

General Overview

Curriculum Mapping - Course: American Literature Honors

Content Area: English

Grade: 11

Date Completed/Revised: 6/24/13

Unit Title	American Thought	American Materialism	Isolation in America	Cultural Conditions in America
Unit Dates	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
<p>CCSS & Content Standards</p>	<p>CC.11-12.R.L.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.</p> <p>CC.11-12.R.L.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).</p> <p>CC.11-12.R.I.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.</p> <p>CC.11-12.R.I.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.</p> <p>CC.11-12.R.I.9 Analyze seventeenth-, eighteenth-,</p>	<p>CC.11-12.R.L.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.</p> <p>CC.11-12.R.L.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.</p> <p>CC.11-12.R.I.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.</p> <p>CC.11-12.W.1.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</p>	<p>CC.11-12.R.L.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.</p> <p>CC.11-12.R.L.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.</p> <p>CC.11-12.R.I.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.</p> <p>CC.11-12.R.I.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,</p>	<p>CC.11-12.R.L.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).</p> <p>CC.11-12.R.L.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.</p> <p>C.C. 11-12 W.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</p>

	<p>and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>CC.11-12.W.1.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 the claim(s), counterclaims, reasons, and evidence.</p> <p>CC.11-12.W.1.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.</p> <p>CC.11-12.W.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 over-reliance on any one source and following a standard format for citation.</p> <p>CC.11-12.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence</p>	<p>level, concerns, values, and possible biases</p> <p>CC.11-12.W.2.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.</p> <p>CC.11-12.SL.1.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.</p>	<p>persuasiveness, or beauty of the text.</p> <p>CC.11-12.W.3.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</p> <p>CC.11-12.W1.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.</p> <p>CC.11-12.W.1.c 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.</p> <p>CC.11-12.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CC.11-12.W.3.d Use precise words and phrases, telling details, and sensory</p>	<p>source and following a standard format for citation.</p> <p>CC.11-12.W.2.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.</p> <p>CC.11-12.W.2.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).</p> <p>CC.11-12.W.1.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.</p> <p>C.C. 11-12 W.3c 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).</p> <p>CC 11-12.W.3.d Use precise words and phrases, telling details, and sensory</p>
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	<p>from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.11-12.SL.1.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.</p>		<p>language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>
<p>Essential Questions:</p>	<ul style="list-style-type: none"> • How does literature reflect American political foundations? • What is the rhetorical purpose of language in early American literature? 	<ul style="list-style-type: none"> • What is the impact of capitalism on American culture? • How does materialism corrupt the individual in American society? 	<ul style="list-style-type: none"> • How does the presence of fear and anxiety in society isolate the individual? • What is the impact of isolation on the individual? 	<ul style="list-style-type: none"> • How do the conditions of local culture impact the individual? • How do people respond to their setting?
<p>End-of-Unit Assessment:</p>	<p>1. Test on <i>The Adventures of Huckleberry Finn</i>, including writing a letter to the Board of Ed. that acknowledges the effective or ineffective use of satire</p> <p>2. Persuasive thesis-based research essay, using at least three sources (including <i>The Scarlet Letter</i>) addressing why Hawthorne chose an intellectual rebel, Anne</p>	<p>1. Passage-based analysis of <i>Nickel and Dimed</i> analyzing the author’s rhetorical devices used to communicate her point of view.</p> <p>2. Explanatory essay addressing one of the unit essential questions and referencing at least two unit texts</p>	<p>1. “Clinical File” on Holden Caulfield using findings from the novel, literary criticism and outside sources</p> <p>2. Personal narrative about the “things they carry” incorporating literary techniques present throughout the unit (imagery, unreliable narration, shifting perspective, pacing, meta-fiction,</p>	<p>1. Explanatory essay on a current cultural issue in which students apply knowledge of rhetorical modes in order to convey their purpose</p> <p>2. College essay with an emphasis on the importance of “place” to the narrative.</p>

	Hutchinson, to frame the story of Hester Prynne		etc)	
Skills:	<p>Students will be able to recognize and analyze satire within <i>The Adventures of Huckleberry Finn</i></p> <p>Students will be able to synthesize and cite evidence to support analysis <i>*using MLA style</i></p> <p>Students will be able to compose a persuasive argument with audience awareness in mind</p> <p>Students will be able to recognize author intentions through characterization</p> <p>Students will be able to recognize the way language choices impact meaning within an informational text</p> <p>Students will be able to analyze and evaluate the effectiveness of the structure of an informational text</p> <p>Students will analyze the effectiveness of rhetorical strategies within an informational text</p>	<p>Students will be able to recognize and discuss two or more themes or central ideas within a text</p> <p>Students will be able to recognize the way(s) in which figurative language impacts meaning and tone within a novel</p> <p>Students will be able to analyze and evaluate the effectiveness of the structure of an informational text</p> <p>Students will be able to develop arguments with relevant, significant facts and details</p>	<p>Students will be able to determine two or more themes or central ideas of a text and analyze their development over the course of the text</p> <p>Students will be able to identify and determine the meaning of words and phrases as they are used in the informational text</p> <p>Students will be able to analyze and evaluate the effectiveness of the structure in an informational text</p> <p>Students will be able to determine an author's point of view or purpose in a text in which the rhetoric is particularly effective in an informational text</p> <p>Students will be able to analyze how style and content contribute to the power, persuasiveness, or beauty of the text</p> <p>Students will be able to clearly establish an issue to be solved, establish a clear voice, and, provide conclusions</p> <p>Students will be able to develop</p>	<p>Students will be able to analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama</p> <p>Students will be able to analyze how an author's choices contribute to the text's overall structure and meaning</p> <p>Students will be able to conduct quality research and integrate information into their texts selectively</p> <p>Students will be able to use appropriate and varied transitions and syntax when they write</p> <p>Students will be able to provide a conclusion that follows from and supports the information or explanation presented</p> <p>Students will be able to link their ideas with words and phrases that create cohesion in their writing</p> <p>Students will be able to use a variety of techniques to</p>

