Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for th	nis Quarter:					
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
Native American Literature	LA 12.1.6.b LA 12.1.6.c LA 12.1.6.d	Students will analyze typical characterization, setting, plot development, themes, tone, and mood of Native American stories and compare the use of each to familiar stories such as fairy tales and nursery rhymes. Analyze and critique the uses of literary devices, specifically symbolism, personification, and tone as they apply to Native American literature. Read informational pieces about Native American	Stu withi uses Stuc	ents will read and analyze Native American Literature dents will locate literary devices in the story and compare them to of these same devices in familiar stories.	Assessment over the Native American literature unit will include students writing their own creation stories imitating characteristics of those they have read. They will include two original illustrations to help explain their stories and then tell these stories to the class using the	Elements of Literature Fifth Course book pg 14-41
	LA 12.1.6.k	Literature and how it was perceived from different points of view. Discuss these conflicting points of view and form an opinion based on the ideas from each piece. Select a traditional Native American story from a list of possible selections. Use this story to understand other viewpoints and as a model for writing the next	Studisc	udents will select a story, read, cuss, pick out literary devices we previously discussed and tell the story in their own words.	elements of Native American oral tradition.	

Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for t	this Quarter:				·	
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	-	· · · ·				
		assignment.				
	LA 12.1.6.I	Read introductory articles explaining typical Native American life and the treatment of Native Americans by new settlers. Examine and interpret Native American art to build background knowledge.	and o Am	d, interpret, discuss, form opinions discover meaning between Native erican stories, oral tradition, and storical background information.		
	LA 12.1.6.o	Students will create, through drawing or computer generation, symbols that will help them remember the Native American story they have read and retell it to the class using only these symbols as a reference.	Rea	d, interpret through art, and retell a story using that visual representation.		
	LA 12.2.2.2.a	Students will write and tell a creation story using Native American stories as a template and applying the same archetypes (characterization) settings, syntax and present to the class applying Native American oral tradition techniques.	alre	pply previous information, use eady existing text as a model for ng, write, retell the story in Native American styles.		

Course Title: American	Literature			Semester 1	Academic Year:	
ssential Questions for t	his Quarter:					
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.2.2.d LA 12.2.2.e	<ul> <li>word choice and syntax as used in the stories we read previously.</li> <li>Read several Native American stories as a large group and alone to prepare for writing a similar creation</li> </ul>	previous st precise in v to create a Read, anal	ious knowledge and use cories as an example to be word choice and vocabulary similar story. lyze, discover, apply literary rite a similar creation story.		
	LA 12.3.1.b	story. Tell a creation story paying close attention to oral tradition including the pacing of voice, eye contact, and intonation in order to keep others interested.	Write, pres good story	ent focusing on being a teller.		
	LA 12.3.1.c	Create two or more original illustrations to aid in understanding during the telling of the story.	Interpret, a	nalyze, draw, and explain.		
	LA 12.3.2.a	During presentation time those not presenting will listen carefully and write down at least one questions for the author of the story.	Listen, ana	lyze, question		

Course Title: American	Literature		Semester 1	Academic Year:	
Essential Questions for t	his Quarter:				
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
Voyages and Visions	LA 12.1.6.a LA 12.1.6.b LA 12.1.6.c	Students will read several stories including La <i>Relacion, Of Plymouth</i> <i>Plantation,</i> Olaudah Equiano's story, and Anne Bradstreet's poetry in which the author's tell stories from their own lives. Throughout these stories students will consider the information and discuss whether these author's are reliable based on their writing, point of view and credible information presented. Analyze point of view in each story above and determine how it effects the telling of the story and whether it makes the story more or less powerful. Discuss allusion as used in <i>Of Plymouth Plantation</i> and poetic elements (inversion, implied metaphor) as utilized by Anne Bradstreet. Also focus on Anne Bradstreet's internal conflict.	Students will read, discuss, analy evaluate, question, and form an opinion Read analyze, interpret, review li and poetic terminology and focus how it affects each of the pieces. Consider each writer's point of via and consider how the story would change if told from a different poi view.	write a paper that compares and contrasts the ideas of Jonathan Edwards and Anne Bradstreet. It will have a strong thesis statement and at least 3 strong ideas that are explained clearly in why the two are similar or different. Information backing up these ideas will be ew clearly cited from the literature text	Elements of Literature Fifth Course book pg 42-116

Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for t	this Quarter:				·	
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.1.6.d	Examine each of the above stories that are true narratives of events that occurred. Break them down into the parts that are literary and the parts that are informational. Decide what impact each part has on the story. Do the themes and main ideas change depending on whether the piece is read as literary or informational?	relate part t sepa them	d, discuss, break a story into ed pieces, determine how each fits together and functions trately, analyze and summarize nes and main ideas and the effect have on the story		
	LA 12.1.6.f	Interpret information from each of the above stories focusing on how it relates to historical details we have discussed. Evaluate how this narrative form of information is different from the account you might read in a history book.	conn	d, interpret, analyze, apply, lect to historical nonfiction writing other classes		
	LA 12.1.6.g	Read each story finding details that show the effect of cultural, biographical, and political influences to create one larger perspective of early settlers and explorers. Cite evidence to support	inform of the evide answ opini	d, reflect, synthesize and combine mation to create a general picture e time period, cite specific ence from the text to support vers, come to an understanding of ons held at the time and rmine why		

Course Title: American	Literature			Semester 1	Academic Year:					
Essential Questions for th	nis Quarter:									
1.	1.									
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources				
	LA 12.1.6.i LA 12.1.6.j	answers to specific questions while reading <i>The Narrative of Captivity.</i> Read background information about Anne Bradstreet to discover resistance to female poets at that time and form an opinion on the sentiment of those early Puritans. Make inferences to determine what Olaudah Equiano believed to be true about human nature based on the narrative that he tells. Cite specific examples to back up this claim. Analyze and compare two pieces of literature (Jonathan Edwards sermon and Anne Bradstreet's poetry) to determine their differences in expressing Puritan ideas of the time including purpose for writing, language, tones, and historical perspectives.	details to a co that co Use a comport order these opinio	, determine meaning based on s, analyze and evaluate to come onclusion, use details to back up onclusion an organizer (Venn diagram) to are and contrast elements in to determine how the views of two authors differed. Form an on on whether the two had similar or were opposed to each other's ng.						

Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for t	this Quarter:				•	
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.1.6.I	Before reading Olaudah Equiano's story write down everything you know about slave ships then spend ten minutes researching the topic and write down everything new that you discover. While reading the story connect this new information to Equiano's experience on board a slave ship.		arch, analyze, record, read, connections, discuss		
	LA 12.1.6.m	While re reading these stories for the final project use strategies we have discussed (finding descriptive details, citing evidence from the text, background research, and summarizing passages to increase comprehension and understanding.		ad, summarize, cite evidence, etails, research, comprehend, stand		
	LA 12.1.6.n	Formulate inferences while reading Equiano's story. What does he believe to be true about human nature? Cite details from the story while reading to support what you find to be his belief.	Read, discus	infer, cite details, form opinions, ss		

Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for th	his Quarter:					
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	1					
	LA 12.2.1.a	Use analysis, cited details and compare contrast organizer to generate ideas of Bradstreet and Edward's opinions.		yze, cite, compare, contrast, erate ideas to begin the writing ess		
	LA 12.2.1.b	Write a persuasive letter to slave traders that will convince them to stop their slave trading ways. Create a strong thesis statement and give them 3 strong, well explained reasons to end this terrible practice.		erate, draft, analyze, examine, te, logically defend, persuade,		
		Write a compare/ contrast paper examining the differences in Anne Bradstreet and Jonathan Edward's puritan beliefs. Be sure to examine at least 3 major differences.				
	LA 12.2.1.c LA 12.2.2.b	Cite evidence from each story to back up any claims, written responses, or verbal arguments. Cite all research while reading about slave ships. Note title, author, etc. next to the information.	cite b	evidence, evaluate for credibility, both written and verbally ending on the type of discussion		

Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for th	nis Quarter:					
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.2.1.h LA 12.2.1.i	Proofread the compare/contrast paper twice once read out loud and once silently. Pay close attention to spelling, capitalization, grammar, and punctuation. Avoid plagiarism by citing all sources used in	Cite	freading ones own work. all quotes and research mation using MLA format.		
	LA 12.2.2.a	research of slaves ships and citing page numbers from the book for opinions of author's beliefs. Write a letter arguing against slave trade that will convince slave traders to		rly communicate ideas, in writing her being persuasive or informing		
		stop. Write a paper that describes and informs us on the differences between Bradstreet and Edward's Puritan ideas.				
	LA 12.3.1.d	Throughout reading and discussion of the above narratives students will form opinions and convey that perspective by providing evidence to	resea from	d, discuss, consider, evaluate, arch, cite sources, cite details text, clearly communicate this mation to others		

