

Grade Level(s) <u>11</u>	Course <u>American Lit A</u>	Date Last Revised <u>August 2010</u>
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	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list but shows relationship to content/topic</i>			
Unit 1 – Weeks 1-3	1.1.2, 1.1.3, 1.1.4, 1.3.2, 1.3.3, 1.3.9, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.3, 3.1.4, 3.1.7, 3.1.8, 3.2.5, 3.3.1, 3.3.2, 4.1.1, 4.1.2, 4.1.5	Unit 1 – Origins & Encounters	Identifying cultural themes and questions Explain how tensions effect the characters. Using prior knowledge to gain meaning. Following Instructions Summarizing/Restating Creating and following Group rules. Identify and explain moral dilemmas of characters. Understand and explain basic beliefs of cultures or societies.	•		• McDougal Littell – Language of Literature	•
	2.1.12	History	Native Americans Explorers to New World Ask Relevant Questions Create notes to organize	•		Notes - timeline	Notebook Check
		Genres	Native American Literature Historical Narratives Slave Narratives	•			
	1.3.4, 1.3.5, 1.3.7, 2.1.11, 3.1.1, 3.1.2, 3.2.4,	Literary Works	Understand Creation Myth	• myth • voice • mood • basic beliefs	Discussion groups Personal response Large group discussion Discuss definition of vocab	“World on a Turtle’s Back”	Unit 1 Test / Practice Essay Group discussion questions Notebook response
	1.2.1, 1.3.1, 1.3.7, 1.3.9, 2.1.7, 2.1.11, 2.2.1, 3.1.1, 3.2.4,		Understand Ritual Songs and Chants	• Repetition • Imagery • Basic beliefs	Graphic Organizer Large group discussion Discuss definition of vocab	“Song of the Sky Loom” “Hunting Song”	Unit 1 Test/ Practice Essay Repetition worksheet Notebook response

2.1.7, 2.3.3, 3.1.1, 3.1.2, 4.1.2		Understand Tales of heroes & tricksters	<ul style="list-style-type: none"> Folk tales Trickster tales Animal people 	Discuss definition of vocab Predicting Wrap up of Native American Lit – creating notes as a large group	“Coyote Stories” (2)	Unit 1 test/ Practice Essay Change worksheet Notebook Response
1.2.1, 1.2.2, 1.3.9, 1.5.1, 2.1.6, 2.1.7, 2.2.1, 2.2.2, 2.2.3, 2.3.4, 3.1.9,		Understand historical narratives	Primary sources	Personal Response Journal Writing Predicting Summarizing Creating advertisement using evidence from literature. Discuss definition of vocab	Log of Chris Columbus “La Relacion” “Of Plymouth Plantation”	Unit 1 Test/ Practice Essay Summary W.S. Notebook Response
1.2.1, 2.2.1, 2.3.4, 3.1.9, 3.3.4, 4.2.4		Understand slave narratives	<ul style="list-style-type: none"> Descriptive details Mood Voice 	Predict what a slave ship was like. Discuss using textbook slave ships. Graphic organizer of senses to explain slave ship. Discuss definition of vocab	“Interesting Life of Olaudah Equiano” Pictures of slave ships	Unit 1 Test/ Practice Essay Senses graphic organizer Notebook Response
1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.3.1, 1.3.2, 1.3.3, 2.1.4, 2.1.7, 2.3.2, 2.3.3, 2.3.8, 3.2.5, 4.1.1, 4.1.2, 4.1.5	Independent Novel Project	Choosing a novel they will enjoy Creating a paper including: summary, likes, dislikes, recommendations, character analysis Answer questions about the novel orally.	Character analysis Summarize Plot Elements	Independently reading a novel Creating paper Preparing to answer questions orally	Novel of their choice, American Author, at least 100 pages, and at their reading level	Novel Paper Oral questions

