

COURSE	MP1 Units	MP2 Units	MP3 Units	MP4 Units
CP English III				

Unit	Essential Questions	Content	Skills	Assessment	
Unit 1: Early American Literature	<ul style="list-style-type: none"> •Does man ever learn from the past? •How are tone and purpose portrayed in a text? •How did Miller's personal experiences influence his writing of "The Crucible"? •How do choice of diction and detail lend to the meaning of a text? •How do great works of literature help man to study the human condition? •How do the selections express the shared qualities of the characters depicted in the text? •How does Early American literature reflect, clarify, and criticize the time it portrays? •What do these selections reveal about the time period? •What does a writer's voice reveal about identity? •What does an individual's lifeline reveal about his/her character? 	<p>Students will understand...</p> <ul style="list-style-type: none"> •The significance of "The Crucible"? •How does the author's use of diction and detail contribute to the meaning of the text? •How do the characters develop over the course of the narrative? •The importance of Native Americans' use of metaphor. •The purpose of using allusions in writing. •Through reading the drama, students will understand how the past influences the future through various aspects. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Analyze a character. •Analyze how works reflect historical and social events. •Compare and contrast the events of "The Crucible" with other historical events. •Discern messages that reveal character, develop theme, and create mood. •Identify allusions •Identify figurative language within a work of literature. •Identify meaning through author's tone, diction and detail. •Identify the characteristics of a certain time period in literature. •Identify the dramatic elements within "The Crucible". •Identify the writer's tone. •Identify theme •Read and interpret historical narrative. •Read and interpret the autobiographical narrative. •Recognize and discuss themes and connections that exist between texts. •Recognize distinctive and shared characteristics of cultures. 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> •Students will choose a Native American myth to read and analyze. •Students will complete a Webquest concerning the Salem witch trials. •Students will compose an original narrative that reflects the themes of the text. •Students will create a modern-day "Primer" following the format of the original. •Students will create a visual interpretation of John Proctor's character. •Students will design a Prezi depicting the major events of the play. •Students will maintain a journal as they were members of the Salem witch trials. •Students will research one of a number of groups relating their experiences to the victims of Salem. <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> •Analytical theme essay post-reading •Character analysis for one character of student's choice •Comprehension Questions •Critical Thinking Questions •Exit Slips •Graphic Organizers •In-class Discussion •Informative/Expository Essay •Know/Want-to-Know/Learn Chart •Literary Element Identification •Quizzes •Tests 	
	Standards			Resources	
	<p>LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9</p>			<ul style="list-style-type: none"> •"The Crucible" •1996 film version of "The Crucible" •Audio versions of the play to vary instruction in classroom •Critical thinking questions as students read the play •Discovery Channel's "McCarthy and the Red Scare" •Native American myths ("Fire", "The Earth on Turtle's Back", "Awi Usdi, the Little Deer", "The Never-Ending Bear Hunt", etc.) •Native American Prezi 	

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- Notes on characters in the drama
- Notes on McCarthyism and how it influenced the allegory
- Puritan literature as an introduction to the beliefs of the Puritans
- Selections by Mary Rowlandson, William Bradford, William Byrd and Olaudah Equiano
- Templates/models of writing
- Various articles from History Channel Magazine, newspapers, etc.
- Various articles related to experiences of modern-day "witches"
- Webquest using the Internet to gather background information on the Salem Witch Trials, McCarthy and Arthur Miller

