**Course Overview by Semester**

**\*\*Important Note: In the event of a voluntary or involuntary absence from school (i.e. personal illness, ISS/OSS discipline, school activity, or system shut down), it is your responsibility to utilize the various points of contact with your instructor in order to keep up with and continue the course of study. Neglecting this responsibility may result in failure of the course. The penalty for late work with no prior communication is zero (0) grade on the assignment. Be responsible and complete all work assigned in the set time frame to avoid an issue and/or penalty.**

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| **1st Semester:**  Intro to 11th Lit (expectations, procedures, syllabus): 2-3 weeks     - Literary Terms Study     -Elements of Literature: with emphasis on:  symbolism/ colorism/ tone/mood/theme/     -Step Up to Writing / CER/ PEEL     -CER/ SUTW: 'Who Should Marry the Girl"  -WRITE SCORE - reading comprehension/ writing     \*Major Assessment/ Multiple Choice  Unit 1 Part 1: Oral Literature  (folktales, myths, tricksters):  2 weeks      -Common Text(s): "The World on the Turtle's Back"      -Choice: Trickster Tales (Native, African)      \*Major Assessment/ Multiple Choice  Unit 1 part 2 : Historical Narrative: 2 weeks      - Common Text: " The Interesting Narrative of the  Life of Olaudah Equiano"      - Choice: Other Slave Narratives or stories ("From  Slave Ship to Freedom Road")      \*Major Assessment/ Multiple Choice  Unit 2 part 1: Puritan Literature: 1- 2 weeks      - Anne Bradstreet      - Jonathan Edwards       \*Major Assessment/ Multiple Choice  Unit 2 part 2: Drama: 3-4 weeks      - Salem Witch Trials/ McCarthyism/ Mass Hysteria      -*The Crucible*       \*Major Assessment/ Multiple Choice  Unit 3: The American Romances: 3 weeks       - Romanticism, Transcendentalism, Gothicism       - Choice selection for each (fiction, poetry, or essay)       \*Major Assessment/ FINAL/ Multiple Choice | **2nd Semester:**  Unit 4: Rhetoric in the Shaping of America: 3 – 4 weeks  - Common Text(s): Patrick Henry’s Speech at the  Virginia Convention; Abraham Lincoln’s 2nd  Inaugural Address; Frederick Douglass’s “What to  the Slave is the 4th of July?”, and Sojourner Truth’s  “Ain’t I a Woman?”     - Step Up to Writing / CER/ PEEL  - WRITE SCORE – reading comprehension/ writing  \* Major Assessment/ Multiple Choice  Unit 5 Part 1: Naturalism and Realism: 3 weeks  - Ambrose Bierce  - Kate Chopin  - Emily Dickinson  - Paul Laurence Dunbar  \* Major Assessment/ Multiple Choice  Unit 5 Part 2: Novel: 4 – 5 weeks  *-* Mark Twain  *- The Adventures of Huckleberry Finn*   \*Major Assessment/ Multiple Choice  Unit 6 Part 1: Modernism: Harlem Renaissance: 2- 3 weeks  - Langston Hughes  - Zora Neale Hurston  - Lorraine Hansberry’s “A Raisin’ in the Sun”  \*Major Assessment/ Multiple Choice  Unit 6 Part 2: Modernism: Roaring Twenties 2 – 3 weeks  - Choice: Informational Texts  - F. Scott Fitzgerald’s “The Great Gatsby”  \*Major Assessment/ Multiple Choice  Unit 6 Part 3: The American Dream 2 – 3 weeks  - Culminating Task/ Project/Essay  \* FINAL/ Major Assessment |