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Unit 2 – Weeks 4 - 6	1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.3.2, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.7, 2.1.11, 2.2.3, 2.3.3, 3.1.1, 3.1.8, 3.2.5, 3.3.1, 3.3.2, 4.1.1, 4.1.2, 4.1.5	Unit 2 – From Colony to Country	Restating/Summarizing for meaning Understanding cultural and societal perspective to gain meaning. Follow Instructions Using rubrics to evaluate yourself and others. Comparing 2 or more pieces of literature. Using well-crafted and varied sentences. Defend position with evidence Create and follow group rules. Using Prior Knowledge to gain meaning. Using predictions. Draw conclusions on unfamiliar words by using textbook resources and outside resources			McDougal Littell- Language of Literature	
	2.1.12	History	Puritan Society Salem Witch Trials Revolutionary Writers – Fight to be Free Ask relevant questions Create notes to organize			Notes Timeline Internet search	
		Genres	Puritan Literature Speeches – motivate Philosophical ideas (theories)				
	1.1.1, 2.2.1	Literary Works	Understand Puritan Poetry	Archaic language Imagery Symbolism Metaphor	Predicting what archaic language would mean today. Group Discussion of what imagery, symbolism, and metaphors are telling the reader. Personal Response to readings.	“to My Dear and Loving Husband” Upon the Burning of our House”	Unit 2 Test / Essay Notebook Check Graphic Organizer

	1.1.1, 1.4.1, 2.2.1, 2.3.4, 2.3.8, 3.1.2, 3.1.7, 3.1.9, 3.2.3, 3.2.4, 3.4.1		Understand Salem Witch Trials & Puritan Society through lit.	Bias, loaded language, summary, transcript Primary Source Characterization Tension	Venn Diagram Group Discussion Large Group Predicting from textbook clues Research of Salem Witch Trials Discuss Motives and how it effect characters. Discuss Tension. Summary Discuss bias – give everyday examples Comparing Literature to Movie Reading of play outloud. Reading questions Personal response Defend position with evidence	"Examination of Sarah Good" <u>Crucible</u> "Sinners in the Hands of an Angry God" movie internet search	<u>Crucible</u> essay Unit 2 Test/essay Internet search Bias/loaded language worksheet Notebook Responses
	3.1.9, 3.2.4, 3.3.4		Understand writers purpose through revolutionary writers	Rhetorical questions Theme Connecting to the future Primary Sources Tension Minority Writers	Discuss definition of vocab Personal response Comparing their frustrations to today's frustrations. Small Group discussion and declaration. Comparing different ideas on the same problem. (tension)	"Speech in Virginia Convention" "Declaration of Independence" "What is an American?" "Stride Towards Freedom" "Protect Ourselves"	declaration of teenage independence. Unit 2 Test /essay Identifying rhetorical questions in literature Notebook response

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Unit 3 – Weeks 7 – 9	1.1.2, 1.1.3, 1.1.4, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.11, 2.3.3, 3.1.1, 3.2.5, 3.3.1, 3.3.2, 4.1.1, 4.1.2, 4.1.5	Unit 3 – The Spirit of Individualism	Uses compare and contrast with 2 or more pieces of writing. Analyze multiple organization patterns in literature. Identify the cultural and societal effect on meaning. Follow Instructions. Use well-crafted and varied sentences in writing. Using prior knowledge to gain meaning. Identify connections between 2 or more pieces of literature. Create and follow group rules. Draw conclusions on unfamiliar words by using textbook resources and outside resources			McDougal Littell – Language of Literature	
	2.1.12	History	Revolutionary War Indian Removal Act Fugitive Save Act Ask relevant questions Create notes to organize			Notes Timeline	
		Genres	Romanticism Transcendentalism Gothic				
	2.2.1	Literary Works	Understanding Romanticism	Characteristics of Romantic authors Symbolism Imagery Nature Writing	Group Reading and Discussion. Sheet of what makes this a romantic piece Large group discussion to define romantic literature, explain why this is.	“Devil and Tom Walker”	Unit 3 Test/essay Notebook Response
	2.2.3, 3.1.8, 3.2.4		Understand Transcendentalism	Characteristics of Transcendental authors Metaphor	Small group discussion Large group discussion Personal response Large group discussion to define transcendental lit, explain why this is.	“Self Reliance” “Civil Disobedience” “Walden” Whitman poems	Collage w/presentation Unit 3 Test/essay Notebook Response Graphic organizer

	3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.1, 3.2.4		Understand Gothic Literature	Characteristics of Gothic authors Mood Allegory Characterization Plot Structure Author's Purpose	Personal Reponse Predictions Research of author how it effects their writing Small Group Large Group	"Raven" "Fall of the House of Usher" "Dr. Heidegger's Experiment" "A Rose for Emily" Biography of Edgar Allen Poe – video Simpson's version of "The Raven" -video	Graphic Organizer Unit 3 test/essay Notebook Responses

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Unit 4 – Weeks 10-12	1.1.2, 1.1.3, 1.1.4, 1.3.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.11, 2.3.2, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 4.1.1, 4.1.2, 4.1.5	Unit 4 – Conflict and Expansion	Uses compare and contrast with 2 or more pieces of writing. Analyze multiple organization patterns in literature. Identify the cultural and societal effect on meaning. Follow Instructions. Use well crafted and varied sentences in writing. Using prior knowledge to gain meaning. Identify connections between 2 or more pieces of literature. Create and follow group rules. Draw conclusions on unfamiliar words by using textbook resources and outside resources			McDougal Littell – Language of Literature	
	2.1.12	History	Slavery Civil War Westward Expansion of U.S. Ask relevant questions Create note to organize			Notes – Timeline	
		Genres	Slave Narratives/poetry Civil War Literature Realism Local Color Realism				
	1.3.4, 2.2.1, 2.2.3, 3.1.1, 3.3.4	Literary Works	Understand/identify Slave narrative/ poetry	Author's Purpose Autobiography Subjective Objective Imagery Minority Writers	Predicting Discussion of vocab Go through examples Large group readings List ideas of what imagery stands for.	"Narrative life of Frederick Douglas" "Stanzas on Freedom" "Free Labor"	Unit 4 test/essay Notebook Response Graphic organizer of subjective/objective with evidence Create a visual using imagery

	1.3.4, 2.3.4, 3.1.2, 3.1.5		Understand/identify Civil War Literature	Analyzing structure Primary Source Characterization	Tracking of characters thoughts/moves to gain meaning Personal response Define Heroism – use lit to agree or disagree Large group discussion	“Occurrence at Owl Creek Bridge” “Occurrence at Owl Creek “ – video “Mystery of Heroism” “Gettysburg Address” “Coming of Age in Mississippi”	Unit 4 test/essay Notebook response Comparison of literature to video Graphic organizers
	2.1.11, 3.1.2, 3.1.8		Understand/identify Realism and Local Color Realism	Characterization Cultural Theme	Discuss theme Discuss how culture influences decisions. Group discussion of misunderstandings of cultures and their result Personal response	“Indian and 100 Cows” High Horses Courting”	Unit 4 Test/ essay Notebook response
	2.2.1, 3.1.3, 3.1.2, 3.1.4, 3.2.1, 4.2.1		Explore Mark Twain’s life and writing style Local Color Realism	Satire Parody Plot Structure Characterization Author’s Purpose Dialects	Graphic Organizers Personal Response Group discussion Small response groups Predicting – knowing author’s background Locating primary focus	“Autobiography of Mark Twain” “Life on the Mississippi” “Notorious Jumping Frog” Mark Twain Biography – movie	Unit 4 Test/essay Notebook Response Graphic Organizer

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Unit 5 – Weeks 1 – 3		Unit 5 – The Changing Face of America				Mcdougal Littell – Language of Literature	
		History	Women’s Voices The American Dream – Illusion or Reality? Ask Relevant Questions Create notes to organize			Notes - timeline	Notebook Check
		Genres	Emily Dickinson poetry Female authors American Dream literature Immigrants perspective				
		Literary Works	Understand the life of females through their literature	Inferences Predicting Surprise ending Make Judgments about characters Monologue	Prior knowledge list Large Group discussion Define vocab Graphic organizer of inferences Quick write of an hour Discuss changes in time. Relate prior knowledge to character’s feeling Predict outcomes Setting standards for a character Predict outcomes	“The Yellow Wallpaper” “Story of an Hour” “I Stand Here Ironing”	Unit 5 Test/Essay Group discussion questions Notebook Response Sequence Chart Surprise Ending visual Judgment of character tracker Rewording monologue

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Unit 6 – Week 4 – 6		Unit 6 – The Modern Age				Mcdougal Littell – Language of Literature	
		History	Understanding the Harlem Renaissance Explain the redefining of African Americans in Harlem (new cultural identity) Understand Modernism Explain the alienation of the individual in literature and the reasons.			Notes - timeline	Notebook Check
		Genres	Harlem Renaissance Modernism				
		Literary Works	Explain what the Harlem Renaissance was. Explain how African Americans are redefining themselves as artists. Understand Langston Hughes and his impact on the Harlem Renaissance.	Harlem Renaissance Mood Author's perspective Extended metaphor Autobiographical essay	Graphic Organizers Personal Response Group discussion Small response groups Predicting – knowing author's background	"I, Too" "Harlem" "The Weary Blues" "When the Negro was in Vogue" "My City" "Any Human to Another" "If We Must Die" "A Black Man Talks of Reaping" "How it Feels to be Colored Me"	Unit 6 Test /Essay Group discussion questions Notebook Response Poem Comparisons

