

American Literature Curriculum

Grade 11 ~ Levels 1, 2 & 3

The Connecticut English Language Arts Curriculum *Framework Standards* are as follows:

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

Guiding Question: *How do we understand what we read?*

Component Statements:

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Guiding Question: *How does literature enrich our lives?*

Component Statements:

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Guiding Question: *How do we write, speak and present effectively?*

Component Statements:

- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

Standard 4: Applying English Language Conventions

Overarching Idea: Students apply the conventions of standard English in oral, written and visual communication.

Guiding Question: *How do we use the English language appropriately to speak and write?*

Component Statements:

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

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Colonial Period Beginning – 1800

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shape the Colonial Period • Connect historical context to literary works in the Colonial Period • Read, interpret, analyze and respond to the literature of the Colonial Period. • Explore relevant literary conventions and devices. • Discuss the relevance of the Colonial Period to our day. • Apply word recognition strategies to improve reading fluency. 	<ul style="list-style-type: none"> • Identify and explain figures of speech. 1.2, 2.1, 2.2 • Analyze literary language. 1.3, 2.1, 4.1 • Demonstrate an understanding of the writer’s purpose in use of various methods of characterization. 2.3, 2.4 • Examine details and sensory images and explain how they contribute to a character’s development. 1.2, 1.4, 2.1, 2.2, 2.4 • Read and interpret drama applying a variety of reading strategies. 1.1, 1.2, 2.2 • Demonstrate an understanding of a tragic hero. 1.2, 1.4, 2.1, 2.2 	<ul style="list-style-type: none"> • View a performance (film) of the play • Write a character analysis of one of the main characters. • Rewrite a scene. • Research via the Internet the historical characters found in the play and write an essay on the findings. • Illustrate a metaphor/simile and create a PowerPoint presentation. • Examine symbols in the short story and their effects on the audience. • Memorize a portion of the sermon and deliver it to the class using dramatic interpretation. 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Class work • Homework • Rubrics 	<ul style="list-style-type: none"> • TEXT: “<i>Elements of Literature</i>” 5th Edition • “<i>Literature of the United States with literature of the Americas.</i>” Holt Rinehardt and Winston • “<i>The Crucible</i>” By Arthur Miller • “<i>Sinner in the Hand of an Angry God</i>” By Jonathan Edwards • “<i>The Scarlet Letter</i>” Nathaniel Hawthorne • “<i>The Crucible</i>” film/audio • “<i>The Scarlet Letter</i>” film • “<i>A&E Salem Witch Trials</i>” film <p>Internet Resources:</p> <ul style="list-style-type: none"> • WebQuests • HRW.com (website for Text)

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none">• Identify character's motivation. 1.2, 1.4, 2.1, 2.2• Interpret literary elements and explain what they contribute to the play. 1.2, 1.3, 2.1, 2.2, 3.1, 4.2• Locate and analyze symbols and evaluate the universal concepts they represent. 1.2, 2.1, 2.2	<ul style="list-style-type: none">• Conduct an Internet search to explore The American Dream and how it encompasses all of the American Lit.• Field Trip - Salem, Mass		<ul style="list-style-type: none">• PowerPoint• MS Word• Wireless Laptop Computer Lab

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Romanticism/Renaissance Period 1800-1860

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shape the Romantic and Renaissance Period • Connect historical context to literary works in the Period • Read, interpret, analyze and respond to the literature of the Romantic and Renaissance Period. • Explore relevant literary conventions and devices. • Discuss the relevance of this period to our day. • Apply word recognition strategies to improve reading fluency 	<ul style="list-style-type: none"> • Demonstrate the ability to read and interpret a romantic and renaissance literary work. <i>1.1, 1.2, 1.4, 2.1, 2.4, 3.1, 4.2</i> • Interpret literary elements used in literature with emphasis on figure of speech and symbols. <i>1.2, 2.1, 2.2</i> • Apply a variety of reading strategies to American literature with special emphasis on using context clues to understand the meaning of the text. <i>1.1, 1.2, 1.3, 2.1</i> • Read and understand a time line. <i>1.1, 1.4, 2.4</i> • Explore ways to move toward a life style with nature. <i>1.2, 2.2, 2.3</i> • Respond to literature in a variety of modes. <i>2.2, 3.1, 4.2</i> 	<ul style="list-style-type: none"> • Write an essay on one social, cultural or technological development of modern life and present this to the class in the form of a speech. • Research the concept of time travel and develop PowerPoint presentation. • Write an essay comparing the time travel in Rip Van Winkle and the video “Back to the Future” or “Blast from the Past”. • Take a nature walk and write a “Framed Poem” on things observed. • Keep track of the sunsets for one week and write a reflective essay on the findings. 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Class work • Homework • Rubrics 	<ul style="list-style-type: none"> • TEXT: “<i>Elements of Literature</i>” 5th Edition • “<i>Literature of the United States with literature of the Americas</i>” Holt Rinehardt and Winston • “<i>Rip Van Winkle</i>” By Washington Irving • “<i>The Raven</i>” and “<i>The Black Cat</i>” by Edgar Allen Poe • “<i>Nature and Self Reliance</i>” By Ralph Waldo Emerson • “<i>Walden</i>” By Henry David Thoreau • “<i>The Minister’s Black Veil</i>” by Nathaniel Hawthorne <p>Films:</p> <ul style="list-style-type: none"> • Biography Poe and Thoreau

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none">• Explain the symbolic purposes of character, setting and plot. <i>1.2, 2.1</i>• Demonstrate the understanding of cause and effect. <i>1.1, 1.2, 2.2</i>	<ul style="list-style-type: none">• Debate on one item that would be able to eliminate from modern day life and the consequences associated with the removal.		<p>Internet Resources:</p> <ul style="list-style-type: none">• WebQuests• HRW.com (website for Text)• PowerPoint• MS Word• Wireless Laptop Computer Lab