**“I Can” Statements & Priority Standards by Unit**

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| **Unit 1: “Coming to America”** *This unit explores the vicarious arrival of 3 groups to the Americas – the Native Americans, the English Colonists, and the Africans. We will read and analyze the culture, beliefs, and first hand experiences of specific accounts that made an impact on American Literature.*  **By the end of this unit students should be able to say “I CAN…”**   * Apply knowledge of the literary terms to demonstrate an understanding of a work of literature. **RL/RI4** * Make inferences based on characterization, conflict, irony, and point of view in order to identify the overall meaning/theme of a work and support that theme with evidence from the text. **RL2** * Explain how an author reveals character through his/her actions, speech, thoughts, and/or how others react to that character. **RL3** * Write a story that is either a myth, trickster tale, or historical narrative. **W3** * Use evidence from a literary text to create a CER/constructed response. **W9** |
| **Unit 2: “Between Heaven and Hell”** *This unit presents the foundational elements for the religious and faith-based contexts that shaped America. We will study a religious culture and real-life event that has made an impact on American society.*  **By the end of this unit students should be able to say “I CAN…”**   * Apply knowledge of the literary terms to demonstrate an understanding of a work of literature. **RL/RI4** * Synthesize the connection between what was happening at a particular time in history to the literature that reflects the same time period. **W2** * Explain how an author reveals character through his/her actions, speech, thoughts, and/or how others react to that character. **RL3** * Analyze an argument based on details provided to determine its strongest/weakest parts. **SL3** * Use evidence from a literary text to create a CER/constructed response. **W9** |
| **Unit 3: “The Spirit of Individualism”** *This unit explores how writers in the early 19th century were able to create a new “American” literature and established the literary movements known as Romanticism and Transcendentalism. We will read and analyze work from two literary genres – poetry and fiction, through the demonstration of your understanding of the literary elements and devices.*  **By the end of this unit students should be able to say “I CAN…”**   * Apply knowledge of the literary terms to demonstrate an understanding of a work of literature. **RL/RI4** * Analyze the impact of a literary period based on details about the historical context of that time. **RL/RI9** * Use evidence from a literary text to create a CER/constructed response. **W9** * Differentiate between the characteristics of Romanticism and Dark Romanticism. **RL/RI 9** |
| **Unit 4: “The Rebirth of Freedom: Building a Democracy from Colony to County”** *This unit focuses on the art of rhetoric through the study and analysis of historical speeches, stories, and poetry that changed America. We will read to understand the reasons why the states came to war against one another and be introduced to the work of abolitionists in order to understand the effects of the Civil War on literature.*  **By the end of this unit students should be able to say “I CAN…”**   * Apply knowledge of the literary terms to demonstrate an understanding of a work of literature. **RL/RI4** * Determine the impact of rhetorical strategies and strong diction in an argument. * Use evidence from a literary text to create a CER/constructed response. **W9** * Write and deliver a speech that states a claim, provides evidence and supportive reasons, and utilizes rhetorical appeals to address a question. **W9** |
| **Unit 5: “The Age of Realism and Changing Face of America”** This unit explores how post-Civil War America experienced rapid industrialization, urban growth, and social change. It also focuses on the increasing diversity of American life and literature as women began to write and as immigration and industrialization changed the way Americans lived. This unit represents the wide range of literary concerns that writers voiced in the 19th and 20th centuries.  **By the end of this unit students should be able to say “I CAN…”**   * Identify the parts of plot and can tell how the author uses them to create a desired effect on the reader. **RL5** * Explain how an author reveals character through his/her actions, speech, thoughts, and/or how others react to that character. **RL3** * Identify the use of literary devices and explain why the author uses them. **RL4** * Utilize context to understand the meanings of words and can understand why the author chooses certain words. **RL4** * Identify the overall meaning/theme of a work and support that theme with evidence from the text. **RL2**. * Use evidence from a literary text to create a CER/constructed response. **W9**   **By the end of the novel, *The Adventures of Huckleberry Finn,* students should be able to say “I CAN…”**   * Identify the parts of plot and can tell how the author uses them to create a desired effect on the reader. **RL5** * Explain how an author reveals character through his/her actions, speech, thoughts, and/or how others react to that character. **RL3** * Identify passages which contain examples of local color and can explain how the details from ordinary life (such as speech, manners, dress, customs) help me understand the characters’ motivations and actions. **RL3** * Identify passages which contain irony (sarcasm) and satire and can explain the difference between what is written and the author’s intended meaning. **RL6** * Analyze the strength of an argument based on the provided details. **RI5** * Identify the overall meaning/theme of a work and support that theme with evidence from the text. **RL2** * Use evidence from a literary text to create a CER/constructed response. **W9** |
| **Unit 6: “The Modern World and Age”** This unit explores how Americans have responded to the modern life in a globally connected world. It traces the development of a group of distinctive African-American literary voices during the 1920s, the Harlem Renaissance, by affirming the cultural identity of literature by African-Americans. Additionally it explores how a diverse group of writers reacted to the sharp social and cultural changes of the post-World War 1 era. Writers of this period often responded to the uncertainty and disillusionment of the war and the materialism of the age by forging bold new literary experiments.  **By the end of this unit students should be able to say “I CAN…”**   * Apply knowledge of the literary terms to demonstrate an understanding of a work of literature. **RL/RI4** * Analyze the overall meaning/theme of a work and support that theme with evidence from the text. **RL2**. * Use evidence from a literary text to create a CER/constructed response. **W9** * Explain how an author reveals character through his/her actions, speech, thoughts, and/or how others react to that character. **RL3** * Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL5** |