Course Title: American	Literature			Semester 1	Academic Year:		
Essential Questions for th	nis Quarter:						
1.							
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources	
	LA 12.3.1.e	support their beliefs and understanding. Ask questions of others in the room, or create research questions to discover answers to in order to acquire new information or confirm already existing opinions.	chan	questions, research, discover, ge opinions, strengthen opinions, iss the process			
The Crucible Unit	LA 12.1.6.g	Read background information about Arthur Miller and fear in the 1950's. Use this background while reading the story to analyze how this same fear exists during the Witch Trials in Salem and how Miller uses this fear from his own time period to influence a story he tells about an earlier time in history. Research, build background and discuss the differences and similarities in fear between these two time periods. Cite this evidence as we read.	C	Read, interpret, analyze, make onnections, draw conclusions, cuss, cite evidence, compare and contrast	Students will take three quizzes throughout the course of this unit during which they will answer several critical thinking question which will demonstrate their understanding of the story.	Elements of Literature Fifth Course book pg 1095-1165	

ourse Title: Americar	Literature		Semester 1	Academic Year:	
sential Questions for	this Quarter:				
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
	LA 12.1.6.i LA 12.1.6.n	Fill out the character motivation chart throughout the reading of the play. Students will make inferences in order to draw conclusions for character motivations. Form an opinion and cite evidence to back it up for why a character is behaving a certain way. Decide how credible these characters are and whether others should believe them.	Organize with charts, ask questions, make inferences, interpret, find evidence, cite, form an opinion, back it up with logic		
	LA 12.1.6.I	Read about Arthur Miller and his life during the 1950's (connection to fear). Read about the Salem Witch Trials and their affect on history. Apply this to information presented in <i>The Crucible</i> .	Read, discuss, question, make connections, compare		
	LA 12.1.6.0	Demonstrate understanding of the play so far by creating a court drawing. Choose any scene from the play so far and create a courtroom drawing of that scene as you interpret those events.	Cite evidence, analyze, interpret, create a visual representation		

Course Title: American	Literature		Semester 1	Academic Year:	
ssential Questions for t	this Quarter:		·		
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
	LA 12.1.6.p LA 12.2.1.c	Watch key scenes from the movie version, after reading the play version and compare the two. Decide how your interpretation based on the reading is different from the movie interpretation. Use relevant information from the play and other historical sources to cite evidence for why each character is behaving in a certain way. Cite sources in the psychological research study.	Read, listen, watch, analyze, e Gather information, read, con information, combine informati one idea, cite evidence	npare on into	
	LA 12.2.2.c	Write three paragraphs proposing a diagnosis for Betty and Ruth's condition at the beginning of the play. Be sure to cite evidence from a psychology book or other credible document to back up your claim. Present your ideas to the class and try to persuade them that your idea is the most logical.	Research, propose a solution evidence, write, present, pers		

Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for th						
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
		-				
	LA 12.3.1.a LA 12.3.1.b	Students will read their assigned parts in the play being careful to convey the feeling and meaning of	Interp	oreting, speaking, listening		
		their character's words. Speak clearly.				
	LA 12.3.3.d	Discuss character motivations as a class at	Discu ideas	uss, listen, argue, consider new		
	LA 12.3.3.e	least three times during the play. Make note of when people change their minds through time. Argue your side, build on the ideas of others, and generate new ideas through careful consideration, but everyone's ideas will be respected and considered.		-		
Forging A New Nation Unit	LA 12.1.4.b	Read several political documents together. Adjust to read longer and more complicated passages. Listen carefully while others read and be ready to explain.		Read, listen, explain		Elements of Literature Fifth Course book pg 116-181
	LA 12.1.5.a LA 12.1.5.e	Analyze unknown words and apply them to familiar words in order to determine their meaning while interpreting and explaining		lyze, apply known information to find meaning in the unknown, interpret, explain		

Course Title: American	Literature		Semester 1	Academic Year:	
Essential Questions for th	nis Quarter:				
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
	LA 12.2.1.d LA 12.2.1.e LA 12.2.1.f	aphorisms. Use figurative language and familiar words or phrases to discover the impact and meaning of the aphorism. While reading political writing pay close attention to the writer's development of paragraphs. Practice writing using parallel structure. Read Jefferson's draft of <i>The Declaration of</i> <i>Independence</i> . While reading pay close attention to the markings indicating what was left in and what was taken out before the final copy was published. Make your own revisions to the document and explain why you decided to leave or eliminate certain information. Write two paragraphs of feedback as if you are talking to Jefferson.	Read, analyze, practice parallel structure		