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<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<p>Unit 2: Nineteenth-Century American Literature</p>	<ul style="list-style-type: none"> •Do people instinctively look out for their own interests above others? •How can literature written years before our birth still relate to us and our world? •How does an author's use of language and writing impact an audience? •How does language influence the way we think, act and perceive the world? •How is our understanding of culture and society constructed through and by language? •How is power misused and abused in different contexts (e.g. religion)? •In order to be successful, should one consider the opinions of others? •Is man inherently evil? •Within a time period, how can the big idea of one genre relate to the big idea in another genre? 	<p>Students will understand...</p> <ul style="list-style-type: none"> •Different characteristics of Dark Romantic and •How to identify metaphor, personification, allusion •How to read and interpret Romantic literature. •The origins of Romanticism, including the Dark Romanticism •The Romantic period historical background. •What a parable is. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Analyze the various symbols. •Compare and contrast Dark Romantic writings with T •Compare and contrast the writings of different Dark R •Comprehend how biographical information is express •Identify Dark Romantic elements in the stories. •Write clear, well-informed coherent explanations. 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> •Students will choose one Edgar Allen Poe short story •Students will compare the various literary devices (of each work), in "Young Goodman Brown" and "The Tell-Tale Heart" •Students will design a poster comparing and contrasting the two stories •Students will write their own version of "Song of Myself" •Within groups, students will read and analyze each other's work for Dark Romantic elements of Poe's writing. <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> •Essay •Exit Slip •Notes •Paragraph Writing •Quizzes •Test •Think Pair Share
Standards				Resources
<p>LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10 LA.11-12.CCSS.ELA-Literacy.CCRA.W.1 LA.11-12.CCSS.ELA-Literacy.CCRA.W.2 LA.11-12.CCSS.ELA-Literacy.CCRA.W.3 LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 LA.11-12.CCSS.ELA-Literacy.CCRA.W.7 LA.11-12.CCSS.ELA-Literacy.CCRA.W.8 LA.11-12.CCSS.ELA-Literacy.CCRA.W.9 LA.11-12.CCSS.ELA-Literacy.CCRA.W.10 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2</p>				<ul style="list-style-type: none"> •"American Lit Quick and Dirty" videos •"The Spirit of Benjamin Franklin" •A selection of Edgar Allan Poe's short stories •A selection of Henry David Thoreau's writings •A selection of Nathaniel Hawthorne's short stories •Alternative assessments when necessary •Animated versions of Edgar Allen Poe's short stories •Establish and utilize cooperative learning groups •Graphic organizers •Modify major assessments •Poetry of Anne Bradstreet •Poetry of Oliver Wendell Holmes •Poetry of William Cullen Bryant •Provide graphic organizers and modified outlines to e •Provide students with multiple choices to demonstrate •RAFT •Selections from Walt Whitman's "Leaves of Grass" •Shmoop summaries •Short film version of "Annabel Lee" •Short stories of Washington Irving ("The Devil and Tom Walker") •Tim Burton's short film "Vincent" •Vary supplemental materials •Walt Whitman's "Song of Myself" •Writings of Ralph Waldo Emerson ("Nature", "Self-Reliance")

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<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
Unit 3-A: Research	<ul style="list-style-type: none"> •How do the skills learned through the research process apply to students' lives? •How does one navigate an abundance of information? •How does one synthesize information from a variety of sources? •What are effective pre-writing methods? •What makes a source reliable? •What strategies are effective for revision, editing, and proofreading? 	<p>Students will understand:</p> <ul style="list-style-type: none"> •How to access and appropriately use the databases •How to cite direct and indirect quotations. •How to create a properly formatted Works Cited page •How to create well-organized body paragraphs. •How to formulate a research paper. •How to hook the reader and formulate a well-co •How to implement the MLA and/or APA format •How to properly cite various types of sources of •How to transition from the hook to the thesis sta •How to write concluding statements. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Complete a finalized research paper in the MLA or A •Create or follow a well-organized outline. •Distinguish between legitimate and illegitimate sourc •Distinguish between relevant and irrelevant informati •Formulate answers to proposed questions using legiti •Gather and organize legitimate information. •Organize research into a cohesive research paper. •Properly cite information. •Provide textual evidence that supports their thesis stat 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> •Students will be able to employ the writing pro •Students will gather textual evidence to support •Students will peer-edit each others' various dra •Students will present to the instructor a final dr •Students will read and analyze various sources <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> •Annotated bibliography •Collected facts from appropriate sources •Guided practice on citations •Multiple written drafts •Outline •Properly formatted Works Cited page •Well-formulated introductory, body and conclu
	Standards			Resources