			<p>claim(s) and counterclaims thoroughly, supplying the most relevant evidence</p> <p>Students will be able to make constructive choices in terms of formatting, graphics, and multimedia</p> <p>Students will be able to use narrative techniques (dialogue, pacing, vivid description, reflection, and multiple plot lines) to develop experiences, events, and/or characters</p>	<p>sequence events so that they create a particular tone and outcome</p> <p>Students will be able to use precise words and phrases, telling details, and sensory language to convey a vivid picture</p>
<p>Curriculum Resources (textbook chapters, novels, supplemental materials):</p>	<p>Excerpts from: -“Sinners in the Hands of an Angry God” by Jonathan Edwards -“The Bloody Tenant of Persecution” by Roger Williams - <i>Common Sense</i> by Thomas Paine - “The Declaration of Independence” -“The Preamble to the Constitution” - <i>The Autobiography of Benjamin Franklin</i> by Benjamin Franklin -“Self-Reliance” by Ralph Waldo Emerson - “Civil Disobedience” Henry David Thoreau - excerpts from <i>Nature</i> by Ralph Waldo Emerson - <i>Walden</i> by Henry David Thoreau - The Bill of Rights - Lincoln’s Second Inaugural Address - Gettysburg Address - “Ain’t I a Woman” by Sojourner Truth</p>	<p>- JFK Inaugural Address - 1961 - “Richard Cory” by Edwin Arlington Robinson - “Lucinda Matlock” Edgar Lee Masters - “The Love Song of J. Alfred Prufrock” or “The Wasteland” by T.S. Eliot</p> <p>Excerpts from: <i>Nickel and Dimed</i> by Barbara Ehrenreich <i>The Great Gatsby and the Twenties</i> by Ronald Berman</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald <i>Death of a Salesman</i> by Arthur Miller (film clips & text excerpts)</p>	<p>- “Loneliness...An American Malady” by Carson McCullers - Faulkner Nobel Acceptance speech</p> <p>- <i>The Catcher in the Rye</i> by J.D. Salinger - <i>The Things They Carried</i> by Tim O’Brien</p> <p>Optional: -<i>The Crucible</i> by Arthur Miller <i>The Crucible</i> film starring Daniel Day-Lewis <i>The Crucible</i> audio starring Richard Dreyfus Readings about McCarthyism</p>	<p>- <i>Fences</i> by August Wilson - <i>Ordinary People</i> by Judith Guest</p> <p>- <i>The Bluest Eye</i> by Toni Morrison</p> <p>Optional: <i>Ethan Frome</i> by Edith Wharton</p>

	<p>Excerpts from: <i>The Narrative of Frederick Douglass</i> by Frederick Douglass <i>The Narrative of Sojourner Truth</i> by Sojourner Truth</p> <p><i>The Adventures of Huckleberry Finn</i> by Mark Twain “The Negro Speaks of Rivers” by Langston Hughes</p> <p><i>The Scarlet Letter</i> by Nathaniel Hawthorne</p>			
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<p>All units assess the following standards:</p>	<p>CC.11-12.RI.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.</p> <p>CC.11-12.RI.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.</p> <p>CC.11-12.RI.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).</p> <p>CC.11-12.RL.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.</p> <p>CC.11-12.SL.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.</p> <p>CC.11-12.W.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.</p>
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21st Century Skills integrated into all content areas include the following:

- **Learning and Innovation Skills**

- Critical thinking and problem solving (expert thinking)
- Communication and collaboration (complex communicating)
- Creativity and innovation (applied imagination and invention)
- **Information, Media, and Technology Skills**
 - Information literacy
 - Media literacy
 - Information and communication technology literacy
- **Life and Career Skills**
 - Flexibility and adaptability
 - Initiative and self-direction
 - Social and cross-cultural interaction
 - Productivity and accountability
 - Leadership and responsibility

from: Trilling, Bernie & Fadel, Charles. 21st Century Skills: Learning for life in our times. – San Francisco, CA, Jossey-Bass, 2009.

Please Note:

- Primary Audience for Curriculum Maps: Parents, students, school staff (teachers & administrators) and community members
- Curriculum Maps are updated annually and posted on the Brookfield Public Schools' website.