



## New York Mills High School

### Curriculum Document

Curriculum Area: English

Course Name: American Literature

Common Course Catalog Number: 126 & 127

Length of Course: One Year

Pre-Requisite:

Grade Level: 10

**Course Description:** English 10 will further develop your language arts skills. Learning activities will strengthen your academic and technical writing skills. You will write for a variety of purposes, such as: narrative, meta-cognitive, evaluative, creative, analytic, and technical. All writing is evaluated with the 6 +1 Traits of Writing, and your knowledge and use of the process of writing: generate/percolate, draft, conference, revise, edit, and publish.

In addition, the learning activities will develop your research skills and how you present them. Your speaking skills will be further developed through various presentations given to the entire class.

As a member of English 10, you will study American literature in conjunction with American History including Minnesota authors. You will analyze and interpret various forms of fiction and non-fiction literature. This is a great opportunity to further your understanding of your country's authors and the rich heritage we have as a literary nation. You will be assigned regular independent reading projects to analyze different aspects of an American novel of your choosing. As a class, we will study at least one major American novel, such as *To Kill a Mockingbird* and one American play, such as *The Crucible*. By the time you have completed this course, you should be able to understand and use approaches to analyzing and interpreting literature as it applies to works of American fiction and nonfiction.

#### Essential Learner Outcomes (5 to 7)

\*Students will be able to analyze theme, character and plot, as well as determine meaning and impact of word choice, tone and text structure. Students will also be able to analyze the

representation of a subject in two different mediums and how an author uses source material in a specific work.

\*Students will be able to cite evidence to support analysis of central idea, specific points made, impact of word choice, structure of development, and author's use of rhetoric. Students will also analyze various accounts of a subject, delineate and evaluate arguments, and analyze significant historical United States documents.

\*Students will be able to apply the writing process over extended time frames and shorter time frames to various writing styles, including argumentative, informative/explanatory, narrative and other creative texts, and research.

\*Students will be able to organize, initiate, and participate in collaborative discussions using multiple and diverse sources and evaluating other speakers' reasoning, and using a multimodal approach, logically present to a variety of audiences information appropriate to purpose.

\*Students will be able to effectively use proper English grammar, capitalization, punctuation, and spelling in different contexts of written and verbal communication. Students will build vocabulary and an understanding of figurative language and word relationships, making effective choices based on their knowledge.

### Units of Study:

#### \*Literature:

Fiction—short stories as found in literature book; study of elements; study of the oral tradition; novel study (To Kill A Mockingbird)

Poetry—various poetic forms from literature book and other sources; study of elements

Drama—The Crucible

Independent Reading

#### \*Informational Text:

Nonfiction—literary nonfiction

Research for persuasive essay

American Revolution unit

Preparation for state reading test

Independent Reading

#### \*Writing:

Review of 6+1 Traits of Writing

Poetry comparative analysis

Novel analysis/character analysis

My Life autobiography

Ready or Not Writing

Persuasive essay

Journaling

\*Speaking, Viewing, Listening, and Media Literacy

Class discussions

Multimodal character profile presentation

My Life presentation

Research for various projects, presentations and essays

\*CCR Anchor Language Standards

Weekly word study

Daily Oral Language

Language, grammar and style lessons

Editing and revising written work

“I Can” Statements

The student will be able to

SWBAT Analyze ...

- Explicit and inferential information from Literature and Informational texts (R.L.9.4.1.1, R.L.9.5.1.1)
- The development of a theme over the course of the text and how it emerges and is shaped and refined by specific details (R.L.9.4.2.2)
- How complex characters develop over the course of a text, interact with other characters, and advance the plot of develop the theme (R.L.9.4.3.3)
- How the author unfolds an analysis or series of ideas or events. (R.I.9.5.3.3)
- Cumulative impact of specific word choices on meaning and tone (R.L.9.4.4.4)
- Cumulative Impact of a specific word choice on meaning and tone. (R.I.9.5.4.4)
- How an author’s choices concerning how to structure or form of a piece of literature and informational text create certain effects. (R.L.9.4.5.5)
- How an author’s ideas or claims are developed and refined through both small and large passages of text (R.L.9.5.5.5)
- How an author uses rhetoric to advance a point of view or purpose (9.5.6.6)
- Techniques and portrayals of a subject in two different mediums, including what is emphasized or absent, for informational and literary texts. (R.L.9.4.7.7, R.I.9.5.7.7)
- How an author draws on and transforms source material in specific work (R.L.9.4.9.9)
- Seminal U.S. documents of historical and literary significance, including how they address related themes and concepts (R.I.9.5.9.9)

SWBAT Cite...

- Strong and thorough textual evidence in both literature and informational texts. (R.L.9.4.1.1, R.I.9.5.1.1)

#### SWBAT Determine...

- Theme or central idea in both literature and informational texts (R.L.9.4.2.2, R.I.9.5.2.2)
- An author's point of view or purpose in a text (R.L.9.5.6.6)
- Which details are emphasized in various texts on the same subject (R.L.9.5.7.7.)