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1
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LA.11-12.CCSS.ELA-Literacy.RI.11-12.1
LA.11-12.CCSS.ELA-Literacy.RI.11-12.2
LA.11-12.CCSS.ELA-Literacy.RI.11-12.3
LA.11-12.CCSS.ELA-Literacy.RI.11-12.4
LA.11-12.CCSS.ELA-Literacy.RI.11-12.5
LA.11-12.CCSS.ELA-Literacy.RI.11-12.6
LA.11-12.CCSS.ELA-Literacy.RI.11-12.7
LA.11-12.CCSS.ELA-Literacy.RI.11-12.10a
LA.11-12.CCSS.ELA-Literacy.W.11-12.1
LA.11-12.CCSS.ELA-Literacy.W.11-12.1a
LA.11-12.CCSS.ELA-Literacy.W.11-12.1b
LA.11-12.CCSS.ELA-Literacy.W.11-12.1c
LA.11-12.CCSS.ELA-Literacy.W.11-12.1d
LA.11-12.CCSS.ELA-Literacy.W.11-12.1e
LA.11-12.CCSS.ELA-Literacy.W.11-12.2
LA.11-12.CCSS.ELA-Literacy.W.11-12.2a
LA.11-12.CCSS.ELA-Literacy.W.11-12.2b
LA.11-12.CCSS.ELA-Literacy.W.11-12.2c
LA.11-12.CCSS.ELA-Literacy.W.11-12.2d
LA.11-12.CCSS.ELA-Literacy.W.11-12.2e
LA.11-12.CCSS.ELA-Literacy.W.11-12.2f
LA.11-12.CCSS.ELA-Literacy.W.11-12.4
LA.11-12.CCSS.ELA-Literacy.W.11-12.5
LA.11-12.CCSS.ELA-Literacy.W.11-12.7
LA.11-12.CCSS.ELA-Literacy.W.11-12.8
LA.11-12.CCSS.ELA-Literacy.W.11-12.9
LA.11-12.CCSS.ELA-Literacy.W.11-12.9b
LA.11-12.CCSS.ELA-Literacy.W.11-12.10
LA.11-12.CCSS.ELA-Literacy.SL.11-12.4
LA.11-12.CCSS.ELA-Literacy.SL.11-12.5
LA.11-12.CCSS.ELA-Literacy.SL.11-12.6
LA.11-12.CCSS.ELA-Literacy.L.11-12.1
LA.11-12.CCSS.ELA-Literacy.L.11-12.2
LA.11-12.CCSS.ELA-Literacy.L.11-12.2a
LA.11-12.CCSS.ELA-Literacy.L.11-12.2b

- Databases
- Easybib
- Google Docs
- Graphic organizer
- Outline
- Rubric will be determined by individual teacher
- Search engines
- Students will be provided a variety of models of
- Teacher will model the Works Cited process and

LA.11-12.CCSS.ELA-Literacy.L.11-12.3
LA.11-12.CCSS.ELA-Literacy.L.11-12.3a
LA.11-12.CCSS.ELA-Literacy.L.11-12.4a

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<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
Unit 3-B: Independent Reading	<ul style="list-style-type: none"> •How can I change as a reader when I read different stories? •How can reading make me happy? •What are my reading preferences and what influences those preferences? 	<p>Students will understand...</p> <ul style="list-style-type: none"> •How to independently select a book on their level •That asking questions before, during and after reading •That characters' words and actions deepen the reading •That good readers refer back to the text often. •What to do when encountering an unknown word 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Demonstrate comprehension of texts. •Draw inferences from the text. •Read fiction and non-fiction texts with fluency and accuracy •Recognize the difference between genres of books. •Show their understanding of how new ideas and information are presented •Use basic decoding strategies. 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> •Students will design a book jacket that conveys the main idea of the text •Students will develop a cross-word puzzle with words from the text •Students will draw a comic strip that follows the main idea of the text •Students will perform a book talk that follows the main idea of the text •Students will perform a mock interview with one of the characters from the text •Students will write a review of the novel that they read •Students will write creatively following the RAFT <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> •Class discussion •Comprehension questions •Essay •Journal entries
Standards				Resources
<p>LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10 LA.11-12.CCSS.ELA-Literacy.CCRA.W.1 LA.11-12.CCSS.ELA-Literacy.CCRA.W.2 LA.11-12.CCSS.ELA-Literacy.CCRA.W.3 LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 LA.11-12.CCSS.ELA-Literacy.CCRA.W.7 LA.11-12.CCSS.ELA-Literacy.CCRA.W.8 LA.11-12.CCSS.ELA-Literacy.CCRA.W.10 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.L.1 LA.11-12.CCSS.ELA-Literacy.CCRA.L.2 LA.11-12.CCSS.ELA-Literacy.CCRA.L.3 LA.11-12.CCSS.ELA-Literacy.CCRA.L.4</p>				<ul style="list-style-type: none"> •Alphabet Soup •Character diary •Character map •Double-journal entries •RAFT •Self-selected novels •Think-Pair-Share •Vocabulary log