Course Title: American	Literature		Semester 1	Academic Year:	
Essential Questions for t	his Quarter:				
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
	LA 12.3.2.b LA 12.4.1.c	Identify persuasive appeals in political writing (emotion and reason) Cite persuasive words, phrases, and sentences in <i>Speech</i> <i>to the Virginia Convention</i> and decide whether and why they are persuasive. Decipher and use the editing symbols and information in the draft	Evaluate motives and effectiveness Decipher symbols and editing information		
Poetry and Civil Disobedience Unit	LA 12.1.6.c	version of <i>The Declaration</i> <i>of Independence</i> . Interpret Longfellow's poetry and analyze its meaning by breaking down each stanza, summarizing it and creating meaning. Interpret Thoreau's beliefs about people by finding his metaphors and making generalizations. Summarize, question, and answer to discover his message.	Interpret poetry and metaphors through summarizing and making generalizations		
	LA 12.1.6.g LA 12.1.6.i	Research Civil Disobedience throughout history and read about it in the literature book. Apply these definitions of Civil	Research, analyze, read, apply, connect, form an opinion		

Course Title: American	Literature			Semester 1	Academic Year:	
Essential Questions for	this Quarter:					
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.1.6.j	Disobedience to Thoreau's Civil Disobedience story to determine whether he made the right decision. Interpret the meaning of Thoreau's work by summarizing passages, asking questions then finding answers to those questions.				
The Realms of Darkness Unit	LA 12.1.3.a LA 12.1.5.c LA 12.1.5.e	Use phonetic and structural analysis to aid in the pronunciation of unfamiliar words while reading the text. Use the new vocabulary from the unit in your own original sentences. Use these words in class throughout the course of the unit. Verify the meaning using a dictionary when necessary.	pr	ding, activating prior knowledge, ronunciation, comprehension ing, pronouncing, and using new vocabulary	Students will have a test that includes critical thinking questions (multiple choice and essay) and vocabulary over all 3 pieces of Gothic Fiction that we read	Elements of Literature Fifth Course book pg 286-365
	LA 12.1.6.b LA 12.1.6.c	Interpret the meaning of gothic fiction by finding and analyzing setting, word choice, plot, mood and foreshadowing in <i>The Devil</i> and <i>Tom Walker</i> and	poe	erpreting meaning of a story or m by using figurative language and literary devices		

Course Title: American I	Literature		Semester 1	Academic Year:	
ssential Questions for th	is Quarter:				
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
		internal rhyme, alliteration, onomatopoeia, and refrain in <i>The Raven.</i>			
	LA 12.1.6.m	Read Hawthorne's <i>The</i> <i>Minister's Black Veil</i> on your own. Be sure to use strategies such as rereading, summarizing, noting, and questioning to ensure comprehension.	Use reading strategies for comprehension		
	LA 12.3.1.c	Use the chart to keep track of foreshadowing. As we are reading, yell out STOP when you notice an example of foreshadowing in the story. Note this in the text.	Visual and audio identification of foreshadowing.		
	LA 12.3.3.a	Use appropriate arguments to defend your idea of foreshadowing if others disagree. Communicate using evidence to back up your claim.	Argue with logic, defend ideas		
The Civil War Era Unit	LA 12.1.4.b	Read An Occurrence at Owl Creek Bridge and A Mystery of Heroism together in class. We will go around the room and everyone will read 1-2	Read, listen, interpret	Students will create an iMovie that captures the importance of human psychology	Elements of Literature Fifth Course book pg 411-487

Course Title: American	Literature			Semester 1	Academic Year:	
sential Questions for th	his Quarter:				·	
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.1.6.a	paragraphs at a time before the next person takes over. Everyone will listen closely to details. Research the Civil War and how it relates to literary, historical, and world events, plus how this conflict leads to change. Read The Slave Narrative of Frederick Douglass and determine his purpose for writing the narrative. What is the theme?	conn	Research, analyze, make actions, propose a theory, back it up with evidence	within the story of their choice.	
	LA 12.1.6.b	Read the two Civil War stories to discover internal conflict and the connected themes between the two stories.	F	Read, analyze, interpret, apply previous knowledge		
	LA 12.1.6.k	Select one of the two Civil War stories and create a movie trailer. The goal is to understand the main character's point of view and how war changes or influences that point of view.		d, relate, make connections, use a written story to create a video interpretation		

ourse Title: American	Literature			Semester 1	Academic Year:	
sential Questions for t	his Quarter:					
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.1.6.I	Research the Civil War era. What impact did this war have on literary, historical and world events of that time?	help	ling background knowledge to with understanding of the acters actions and thoughts.		
	LA 12.3.1.a LA 12.3.1.b LA 12.3.1.c LA 12.3.1.d LA 12.3.1.f LA 12.3.2.c	After reading about spirituals and listening to a few examples from the book, students will research to find their own spiritual. Then they will research it further and create a video explaining the history, message and origin of that song. In explaining the meaning they should be prepared to explain why and back up that reasoning with evidence while also addressing any arguments others might have.	using	aking, listening, logical arguing, g visuals, anticipating questions, wing directions		
	LA 12.4.1.a LA 12.4.1.b	Research spirituals, organize the information and use it to create meaning. Be sure to cite all sources and give credit for information belonging to someone else.		earch, organize, analyze, draw clusions, cite		

