain’s work effect social change?</li></ul>

### **Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.4    RL. 11-12.2    RL.11-12.7    RL.11-12.5    RL.11-12.3    RL. 11-12.9  
RL.11-12.6    W.11-12.1    W.11-12.4    W.11-12.5    W.11-12.8    W.11-12.9  
W.11-12.10

### **Instructional Support Materials**

- *The Adventures of Huckleberry Finn*, by Mark Twain
- *Puddinhead Wilson*, by Mark Twain (**for Level 2**)
- Critical essays including but not limited to Lionel Trilling, Jane Smiley, Leo Marx (**for Honors and Level 1**)
- Twain biographical information
- Teachers are expected to gather both fiction and non-fiction texts as appropriate from the internet. For example, biographical information, critical reviews, and even complete texts.

### **Suggested Instructional Strategies**

- Field trip to Mark Twain House
- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader's response journal
- Lecture on authors' backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader's circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

### **Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework

- Reader’s response journal
- Reading quizzes.
- Tests
- See Appendix for assessment and assignment examples.

**Unit 3:** Naturalism, Realism and Modernism

**Time Frame:** October

**Length of Unit:** 2 weeks

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• The texts suggest that social conditions, heredity, and environment have inescapable force in shaping human character.</li> <li>• The works in this period use determinism, social movement, and economic change to develop the central ideas of the Realist texts.</li> <li>• The modernist texts written after World War I utilize the ideas and perspectives of “the lost generation.” Including: determinism, the individual v. society, and individual v. nature.</li> <li>• The styles of the artists in this period adopted a style to compete with emerging forms of media such as radio..</li> </ul>	<ul style="list-style-type: none"> <li>• What shapes human character?</li> <li>• How have the styles in these texts changed from the periods before it? How is this change a reflection of the time period and changes in media?</li> <li>• How are the major themes and motifs in the texts a reflection of “The Lost Generation”?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.4, RL.11-12.7 RL.11-12.5 RL.11-12.9 RL.11-12.6 W.11-12.1  
 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10

**Instructional Support Materials**

- *Language of Literature: American Literature*
- *Adventures in American Literature*, Pegasus Edition, HBJ
- **(Teacher choice by level)** Short stories by Bret Harte, Ambrose Bierce, Stephen Crane, Willa Cather, Kate Chopin, Jack London, and Ernest Hemingway. Poetry by Edwin Arlington Robinson, Carl Sandburg, Dorothy Parker, Wallace Stevens, William Carlos Williams, T.S. Eliot.

**Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader’s response journal
- Lecture on authors’ backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader’s circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

**Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader’s response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 4:** The Jazz Age and the Harlem Renaissance

**Time Frame:** November/December

**Length of Unit:** 6-8 weeks

<b><u>Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>• Jazz Age texts reflect the complexity of increased personal freedoms in the period.</li> <li>• The texts in the Jazz Age use the central theme of the American Dream and its plausibility in obtaining it based on race, socioeconomic class, and family status.</li> </ul>	<ul style="list-style-type: none"> <li>• How are the texts a representation of the lax social mores of the 1920’s?</li> <li>• What is the American Dream? How is it represented in the texts? What statement is the author making about obtaining the American Dream through his/her writings?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.1    RL.11-12.6    RI.11-12.2    RL.11-12.2    RL.11-12.9    RI.11-12.3  
RL.11-12.3    RI.11-12.6    W.11-12.1    W.11-12.4    W.11-12.5    W.11-12.8  
W.11-12.9    W.11-12.10

**Instructional Support Materials**

- *The Great Gatsby*, by F.Scott Fitzgerald.
- *The Collected Poems of Langston Hughes*, edited by Arnold Rampersand
- *American Negro Poetry*, edited by Arna Bontemps
- *Their Eyes Were Watching God*, by Zora Neale Hurston (**Honors and Level 1**)
- Teachers are expected to gather both fiction and non-fiction texts as appropriate from the internet. For example, biographical information, critical reviews, and even complete texts.

**Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader's response journal
- Lecture on authors' backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader's circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

**Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework

- Reader’s response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 5:** Steinbeck’s America

**Time Frame:** December

**Length of Unit:** 2 weeks

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• John Steinbeck’s novels focus on the lower socioeconomic classes and their disenfranchisement with the obliteration of their “American Dream” by wealthy oppressors.</li> </ul>	<ul style="list-style-type: none"> <li>• What does John Steinbeck paint as his picture of America through his writings? How are these indicative of the time period in which they were written?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.1    RL.11-12.5    RL.11-12.8    RL.11-12.2    RL.11-12.6    RL.11-12.4  
 RL.11-12.7    W.11-12.1    W.11-12.4    W.11-12.5    W.11-12.8    W.11-12.9  
 W.11-12.10

**Instructional Support Materials**

- *Of Mice and Men*, by John Steinbeck
- Teachers are expected to gather both fiction and non-fiction texts as appropriate from the internet. For example, biographical information, critical reviews, and even complete texts.

**Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader’s response journal
- Lecture on authors’ backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader’s circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation

- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

**Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader’s response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 6:** Black Consciousness

**Time Frame:** January

**Length of Unit:** 3 weeks

<b><u>Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>• Ralph Ellison and Richard Wright paint pictures of heinous bigotry and racism within their time periods.</li> </ul>	<ul style="list-style-type: none"> <li>• How are <i>Invisible Man</i> and <i>Black Boy</i> an indication of the change in American voice and conscience?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.4    RL.11-12.2    RL.11-12.5    RL.11-12.7    RL.11-12.6    RL.11-12.9  
 W.11-12.1    W.11-12.4    W.11-12.5    W.11-12.8    W.11-12.9    W.11-12.10

**Instructional Support Materials**

- *Black Boy*, by Richard Wright
- *Invisible Man*, by Ralph Ellison (Honors and Level 1 only)
- Teachers are expected to gather both fiction and non-fiction texts as appropriate from the internet. For example, biographical information, critical reviews, and even complete texts.

**Suggested Instructional Strategies**

- Process writing

- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader’s response journal
- Lecture on authors’ backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader’s circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

**Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader’s response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 7: American Drama**

**Time Frame:** January/February

**Length of Unit:** 5 weeks

<b><u>Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>• Literary genres and styles in the twentieth century dramatized how the complexities of modern life affected both individuals and the new American family.</li> <li>• Meanings of dramatic texts can be enhanced by changing perspective from audience, to actor, to director.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the dramatic form represent the complexities of modern life?</li> <li>• How does the dramatic form represent individuals and the new American family?</li> <li>• How does the perspective of audience, actor or director change the understanding of a work?</li> </ul>

### **Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.1	RL.11-12.2	RL.11-12.3	RL.11-12.4	RL.11-12.5	RL.11-12.6
RL.11-12.7	RL.11-12.9	RL.11-12.10	RI.11-12.1	RI.11-12.2	W.11-12.1
W.11-12.4	W.11-12.5	W.11-12.8	W.11-12.9	W.11-12.10	

### **Instructional Support Materials**

- *A Long Day's Journey into Night*, by Eugene O'Neill
- *Our Town*, by Thornton Wilder
- *Death of a Salesman*, by Arthur Miller
- *The Crucible*, by Arthur Miller
- *Cat on a Hot Tin Roof*, by Tennessee Williams
- *Streetcar Named Desire*, by Tennessee Williams
- *A Raisin in the Sun*, by Lorraine Hansberry
- *Fences*, by August Wilson
- Teachers are expected to gather both fiction and non-fiction texts as appropriate from the internet. For example, biographical information, critical reviews, and even complete texts.

### **Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader's response journal
- Lecture on authors' backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader's circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

### **Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description,

exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.

- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader’s response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 8: America Changing**

**Time Frame:** March

**Length of Unit:** 2 weeks

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Literary genres and styles in the twentieth century explored how the complexities of modern life affected both individuals and the new American family.</li> </ul>	<ul style="list-style-type: none"> <li>• How do the genres of the short story and poetry represent the complexities of modern life?</li> <li>• How do the genres of the short story and poetry represent individuals and the new American family?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.1    RL.11-12.2    RL.11-12.3    RL.11-12.4    RL.11-12.5    RL.11-12.6  
 W.11-12.1    W.11-12.4    W.11-12.5    W.11-12.8    W.11-12.9    W.11-12.10