LA.11-12.CCSS.ELA-Literacy.CCRA.L.5
LA.11-12.CCSS.ELA-Literacy.CCRA.L.6
LA.11-12.CCSS.ELA-Literacy.RL.11-12.1
LA.11-12.CCSS.ELA-Literacy.RL.11-12.2
LA.11-12.CCSS.ELA-Literacy.RL.11-12.3
LA.11-12.CCSS.ELA-Literacy.RL.11-12.4
LA.11-12.CCSS.ELA-Literacy.RL.11-12.5
LA.11-12.CCSS.ELA-Literacy.RL.11-12.6
LA.11-12.CCSS.ELA-Literacy.RL.11-12.7
LA.11-12.CCSS.ELA-Literacy.RL.11-12.8
LA.11-12.CCSS.ELA-Literacy.RL.11-12.9
LA.11-12.CCSS.ELA-Literacy.RL.11-12.10a
LA.11-12.CCSS.ELA-Literacy.RI.11-12.1
LA.11-12.CCSS.ELA-Literacy.RI.11-12.2
LA.11-12.CCSS.ELA-Literacy.RI.11-12.3
LA.11-12.CCSS.ELA-Literacy.RI.11-12.4
LA.11-12.CCSS.ELA-Literacy.RI.11-12.5
LA.11-12.CCSS.ELA-Literacy.RI.11-12.6
LA.11-12.CCSS.ELA-Literacy.RI.11-12.7
LA.11-12.CCSS.ELA-Literacy.RI.11-12.8
LA.11-12.CCSS.ELA-Literacy.RI.11-12.9
LA.11-12.CCSS.ELA-Literacy.RI.11-12.10a
LA.11-12.CCSS.ELA-Literacy.W.11-12.1
LA.11-12.CCSS.ELA-Literacy.W.11-12.1a
LA.11-12.CCSS.ELA-Literacy.W.11-12.1b
LA.11-12.CCSS.ELA-Literacy.W.11-12.1d
LA.11-12.CCSS.ELA-Literacy.W.11-12.1e
LA.11-12.CCSS.ELA-Literacy.W.11-12.2
LA.11-12.CCSS.ELA-Literacy.W.11-12.2a
LA.11-12.CCSS.ELA-Literacy.W.11-12.2b
LA.11-12.CCSS.ELA-Literacy.W.11-12.2c
LA.11-12.CCSS.ELA-Literacy.W.11-12.2d
LA.11-12.CCSS.ELA-Literacy.W.11-12.2e
LA.11-12.CCSS.ELA-Literacy.W.11-12.2f
LA.11-12.CCSS.ELA-Literacy.W.11-12.3
LA.11-12.CCSS.ELA-Literacy.W.11-12.3a
LA.11-12.CCSS.ELA-Literacy.W.11-12.3b
LA.11-12.CCSS.ELA-Literacy.W.11-12.3c
LA.11-12.CCSS.ELA-Literacy.W.11-12.3d
LA.11-12.CCSS.ELA-Literacy.W.11-12.3e
LA.11-12.CCSS.ELA-Literacy.W.11-12.4
LA.11-12.CCSS.ELA-Literacy.W.11-12.5
LA.11-12.CCSS.ELA-Literacy.W.11-12.7
LA.11-12.CCSS.ELA-Literacy.W.11-12.8
LA.11-12.CCSS.ELA-Literacy.W.11-12.9
LA.11-12.CCSS.ELA-Literacy.W.11-12.9a
LA.11-12.CCSS.ELA-Literacy.W.11-12.9b
LA.11-12.CCSS.ELA-Literacy.W.11-12.10
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1a
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d
LA.11-12.CCSS.ELA-Literacy.SL.11-12.2
LA.11-12.CCSS.ELA-Literacy.SL.11-12.3
LA.11-12.CCSS.ELA-Literacy.SL.11-12.4
LA.11-12.CCSS.ELA-Literacy.SL.11-12.5
LA.11-12.CCSS.ELA-Literacy.SL.11-12.6
LA.11-12.CCSS.ELA-Literacy.L.11-12.1

LA.11-12.CCSS.ELA-Literacy.L.11-12.1a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.1b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.2
 LA.11-12.CCSS.ELA-Literacy.L.11-12.2a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.2b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.3
 LA.11-12.CCSS.ELA-Literacy.L.11-12.3a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4c
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4d
 LA.11-12.CCSS.ELA-Literacy.L.11-12.5
 LA.11-12.CCSS.ELA-Literacy.L.11-12.5a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.5b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.6

