

American Literature

Little Chute
English
11th Grade, 1 Credit

Course Name : American Literature

Course Overview

This course focuses on American Literature and society. Emphasis will be placed on the critical and analytical interpretation of American literary selections as they relate to the development of our country. Aside from reading the literature, students will focus on various writing assignments and conventional rules as they apply.

Course Materials/Resources/Technology

Studysync

Supplemental texts

For several units, students will check out their own book club or independent reading texts.

TERM 1: America the Beautiful

Duration of Unit: 9 Weeks

Description of Unit: Students will explore how the United States of America has changed over time by reading and analyzing first settlers literature, articles/essays about land, and student-selected texts. Students will also engage in narrative writing.

Essential Questions:

How has our land changed over time?

How do I use dialogue in a narrative?

Academic Vocabulary:

Textual evidence, theme, conventions, dialogue

Materials/Resources/Technology:

Studysync, first settlers literature, supplemental articles and essays about land exploration and discovery, "Society and Solitude",

“Walden”, free choice independent novels

ESSENTIAL Standards	Learning Targets
R1 (text evidence of choice book)	I can read closely to determine what the text says explicitly/implicitly and to make logical inferences from it. I can cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R2 (theme of choice book)	I can summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
R3 (time period effects)	I can analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R5 (poems, essays)	I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
R6 (author’s purpose)	I can assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.
R9 (read variety)	I can analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
L5 (conventions)	I can demonstrate appropriate use of conventions.
W1(Quick Writes)	I can can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of purposes.
W2 (narrative)	I can compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W3 (poetry elements)	I can select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
NICE TO KNOW Standards	Learning Targets
S1	I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing my own clearly and persuasively.

Common Formative and Summative Assessments

Discovering Land Narrative
Poem about home life
Unit Test

TERM 2: We the People

Duration of Unit: 9 Weeks

Description of Unit:

Students will explore how people were affected/influenced by events in our Nation's History. Students will also engage in argumentative/persuasive writing.

Essential Questions:

How were people affected/influenced by events in our Nation's history?
How do I make an argumentative claim?
How do I prove and support my claim?

Academic Vocabulary:

Thesis statement, claim

Materials/Resources/Technology:

Studysync, *The Crucible*, "Of Plymouth Plantation", "The Declaration of Independence", "Letters to John Adams", "The Crisis", free choice independent novels

ESSENTIAL Standards	Learning Targets
R2 (key ideas of <i>The Crucible</i>)	I can summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
R3 (Puritans)	I can analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R4 (Vocabulary in <i>The Crucible</i>)	I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R6 (author's purpose)	I can assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.
R8 (Arguments and claims)	I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R9 (Read variety)	I can analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
W1(Quick Writes)	I can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of purposes.
W9 (Argumentative Essay)	I can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
S4 (book project)	I can present information, findings, and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
L5 (conventions)	I can demonstrate appropriate use of conventions.
NICE TO KNOW Standards	Learning Targets
S1	I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.
Common Formative and Summative Assessments	
<i>The Crucible</i> argumentative essay <i>The Crucible</i> poem Book project	

TERM 3: The Individual in Society

Duration of Unit: 9 Weeks

Description of Unit: Students will explore what our role as individuals in society is and observe culture, social justice, and racism over time. Students will also engage in comparative writing.

Essential Questions:

What is our role as individuals in society?
How do I compare literature?

Academic Vocabulary:

Transitions, comparison, point of view

Materials/Resources/Technology:

Studysync, book club books (*The Adventures of Huckleberry Finn*, *The Hate U Give*, *Kindred*, *All American Boys*, *The Stars Beneath Our Feet*, *The Poet X*, *Refugee*, *Piecing Me Together*, and *American Street*), "Song of Myself", "What They Fought For 1861-1865", "Theme for English B"

ESSENTIAL Standards	Learning Targets
R1 (text evidence in book club book)	I can read closely to determine what the text says explicitly/implicitly and to make logical inferences from it. I can cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R2 (key ideas in book club choice)	I can summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
R6 (point of view)	I can assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.
R9 (Read variety)	I can analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
W1 (Quick writes)	I can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of purposes.
W2 (Compare)	I can compose writing for a variety of modes to examine and convey complex ideas and information

	clearly and accurately through the effective selection, organization, and analysis of content.
W3 (DB map)	I can select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
L5 (conventions)	I can demonstrate appropriate use of conventions.
NICE TO KNOW Standards	Learning Targets
S1	I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.
Common Formative and Summative Assessments	
Comparison Essay Book Club Discussions POV assignment	

TERM 4: The American Dream

Duration of Unit: 9 Weeks

Description of Unit: Students will explore the American Dream from the 1920's through modern times. Students will also complete a research paper using MLA citation methods.

Essential Questions:

- What makes a dream worth pursuing?
- How do I synthesize my information into a paper of research?
- How do I properly document citations using MLA format?

Academic Vocabulary:

Symbolism, MLA, Citations

Materials/Resources/Technology:

Studysync, *The Great Gatsby*, "The Road", "The Woman Warrior: Memoirs of a Girlhood Among Ghosts", supplemental articles and essays

ESSENTIAL Standards	Learning Targets
R2 (key ideas of <i>The Great Gatsby</i>)	I can summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
R3 (1920's impact)	I can analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R5 (Analyze the text structure of <i>The Great Gatsby</i>)	I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
R9 (Read variety)	I can analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
W1 (Quick writes)	I can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of purposes.
W4 (Research paper)	I can make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
W8 (Gather info.)	I can gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
W11 (citations)	I can create citations either in writing or on a bibliography properly formatted allowing ideas to flow without plagiarism.
L4 (Use vocabulary in context.)	I can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases. I can use vocabulary appropriate to the context and situation.
L5 (conventions)	I can demonstrate appropriate use of conventions.
S4 (Book project)	I can present information, findings, and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and

	audience.
S5 (American dream presentation)	I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NICE TO KNOW Standards	Learning Targets
S1	I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.
R6	I can assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.
Common Formative and Summative Assessments	
<p>American dream presentation Book project for <i>The Great Gatsby</i> Reflection paper for <i>The Great Gatsby</i> Research Paper on an event, person, or invention that changed our Nation's history</p>	