**Instructional Support Materials**

- *Language of Literature: American Literature*
- *Adventures in American Literature*, Pegasus Edition, HBJ
- (Teacher choice by level) Short Stories: Flannery O’Connor, James Baldwin, Alice Walker. Poetry: Beat poetry, Robert Frost, e.e. cummings

**Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader’s response journal
- Lecture on authors’ backgrounds, context, history
- Textbook suggested reading questions for homework

- Reader’s circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

**Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader’s response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 9** America at War

**Time Frame:** March/April

**Length of Unit:** 6 weeks

<b><u>Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>• Heller and O’Brien both used unorthodox fictional styles to find new ways to tell truths of war.</li> <li>• Amplification, exaggeration, black comedy, and absurdity can all be used to relate a soldier’s experience of war to non-combatants.</li> </ul>	<ul style="list-style-type: none"> <li>• How can fiction tell truths?</li> <li>• How can style reflect substance?</li> <li>• How can character POV change meaning?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

- |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|
| RL.11-12.1 | RL.11-12.2 | RL.11-12.3 | RL.11-12.4 | RL.11-12.5 | RL.11-12.6 |
| RI.11-12.1 | RI.11-12.2 | RI.11-12.3 | RI.11-12.5 | W.11-12.1  | W.11-12.4  |
| W.11-12.5  | W.11-12.8  | W.11-12.9  | W.11-12.10 |            |            |

### **Instructional Support Materials**

- *Catch 22*, by Joseph Heller (Honors only)
- *The Things They Carried*, by Tim O'Brien

### **Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader's response journal
- Lecture on authors' backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader's circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

### **Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader's response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

**Unit 10** Gender and Cultural Identity in America

**Time Frame:** May/June

**Length of Unit:** 6 weeks

<u>Enduring Understandings</u>	<u>Essential Questions</u>
<ul style="list-style-type: none"> <li>Contemporary American literature reflects the diversity of American culture.</li> <li>American culture is often defined by “otherness.”</li> <li>Gender in America is constructed by community and culture.</li> </ul>	<ul style="list-style-type: none"> <li>What defines a culture? What defines a community?</li> <li>How is “other” defined?</li> <li>How is gender constructed?</li> </ul>

**Standards Addressed**

*All Common Core State Standards in the overview are generally addressed, with additional emphasis on the following Reading and Writing standards.*

RL.11-12.1    RL.11-12.2    RL.11-12.4    RL.11-12.5    RL.11-12.6    RI.11-12.1  
 RI.11-12.2    W.11-12.1    W.11-12.4    W.11-12.5    W.11-12.8    W.11-12.9  
 W.11-12.10

**Instructional Support Materials – Teacher Choice**

- The Song of Solomon*, by Toni Morrison (**Honors and Level 1**)
- House on Mango Street*, by Sandra Cisneros
- Choice of 1 of 5: *The Lone Ranger and Tonto Fist Fight in Heaven* or *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie or *The Last Report of the Miracle at Little No Horse* or *The Master Butcher’s Singing Club*, or *The Round House* by Louise Erdrich
- Salvage the Bones*, by Jesmyn Ward
- Real Women have Curves*, film by Patricia Cardoso

**Suggested Instructional Strategies**

- Process writing
- Teacher/ student conferencing regarding writing
- Close reading
- Discussion - whole class and cooperative groupings
- Reader’s response journal
- Lecture on authors’ backgrounds, context, history
- Textbook suggested reading questions for homework
- Reader’s circles
- Peer reading and editing
- Conferencing with teacher
- Self-reflection and evaluation
- Evaluate other student responses using class rubrics
- If available and appropriate, audio/visual resources should be used. Explore YouTube.
- See Appendix for assessment and assignment examples.

**Suggested Assessment Methods**

*(Include use of school-wide analytic and course specific rubrics)*

- Critical writing including research papers, and additional critical and inquiry-based papers encompassing literary and rhetorical strategies including narration, description, exemplification, comparison/contrast, complex character development, definition, process analysis, cause and effect, and argument.
- Oral delivery of explication of texts.
- Other performance tasks which demonstrate knowledge of enduring understandings.
- Textbook suggested and/or teacher created reading questions for homework
- Reader's response journal
- Reading quizzes.
- Tests.
- See Appendix for assessment and assignment examples.

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