#### SWBAT Summarize...

- A piece of literature and informational text in an objective manner (R.L.9.5.2.2)

#### SWBAT Trace and evaluate...

- The argument and specific claims in a text to identify false statements and fallacious reasoning (R.L.9.5.8.8)

#### SWBAT Assess...

- Soundness of reasoning and relevance of evidence (R.I.9.5.8.8)

#### SWBAT Read and comprehend

- self-selected nonfiction and fiction texts independently (R.I.9.5.10.10, R.L.9.4.10.10)

#### SWBAT Write...

- arguments to support claims (W. 9.7.1.1.)
  - introduce precise claim, distinguish alternate or opposing claims, create organization that establishes clear relationships
  - develop claim and counterclaim supplying evidence keeping audience in mind.
  - use words, phrases, and clauses to link, create cohesion, and clarify relationships between sections of the text, claims, counterclaims, reasons, and evidence
  - establish and maintain a formal style and objective tone.
  - provide a concluding statement that follows from and supports the argument
- narratives/creative texts to develop real or imagined events (W. 9.7.3.3.)
  - establish context, point of view; introduce narrator/characters; create a smooth progression of events
  - use literary and narrative techniques to build on one another to create a coherent whole
  - use precise words, relevant descriptive details, figurative and sensory language
  - provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the text

#### SWBAT Produce...

- clear and coherent writing (W. 9.7.4.4.)
  - development, organization, style are appropriate to task, purpose, audience

#### SWBAT Use...

- a writing process to develop and strengthen writing (W. 9.7.5.5.)

- planning, drafting, revising, editing, rewriting
- focusing on addressing what is most significant for a specific purpose and audience
- technology, including the Internet (W. 9.7.6.6.)
  - to produce and publish and update individual or shared writing products
  - to link to other information
  - to display information flexibly and dynamically

#### SWBAT Conduct...

- short and sustained research projects to answer a question (W. 9.7.7.7.)
  - synthesize several sources
  - demonstrate understanding of the subject under investigation

#### SWBAT Gather...

- relevant information from multiple print and digital sources (W. 9.7.8.8.)
  - use advanced search terms effectively
  - assess usefulness of sources in answering research question
  - integrate information into the text selectively
    - avoid plagiarism
    - standard format for citation

SWBAT Draw evidence from literary or informational texts to support analysis, reflection, and research (W. 9.7.9.9.)

SWBAT Write routinely over extended and shorter time frames for a range of discipline tasks, purposes, audiences. (Independently select some topics and formats.) (W. 9.7.10.10.)

SWBAT Initiate and Participate effectively in a range of collaborative discussions (SVLML. 9.9.1.1.)

build on others' ideas while expressing their own

- come prepared, having read/researched material
- work with peers to set rules for collegial discussions and decision making
- propel conversations by posing and responding to questions
- actively incorporate others
- respond thoughtfully to diverse perspectives while discussing points of differences
- make new connections in light of new information

#### SWBAT Integrate...

- multiple sources presented in diverse media (SVLML. 9.9.2.2.)

#### SWBAT Evaluate...

- the credibility and accuracy of each source (SVLML. 9.9.2.2)
- the speaker's point of view, reasoning, audience and use of rhetoric (SVLML. 9.9.3.3.)

#### SWBAT Present

- information, findings, and evidence clearly, concisely, and logically in a style appropriate to purpose, audience, and task with respect to intellectual property (SVLML. 9.9.4.4.)
- Emphasize persuasion, argumentation and debate (SVLML 9.9.4.4)

SWBAT Make strategic use of digital media in presentations. (SVLML. 9.9.5.5.)

SWBAT Adapt speech according to context, audience, task, feedback. (SVLML. 7.9.6.6.)

- Apply assessment criteria to evaluate oral presentations by self and others.

SWBAT Understand, analyze, use different types of print, digital, multimodal media. (SVLML. 9.9.7.7.)

- evaluate mass media for content and effect of persuasive techniques
- synthesize information and recognize categories, trends and themes across multiple sources
- demonstrate and describe ethical standards and safe practices in social and personal media communications
- recognize ethical standards and safe practices in social and personal media communications to understand the consequences of personal choices

SWBAT Create a multimedia work, a remix of original work, or a piece of digital communication for specific purpose. (SVLML. 9.9.8.8.)

- Present, transform, or remix content in ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and different types of Creative Commons licenses
- publish/share with audience

SWBAT Demonstrate command of the conventions of Standard English

- grammar and usage when writing and speaking (L. 9.11.1.1.)
  - use parallel structure
  - use various types of clauses to add variety and interest to writing
- capitalization, punctuation, and spelling when writing (L. 9.11.2.2.)
  - use a semicolon and color

SWBAT apply knowledge of language and its conventions while writing, speaking, reading, listening (L. 9.11.3.3.)

- write and edit work

SWBAT Determine/clarify the meaning of unknown words and phrases (L. 7.11.4.4.)

- use context clues
- identify and correctly use patterns of word changes indicating part of speech
- consult reference materials
- verify preliminary determination of word meanings or phrase

SWBAT Demonstrate understanding of figurative language, word relationships, and nuance in word meanings to extend word consciousness. (L. 9.11.5.5.)

- interpret figures of speech in context
- analyze nuances in meaning of words with similar denotations

SWBAT Acquire and use words appropriate to grade level. (L. 9.11.6.6.)

- demonstrate independence in gathering vocabulary knowledge