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<p>Unit 4: Modern American Literature</p>	<ul style="list-style-type: none"> •How can prejudice and superstition lead to injustice? •How do socioeconomic differences create conflict? •How do the age, background and characterization of the narrator influence our perception and understanding of the story? •How do things change when viewed through others' eyes? •How do we define vocabulary utilizing context clues? •How is society influenced and motivated by wealth? •What happens when people fear what they do not understand? •What impact does the American Dream have on individuals' motives and actions? •What makes a person inherently good or inherently evil? 	<p>Students will understand...</p> <ul style="list-style-type: none"> • "The Great Gatsby" reflects the Jazz Age and the event "The Great Gatsby" was influenced by the event. • "To Kill a Mockingbird" is an accurate depiction of the event. • "To Kill a Mockingbird" was influenced by the event. • How themes enhance the writing and reflect the event. • Themes such as materialism, the death of the American Dream, and the death of the American Dream. • Vocabulary pertinent to the time period in which the event occurred. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze how works of a given time period reflect history. • Analyze the elements of setting and characterization in a novel. • Correctly define vocabulary words. • Identify examples of figurative language in the novel. • Identify the author's purpose in writing the novel. • Maintain a double-entry notebook in order to analyze a text. • Make connections between "The Great Gatsby" and the author's background. • Make connections between the author's background and the text. • Make connections between the novel and modern-day society. • Make connections between the text and the film version. • Question literature through discussion. • Understand the meaning of literary terms and be able to apply them. 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> • Analyze how works of a given time period reflect history. • Analyze the elements of setting and characterization in a novel. • Correctly define vocabulary words. • Identify examples of figurative language in the novel. • Identify the author's purpose in writing the novel. • Maintain a double-entry notebook in order to analyze a text. • Make connections between "The Great Gatsby" and the author's background. • Make connections between the author's background and the text. • Make connections between the novel and modern-day society. • Make connections between the text and the film version. • Question literature through discussion. • Understand the meaning of literary terms and be able to apply them. <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Analytical paragraphs • Essay • Exit Slips • Reading comprehension quizzes • Tests
Standards				Resources
<p>LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3</p>				<ul style="list-style-type: none"> • "Daisy's Lullaby" rap • "The Great Gatsby" • "The Great Gatsby" Prezi • "The True Story of the Three Little Pigs" • "To Kill a Mockingbird" • "To Kill a Mockingbird" chapters 19-20 trial script • 1962 film version of "To Kill a Mockingbird" • 1974 film version of "The Great Gatsby" • 2000 film version of "The Great Gatsby" • 2013 film version of "The Great Gatsby" • Articles on 1920s American society • Articles on 1930s American society • Audio versions of novels

