

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

<b>Course Title: English Language Arts-Grade 11 American Literature</b>		
<b>School: Thomaston High School</b>	<b>Grade: 11</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: Navigating the New World</b>	<b>Unit Two: Creating a New World Order</b>	
<b>Unit Pacing: 8 weeks</b>	<b>Unit Pacing: 8 weeks</b>	
<p><b>Unit Overview:</b> In this opening unit, students will consider the exploration of the “New World” as both a period of developing early America and a time of corruption, exploitation, and oppression. Students will learn about the values and priorities of the Native Americans, Explorers, and Puritans and how each group played into the corruption, exploitation, and oppression of the time. Additionally, students will look to take the lessons learned from the past and apply them to more contemporary examples, making connections to the world around them. In this unit, students will learn how to plan, write, and speak using textual evidence.</p>	<p><b>Unit Overview:</b> In this second unit, students are asked to study the literature of the emerging nation and analyze it in relation to its significant use of literary techniques and style. Specifically, students will learn about aphorism and how to write them, the single effect and how it enhances literature, and the use of symbolism in conveying tone. Additionally, students will try their hand at more creative endeavors such as developing digital representations and writing creative pieces.</p>	
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the values and priorities of early Americans, and how do they compare to those of today?</li> <li>2. Why does power often lead to corruption, exploitation, and oppression of others?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the literature of the Revolutionary period illustrate the values and priorities of the newly founded America?</li> <li>2. How has literature grown and progressed from the Puritan era to the early 1800s?</li> </ol>	

<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can compare foundational works of American literature to determine how two or more texts treat similar themes or topics. (CCSS.ELA-Literacy.RL.11-12.9)</li> <li>2. I can supply strong and thorough textual evidence to support what the author states directly and what he/she implies. (CCSS.ELA-Literacy.RL.11-12.1)</li> <li>3. I can recognize and interpret the slight differences in word meanings based on how they are used. (CCSS.ELA-Literacy.L.11-12.5.a)</li> <li>4. I can research and share relevant evidence to support a meaningful discussion. (CCSS.ELA-Literacy.SL.11-12.1.a)</li> <li>5. I can write a well-structured, detailed narrative about real or imagined events or experiences. (CCSS.ELA-Literacy.W.11-12.3)</li> <li>6. I can use technology to create, publish, and update writing for individual or group projects. (CCSS.ELA-Literacy.W.11-12.6)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can apply the understanding that usage is a matter of convention and can change over time. (CCSS.ELA-Literacy.L.11-12.1.a)</li> <li>2. I can identify how specific words and phrases, such as connotation and technical meanings, influence the tone and meaning of a text. (CCSS.ELA-Literacy.RL.11-12.4)</li> <li>3. I can explain how multiple themes or ideas are developed and build on one another to produce a complex text. (CCSS.ELA-Literacy.RL.11-12.2)</li> <li>4. I can respond thoughtfully to different perspectives and resolve differences when necessary. (CCSS.ELA-Literacy.SL.11-12.1.d)</li> <li>5. I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text. (CCSS.ELA-Literacy.W.11-12.1)</li> <li>6. I can develop and organize clear and straightforward writing which is appropriate for a specific task. (CCSS.ELA-Literacy.W.11-12.4)</li> </ol>
<p><b>Unit Three: Growing Pains</b></p>	<p><b>Unit Four: Lessons from the Modern World</b></p>
<p><b>Unit Pacing: 8 weeks</b></p>	<p><b>Unit Pacing: 8 weeks</b></p>
<p><b>Unit Overview:</b> In this third unit of American Literature, students are asked to consider their own opinions about literature as well as the topics that drive literature. Through a myriad of instructional strategies and student groupings, students will have the opportunity to really dig into the literature we study to find a place for themselves. The unit will include a summative assessment that joins critical literary research with argumentative writing as they consider the controversial topic of censorship.</p>	<p><b>Unit Overview:</b> In this fourth and final unit of American Literature, students immerse themselves in the literature of the Modern Age, where they learn about the many changes that occur in American culture following World War I and the economic boom, Jazz Age, and Harlem Renaissance. Students will complete independent and group research tasks, both large and small, in order to actively learn about the culture, values, and attitudes of the time period.</p>

<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. Is the literature of the later 19th century still relevant to modern America?</li> <li>2. How do authors' personal experiences and opinions drive their writing?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the literature of the Modern Age illustrate the culture, values, and attitudes of the time period?</li> <li>2. How do authors use various literary devices to shape their art?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can ask questions and make comments that respectfully challenge others' reasoning and evidence, and establish different perspectives. (CCSS.ELA-Literacy.SL.11-12.1.c)</li> <li>2. I can identify an author's actual point of view about a particular subject by comparing what is stated directly to what is implied through literary techniques such as satire, sarcasm, irony, or understatement, etc. (CCSS.ELA-Literacy.RL.11-12.6)</li> <li>3. I can read and understand highly complex literature with some support. (CCSS.ELA-Literacy.RL.11-12.10)</li> <li>4. I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. (CCSS.ELA-Literacy.W.11-12.9)</li> <li>5. I can organize claims, counterclaims, reasons, and evidence in a logical sequence. (CCSS.ELA-Literacy.W.11-12.1.a)</li> <li>6. I can recognize and interpret the slight differences in word meanings based on how they are used. (CCSS.ELA-Literacy.L.11-12.5.a)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem. (CCSS.ELA-Literacy.RL.11-12.7)</li> <li>2. I can explain how specific individuals, ideas, or events interact and develop throughout the text. (CCSS.ELA-Literacy.RL.11-12.3)</li> <li>3. I can use digital media to enhance the understanding of findings, reasoning, and evidence in presentations. (CCSS.ELA-Literacy.SL.11-12.5)</li> <li>4. I can research short as well as extended projects to solve problems or answer questions, including questions that I create. (CCSS.ELA-Literacy.W.11-12.7)</li> <li>5. I can develop and strengthen my writing by planning, revising, editing, and rewriting. (CCSS.ELA-Literacy.W.11-12.5)</li> <li>6. I can define words and phrases that are academically appropriate and specific to language arts and apply them in speaking and writing. (CCSS.ELA-Literacy.L.11-12.6)</li> </ol>