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Realism Period 1850- 1900

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shape the Realism Period • Connect historical context to literary works in the Period • Read, interprets, analyze and respond to the literature of the Realism Period. • Explore relevant literary conventions and devices. • Discuss the relevance of this Period to our day. • Apply word recognition strategies to improve reading fluency 	<ul style="list-style-type: none"> • Interpret literary elements of the 19th century Realist Literature. <i>1.2, 2.3, 2.4</i> • Compare themes across texts. <i>1.2, 2.2</i> • Respond to literature in a variety of modes. <i>2.2, 3.1, 4.2</i> • Interpret literary elements with special emphasis on free verse and slant rhyme. <i>1.1, 1.2, 1.4, 2.1</i> • Learn about the American Dialects. <i>1.3, 4.1</i> • Read a Time Line. <i>1.1, 1.4, 2.4</i> • Understand how authors use voice and point of view to create tone and theme. <i>1.2, 2.1, 2.2</i> 	<ul style="list-style-type: none"> • Write a free verse poem • Select and read a free verse poem to the class. • Write an essay comparing two poems by the same author. • Create a skit that demonstrates “stream of consciousness” • View film of “An Occurrence at Owl Creek Bridge” and write a reaction to the ending. • Rewrite the poem, “I Hear American Singing” substituting the action verb and occupations with contemporary examples. • Create a collage of American Occupations as found in the poem- “Leaves of Grass” 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Class work • Homework • Rubrics 	<ul style="list-style-type: none"> • TEXT: “<i>Elements of Literature</i>” 5th Edition • “<i>Literature of the United States with literature of the Americas</i>” Holt Rinehardt and Winston • Selected poems by Emily Dickinson • Excerpts from “<i>Leaves of Grass</i> by Walt Whitman. • “<i>A Pair of Silk Stockings</i>” By Kate Chopin <p>Films:</p> <ul style="list-style-type: none"> • A&E Biography- Emily Dickinson • “<i>An Occurrence at Owl Creek Bridge</i>” film by Ambrose Bierce <p>Internet Resources:</p> <ul style="list-style-type: none"> • WebQuests • HRW.com (website for Text)

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
		<ul style="list-style-type: none">• Research the life of an author of this time period via the Internet and create a PowerPoint presentation.		<ul style="list-style-type: none">• PowerPoint• MS Word • Wireless Laptop Computer Lab

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Modern and Contemporary Period 1900- Present

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shape the Modern and Contemporary Period • Connect historical context to literary works in the Period • Read, interpret, analyze and respond to the literature of the Modern and Contemporary Period. • Explore relevant literary conventions and devices. • Discuss the relevance of this Period to our day. • Apply word recognition strategies to improve reading fluency 	<ul style="list-style-type: none"> • Apply a variety of reading strategies to Modern Literature with emphasis on distinguishing the differences between the various time periods studied. <i>1.1, 1.2, 2.3, 2.4</i> • Understand the literary concept of paradox. <i>1.2, 1.4</i> • Draw inferences about the motivation of characters. <i>1.1, 1.2, 2.1</i> • Identify and analyze the stream of consciousness technique. <i>1.1, 1.2, 2.1,</i> • Identify and analyze the importance of setting on character's motivation. <i>1.1, 1.2, 2.2, 2.4</i> • Express understanding through creative/ critical writing art and music. <i>2.2, 3.2, 4.1</i> 	<ul style="list-style-type: none"> • Research via the Internet the Jazz Age and write and present a PowerPoint presentation. • Compare the works of Fitzgerald and write an essay on the findings. • Research an author (not read in class) from this time period and write an extensive research paper that focuses on the author's life and specific works and create PowerPoint presentation. • View film of Great Gatsby and Mice of Men. • Write a bio-poem or found poem on a character from one of the stories. • Write an essay on the effects of loneliness on an individual based on a character from the readings. 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Class work • Homework • Rubrics 	<ul style="list-style-type: none"> • TEXT: <i>"Elements of Literature"</i> 5th Edition • <i>"Literature of the United States with literature of the Americas"</i> Holt Rinehardt and Winston • Selected Poems of Robert Frost • <i>"The Jilting of Granny Weatherall"</i> by Katherine Anne Porter • <i>"Ethan Frome"</i> Edith Wharton • <i>"The Age of Innocence"</i> Edith Wharton • <i>"Winter Dreams"</i> • <i>"The Great Gatsby"</i> by F. Scott Fitzgerald • <i>"Catcher in the Rye"</i> by J.D. Salinger • <i>"A Rose for Emily"</i> by William Faulkner

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none">• Explore human relationships in literature. 1.2, 2.2, 2.4• Locate and analyze symbols and evaluate the universal concepts they represent. 1.2, 2.1, 2.2	<ul style="list-style-type: none">• Research via the Internet the effects of mental illness on either authors or characters.		<ul style="list-style-type: none">• “<i>Of Mice and Men</i>” by John Steinbeck• “<i>Death of a Salesman</i>” by Arthur Miller• “<i>The Bell Jar</i>” Sylvia Plath Films: <ul style="list-style-type: none">• “<i>Of Mice and Men</i>”• “<i>The Great Gatsby</i>”• “<i>A&E Fitzgerald and Frost</i>”• “<i>Death of a Salesman</i>”• “<i>Age of Innocence</i>” Internet Resources: <ul style="list-style-type: none">• WebQuests• HRW.com (website for Text)• PowerPoint• MS Word• Wireless Laptop Computer Lab