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10
LA.11-12.CCSS.ELA-Literacy.CCRA.W.2
LA.11-12.CCSS.ELA-Literacy.CCRA.W.3
LA.11-12.CCSS.ELA-Literacy.CCRA.W.4
LA.11-12.CCSS.ELA-Literacy.CCRA.W.5
LA.11-12.CCSS.ELA-Literacy.CCRA.W.6
LA.11-12.CCSS.ELA-Literacy.CCRA.W.7
LA.11-12.CCSS.ELA-Literacy.CCRA.W.8
LA.11-12.CCSS.ELA-Literacy.CCRA.W.9
LA.11-12.CCSS.ELA-Literacy.CCRA.W.10
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.3
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.5
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.6
LA.11-12.CCSS.ELA-Literacy.CCRA.L.1
LA.11-12.CCSS.ELA-Literacy.CCRA.L.2
LA.11-12.CCSS.ELA-Literacy.CCRA.L.3
LA.11-12.CCSS.ELA-Literacy.CCRA.L.4
LA.11-12.CCSS.ELA-Literacy.CCRA.L.5
LA.11-12.CCSS.ELA-Literacy.CCRA.L.6
LA.11-12.CCSS.ELA-Literacy.RL.11-12.1
LA.11-12.CCSS.ELA-Literacy.RL.11-12.2
LA.11-12.CCSS.ELA-Literacy.RL.11-12.3
LA.11-12.CCSS.ELA-Literacy.RL.11-12.4
LA.11-12.CCSS.ELA-Literacy.RL.11-12.5
LA.11-12.CCSS.ELA-Literacy.RL.11-12.6
LA.11-12.CCSS.ELA-Literacy.RL.11-12.7
LA.11-12.CCSS.ELA-Literacy.RL.11-12.8
LA.11-12.CCSS.ELA-Literacy.RL.11-12.9
LA.11-12.CCSS.ELA-Literacy.RL.11-12.10a
LA.11-12.CCSS.ELA-Literacy.RI.11-12.1
LA.11-12.CCSS.ELA-Literacy.RI.11-12.2
LA.11-12.CCSS.ELA-Literacy.RI.11-12.3
LA.11-12.CCSS.ELA-Literacy.RI.11-12.4
LA.11-12.CCSS.ELA-Literacy.RI.11-12.5
LA.11-12.CCSS.ELA-Literacy.RI.11-12.6
LA.11-12.CCSS.ELA-Literacy.RI.11-12.7
LA.11-12.CCSS.ELA-Literacy.RI.11-12.8
LA.11-12.CCSS.ELA-Literacy.RI.11-12.9
LA.11-12.CCSS.ELA-Literacy.RI.11-12.10a
LA.11-12.CCSS.ELA-Literacy.W.11-12.1
LA.11-12.CCSS.ELA-Literacy.W.11-12.1a
LA.11-12.CCSS.ELA-Literacy.W.11-12.1b
LA.11-12.CCSS.ELA-Literacy.W.11-12.1c
LA.11-12.CCSS.ELA-Literacy.W.11-12.1d
LA.11-12.CCSS.ELA-Literacy.W.11-12.1e
LA.11-12.CCSS.ELA-Literacy.W.11-12.2
LA.11-12.CCSS.ELA-Literacy.W.11-12.2a
LA.11-12.CCSS.ELA-Literacy.W.11-12.2b
LA.11-12.CCSS.ELA-Literacy.W.11-12.2c
LA.11-12.CCSS.ELA-Literacy.W.11-12.2d

- Bildungsroman video (via Youtube)
- Calvin and Hobbes comic strip
- Cooperative learning groups
- Debate based on themes from "To Kill a Mockingbird"
- Documentary on the Scottsboro trials
- Google Classroom
- Google Form quizzes
- Graphic organizers
- Picture walk
- Placemats
- PowerPoint presentation on 1920s American society
- PowerPoint presentation on 1930s American society
- RAFT
- Shmoop
- Short videos related to themes (e.g. "My Super Sweet 16")
- SparkNotes
- Trial script in lieu of traditional reading
- Various articles related to themes throughout novel
- Various short stories related to themes throughout the novel
- Various writing prompts

LA.11-12.CCSS.ELA-Literacy.W.11-12.2e
 LA.11-12.CCSS.ELA-Literacy.W.11-12.2f
 LA.11-12.CCSS.ELA-Literacy.W.11-12.3
 LA.11-12.CCSS.ELA-Literacy.W.11-12.3a
 LA.11-12.CCSS.ELA-Literacy.W.11-12.3b
 LA.11-12.CCSS.ELA-Literacy.W.11-12.3c
 LA.11-12.CCSS.ELA-Literacy.W.11-12.3d
 LA.11-12.CCSS.ELA-Literacy.W.11-12.3e
 LA.11-12.CCSS.ELA-Literacy.W.11-12.4
 LA.11-12.CCSS.ELA-Literacy.W.11-12.5
 LA.11-12.CCSS.ELA-Literacy.W.11-12.6
 LA.11-12.CCSS.ELA-Literacy.W.11-12.7
 LA.11-12.CCSS.ELA-Literacy.W.11-12.8
 LA.11-12.CCSS.ELA-Literacy.W.11-12.9
 LA.11-12.CCSS.ELA-Literacy.W.11-12.9a
 LA.11-12.CCSS.ELA-Literacy.W.11-12.9b
 LA.11-12.CCSS.ELA-Literacy.W.11-12.10
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.1
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.1a
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.2
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.3
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.4
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.5
 LA.11-12.CCSS.ELA-Literacy.SL.11-12.6
 LA.11-12.CCSS.ELA-Literacy.L.11-12.1
 LA.11-12.CCSS.ELA-Literacy.L.11-12.1a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.1b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.2
 LA.11-12.CCSS.ELA-Literacy.L.11-12.2a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.2b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.3
 LA.11-12.CCSS.ELA-Literacy.L.11-12.3a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4c
 LA.11-12.CCSS.ELA-Literacy.L.11-12.4d
 LA.11-12.CCSS.ELA-Literacy.L.11-12.5
 LA.11-12.CCSS.ELA-Literacy.L.11-12.5a
 LA.11-12.CCSS.ELA-Literacy.L.11-12.5b
 LA.11-12.CCSS.ELA-Literacy.L.11-12.6

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
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**Unit 5:
Contemporary
Literature**

- How do historical events shape society?
- How do personal experiences impact the literature?
- How do we define vocabulary using context clues?
- How does one overcome adversity?
- How does storytelling reveal the truth?
- What is the difference between the truth and the story?

- Students will understand...
- "Death of a Salesman" reflects the lives of typical Americans.
 - "The Things They Carried" and "The Glass Castle" are examples of how point-of-view influences the reader's understanding of a story.
 - The characteristics of each work's genre (drama, novel, non-fiction).
 - The criteria for a book to win a Pulitzer Prize.
 - The effect of America's involvement in Vietnam on the country's culture.
 - The genre in which each work was written.
 - The issues that triggered America's involvement in Vietnam.
 - The theme of overcoming adversity is applicable to the lives of many Americans.
 - Vocabulary pertinent to the time period in which the works were written.

- Students will be able to...
- Analyze how storytelling through works of fiction reveals the author's perspective.
 - Analyze text to find the "truths" and facts.
 - Develop an understanding of the time period that influenced the works.
 - Establish the difference between fiction and non-fiction.
 - Identify the author's purpose in writing the work.
 - Make connections between the author's background and the work.
 - Make connections between the works and modern-day issues.
 - Make personal connections between written works and their own lives.
 - Understand and identify the characteristics of the works.

- Performance Tasks:
- Students will complete a chart outlining the content of the works.
 - Students will complete a placemat activity on the works.
 - Students will create a character analysis of Willy Loman.
 - Students will create a job posting for the "ideal" soldier.
 - Students will create a movie trailer for any of the works.
 - Students will create personal mottoes for a character.
 - Students will debate the placement of the Wall of Shame.
 - Students will design a poster highlighting various themes.
 - Students will maintain a journal in which they reflect on the works.
 - Students will write a letter as if they were soldiers.
 - Students will write their own account of the war.

- Other Evidence:
- Analytical paragraphs
 - Essay
 - Exit Slips
 - Quizzes
 - Reading Comprehension Questions
 - Test

Standards

- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9
- LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9
- LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.1
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.2
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.3
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.4
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.5
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.6
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.7
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.8
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.9
- LA.11-12.CCSS.ELA-Literacy.CCRA.W.10
- LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1
- LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2
- LA.11-12.CCSS.ELA-Literacy.CCRA.SL.3
- LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4
- LA.11-12.CCSS.ELA-Literacy.CCRA.SL.5

Resources

- "Dear America: Letters From Vietnam" documentary
- "Death of a Salesman"
- "The Glass Castle"
- "The Things They Carried"
- 1985 film version of "Death of a Salesman"
- Audio versions of the works
- Author biographies
- Graphic organizers
- Placemats
- RAFT
- Time Period Notes
- Various articles pertaining to events depicted in the works
- Various video clips pertaining to events depicted in the works
- Various video clips pertaining to Jeanette Walls' personal life

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.6
LA.11-12.CCSS.ELA-Literacy.CCRA.L.1
LA.11-12.CCSS.ELA-Literacy.CCRA.L.2
LA.11-12.CCSS.ELA-Literacy.CCRA.L.3
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LA.11-12.CCSS.ELA-Literacy.RL.11-12.4
LA.11-12.CCSS.ELA-Literacy.RL.11-12.5
LA.11-12.CCSS.ELA-Literacy.RL.11-12.6
LA.11-12.CCSS.ELA-Literacy.RL.11-12.7
LA.11-12.CCSS.ELA-Literacy.RL.11-12.9
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LA.11-12.CCSS.ELA-Literacy.W.11-12.2c
LA.11-12.CCSS.ELA-Literacy.W.11-12.2d
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LA.11-12.CCSS.ELA-Literacy.SL.11-12.6
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LA.11-12.CCSS.ELA-Literacy.L.11-12.5b
LA.11-12.CCSS.ELA-Literacy.L.11-12.6