

Curriculum Map

Course Title: American Literature	Semester 1	Academic Year:
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Essential Questions for this Quarter:

1.

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Native American Literature	<p>LA 12.1.6.b</p> <p>LA 12.1.6.c</p> <p>LA 12.1.6.d</p> <p>LA 12.1.6.k</p>	<p>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.</p> <p>Analyze and critique the uses of literary devices, specifically symbolism, personification, and tone as they apply to Native American literature.</p> <p>Read informational pieces about Native American 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.</p> <p>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</p>	<p>Students will read and analyze Native American Literature</p> <p>Students will locate literary devices within the story and compare them to uses of these same devices in familiar stories.</p> <p>Students will read, analyze, discuss, and form their own opinions after considering all of the information.</p> <p>Students will select a story, read, discuss, pick out literary devices we have previously discussed and tell the story in their own words.</p>	<p>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 Native American oral tradition.</p>	<p>Elements of Literature Fifth Course book pg 14-41</p>
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	LA 12.2.2.d	Students will write in imitation of a Native American story focusing on word choice and syntax as used in the stories we read previously.	Apply previous knowledge and use previous stories as an example to be precise in word choice and vocabulary to create a similar story.		
	LA 12.2.2.e	Read several Native American stories as a large group and alone to prepare for writing a similar creation story.	Read, analyze, discover, apply literary devices, write a similar creation story.		
	LA 12.3.1.b	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, present focusing on being a good story teller.		
	LA 12.3.1.c	Create two or more original illustrations to aid in understanding during the telling of the story.	Interpret, analyze, 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, analyze, question		

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	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?	Read, discuss, break a story into related pieces, determine how each part fits together and functions separately, analyze and summarize themes and main ideas and the effect they 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.	Read, interpret, analyze, apply, connect to historical nonfiction writing from 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	Read, reflect, synthesize and combine information to create a general picture of the time period, cite specific evidence from the text to support answers, come to an understanding of opinions held at the time and determine why		

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	LA 12.1.6.l	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.	Research, analyze, record, read, make 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.	Re read, summarize, cite evidence, find details, research, comprehend, understand		
	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, infer, cite details, form opinions, discuss		

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	LA 12.2.1.a	Use analysis, cited details and compare contrast organizer to generate ideas of Bradstreet and Edward's opinions.	Analyze, cite, compare, contrast, generate ideas to begin the writing process		
	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. 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.	Generate, draft, analyze, examine, create, logically defend, persuade, write		
	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 evidence, evaluate for credibility, cite both written and verbally depending on the type of discussion		

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	LA 12.2.1.h	Proofread the compare/contrast paper twice once read out loud and once silently. Pay close attention to spelling, capitalization, grammar, and punctuation.	Proofreading ones own work.		
	LA 12.2.1.i	Avoid plagiarism by citing all sources used in research of slaves ships and citing page numbers from the book for opinions of author's beliefs.	Cite all quotes and research information using MLA format.		
	LA 12.2.2.a	Write a letter arguing against slave trade that will convince slave traders to stop. Write a paper that describes and informs us on the differences between Bradstreet and Edward's Puritan ideas.	Clearly communicate ideas, in writing whether being persuasive or informing		
	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	Read, discuss, consider, evaluate, research, cite sources, cite details from text, clearly communicate this information to others		

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	LA 12.3.1.e	<p>support their beliefs and understanding.</p> <p>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.</p>	<p>Ask questions, research, discover, change opinions, strengthen opinions, discuss the process</p>		
The Crucible Unit	LA 12.1.6.g	<p>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.</p>	<p>Read, interpret, analyze, make connections, draw conclusions, discuss, cite evidence, compare and contrast</p>	<p>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.</p>	<p>Elements of Literature Fifth Course book pg 1095-1165</p>

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	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.l	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		

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	LA 12.3.1.a LA 12.3.1.b LA 12.3.3.d LA 12.3.3.e	Students will read their assigned parts in the play being careful to convey the feeling and meaning of their character's words. Speak clearly. Discuss character motivations as a class at 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.	Interpreting, speaking, listening Discuss, listen, argue, consider new ideas		
Forging A New Nation Unit	LA 12.1.4.b LA 12.1.5.a LA 12.1.5.e	Read several political documents together. Adjust to read longer and more complicated passages. Listen carefully while others read and be ready to explain. Analyze unknown words and apply them to familiar words in order to determine their meaning while interpreting and explaining	Read, listen, explain Analyze, apply known information to find meaning in the unknown, interpret, explain		Elements of Literature Fifth Course book pg 116-181

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	LA 12.1.6.j	<p>Disobedience to Thoreau's Civil Disobedience story to determine whether he made the right decision.</p> <p>Interpret the meaning of Thoreau's work by summarizing passages, asking questions then finding answers to those questions.</p>			
The Realms of Darkness Unit	<p>LA 12.1.3.a</p> <p>LA 12.1.5.c</p> <p>LA 12.1.5.e</p> <p>LA 12.1.6.b</p> <p>LA 12.1.6.c</p>	<p>Use phonetic and structural analysis to aid in the pronunciation of unfamiliar words while reading the text.</p> <p>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.</p> <p>Interpret the meaning of gothic fiction by finding and analyzing setting, word choice, plot, mood and foreshadowing in <i>The Devil and Tom Walker</i> and</p>	<p>Reading, activating prior knowledge, pronunciation, comprehension</p> <p>Defining, pronouncing, and using new vocabulary</p> <p>Interpreting meaning of a story or poem by using figurative language and literary devices</p>	<p>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</p>	<p>Elements of Literature Fifth Course book pg 286-365</p>

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	<p>LA 12.1.6.m</p> <p>LA 12.3.1.c</p> <p>LA 12.3.3.a</p>	<p>internal rhyme, alliteration, onomatopoeia, and refrain in <i>The Raven</i>.</p> <p>Read Hawthorne’s <i>The Minister’s Black Veil</i> on your own. Be sure to use strategies such as rereading, summarizing, noting, and questioning to ensure comprehension.</p> <p>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.</p> <p>Use appropriate arguments to defend your idea of foreshadowing if others disagree. Communicate using evidence to back up your claim.</p>	<p>Use reading strategies for comprehension</p> <p>Visual and audio identification of foreshadowing.</p> <p>Argue with logic, defend ideas</p>		
The Civil War Era Unit	LA 12.1.4.b	Read <i>An Occurrence at Owl Creek Bridge</i> and <i>A Mystery of Heroism</i> 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

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