Course Title: American I	iterature			Semester 1	Academic Year:	
Essential Questions for th	is Quarter:				•	
1.						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources
	LA 12.4.2.a LA 12.4.2.b	Evaluate any websites used for research. Be sure they are credible and reliable. Use the tests we have discussed (author, date, etc.)	Safe	and useful research		
(Whitman and Dickinson pg 506-574)	LA 12.1.5.d	Evaluate the meaning of several poems written by Walt Whitman and Emily Dickinson by reading them then breaking each stanza down into parts and evaluating how each part fits together to create meaning.	dowr	d, evaluate, break difficult stanzas n into parts and then put them together to create meaning.		
	LA 12.1.6.c	Interpret the meaning of these poems through the analysis of symbolism, personification, and other poetic elements.		pret, analyze, use prior vledge		
	LA 12.1.6.f LA 12.4.1.a LA 12.4.1.c	Read and discuss "I Hear America Singing." Create one collage depicting how Whitman views American society, based on his poem then create another collage depicting how you view American society.	opini them using	yze and evaluate Whitman's ion. Locate pictures, organize and create new meaning by g them to depict the two points.		

Course Title: American Literature         Essential Questions for this Quarter         1.       Unit/Time Frame       Stand         The Age of Realism       LA 12. LA 12.         LA 12.       LA 12.         LA 12.       LA 12.         LA 12.3.       LA 12.3.         LA 12.3.       LA 12.3.         LA 12.3.       LA 12.3.	r: 2.1.d Read A Wagner Matine by Willa Cather and empathize with the mai character's feeling of homesickness. Studen will pretend that they ha moved far away from ha and write a one page le to a friend or family	in the text. in ave nome etter	Assessment	
1.         Unit/Time Frame       Stand         The Age of Realism       LA 12.         LA 12.       LA 12.         LA 12.       LA 12.         LA 12.3.1       LA 12.3.1         LA 12.3.1       LA 12.3.1	2.1.d Read <i>A Wagner Matine</i> .2.1.j Provide the main of the main o	ee Relating to the text and the text. in nts ave nome etter		Resources
Unit/Time Frame       Stand         The Age of Realism       LA 12.         LA 12.       LA 12.         LA 12.       LA 12.         LA 12.3.       LA 12.3.         LA 12.3.       LA 12.3.	2.1.d Read A Wagner Matine .2.1.j by Willa Cather and empathize with the mai character's feeling of homesickness. Studen will pretend that they ha moved far away from he and write a one page le to a friend or family	ee Relating to the text and the text. in nts ave nome etter		Resources
The Age of Realism LA 12. LA 12. LA 12. LA 12.3. LA 12.3. LA 12.3. LA 12.3.	2.1.d Read A Wagner Matine .2.1.j by Willa Cather and empathize with the mai character's feeling of homesickness. Studen will pretend that they ha moved far away from he and write a one page le to a friend or family	ee Relating to the text and the text. in nts ave nome etter		Resources
LA 12.3.7 LA 12.3.7 LA 12.3.7 LA 12.3.7	.2.1.j by Willa Cather and empathize with the mai character's feeling of homesickness. Studen will pretend that they ha moved far away from ha and write a one page le to a friend or family	in the text. in ave nome etter	interpreting	
LA 12.3. <sup>2</sup> LA 12.3. <sup>2</sup>	member that describes	6		
	<ul> <li>what their life is like now</li> <li>1.b Read <i>The Story of an F</i></li> <li>1.d by Kate Chopin. Stude</li> <li>1.e will have one day to do</li> </ul>	W. Hour Presenting to the class, reasoning, providing evi questions, anticipating a persuasion eath. er a ide	idence, asking	

Course Title: American I	iterature		Semester 1	Academic Year:	
<b>Essential Questions for th</b>	is Quarter:				
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

Course Title: American Literature		Semester 1	Academic Year:		
Essential Questions for th	is Quarter:				
1.					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

Course Title:				Quarter:	Academic Year:	
Essential Questions for this Quarter:						
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources

Course Title:			Quarter:	Academic Year:	
Essential Questions for this Quarter:					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources