|  |
| --- |
| **Window Rock Unified School District #8**Amazon.com: My Perspectives, American Literature, Volume 1, 9780133338805,  0133338800, 2017 (9780133338805): Savvas Learning Co: Books |
| English 3: American Literature |
| Curriculum Map 2021-2022 |
|  |
| **Crystal Doherty** |
| **4/23/2021** |

|  |
| --- |
|  The one who tells the stories rules the world.—Hopi Proverb |

**SUBJECT: English 3: American Literature GRADE: 11th Grade TIMELINE: Q1- First Quarter**

**Essential Questions for this Unit**

1. What is the meaning of Freedom?

2. How does individualism affect a society?

3. What can people learn from previous generations?

| Standards | Content  | Objectives | Assessment | Resources |
| --- | --- | --- | --- | --- |
| **11.RI.2**: Determine two or more central ideas of a text and analyze their development overthe course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.**11.RI.3**: Analyze a complex set of ideas or sequence of events and explain how specificindividuals, ideas, or events interact and develop over the course of the text.**11.W.2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.(11.W.2 a-f) | -American literature explores the concepts and rhetoric that have shaped our nation through books, dramas, poems, stories, historical documents, and speeches that enrich and substantiate informational texts and literary texts.Periods in American Literature: Native American/ Pre-Colonial), Puritanical, Colonial, Revolutionary, and Early National. -Effective writers cite factual evidence to support their claims when writing informative, persuasive, and explanatory texts.  | I will summarize the text objectively.I will analyze the text for multiple central ideas.I will analyze the author’s development of the central idea within the text.I will explain how ideas and events develop and interact within the text.I will write an argumentative, informative and explanatory text. | **Formal:**AZM2 ResultsNWEAPearson * ***Pre***- Mid- Post
* Unit
* Selection

MiWritePresentation RubricsPractice ACT**Informal:**CLOSE Reading strategyFRAYER Model Vocabulary strategySmall groups Gallery Walks6+1 Traits of Writing for EssaysOral Presentations3-2-1 Exit TicketsJournalingAcademic conversationsInvestigative journalismInterviews | **Anchor Text (Foundational Document):***Declaration of Independence* by Thomas Jefferson**Anchor Text (Foundational Documents):***Preamble to the Constitution* by Governor Morris*Bill of Rights* by James Madison**Anchor Text (Speech):***Speech in the Convention* by Benjamin Franklin**Anchor Text:**Navajo Nation Bill of Rights**Anchor Text:** From America’s Constitution: A Biography**Anchor Text:** from The United States Constitution: A Graphic Adaptation**Anchor Text**: *Letter to John Adams* and from *Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters*From *Democracy is not a Spectator Sport*From *The Iroquois Constitution*From *Common Sense* |

**SUBJECT:English 3-American Literature GRADE: 11th Grade TIMELINE: Q2- Second Quarter**

**Essential Questions for this Unit**

1. The Individual and Society: Fitting in or standing out?

2. What role does individualism play in American society?

3. What are the risks and rewards of nonconformity?

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **11.RL.3:** Analyze the impact of the author’s choices regarding how to develop and relateelements of a story or drama (e.g., where a story is set, how the action is ordered,how the characters are introduced and developed). **11.RL.9:** Demonstrate knowledge of eighteenth‐, nineteenth‐, and early‐twentieth‐centuryfoundational works of American literature, including how two or more texts fromthe same period treat similar themes or topics. **11.W.2** Write informative/explanatory texts to examine and convey complex ideas,concepts, and information clearly and accurately through the effective selection,organization, and analysis of content.(a-f) | American literature explores how people overcome obstacles to shape their identities and achieve their dreams.Periods in American literature: romantic, gothic, realism, and naturalismWriters’ word choices help them express their values and authenticate their membership in various social, regional, and cultural groups. | I will analyze the use of story elements to enhance storytelling.I will explain how historical texts treat similar themes in American literature.I will write an explanatory essay utilizing AZ Writing guide and rubric. | **Formal:**AZM2 ResultsNWEAPearson * Pre- ***Mid***- Post
* Unit
* Selection

MiWritePresentation RubricsPractice ACT**Informal:**CLOSE Reading strategyFRAYER Model Vocabulary strategySmall groups Gallery Walks6+1 Traits of Writing for EssaysOral Presentations3-2-1 Exit TicketsJournalingAcademic conversations | **Historical Perspectives**Focus Period: 1800–1870An American Identity**Anchor Text (Essay/Poetry):***The Writing of Walt Whitman* by Walt Whitman**Anchor Text(Poetry Collection):***The Poetry of Emily Dickinson*by Emily Dickinson**MEDIA (RADIO BROADCAST):***from Emily Dickinson**from Great Lives*BBC Radio 4**Philosophical Writing:***from Nature**from Self-Reliance*by Ralph Waldo Emerson**Philosophical Writing:***from Walden**from Civil Disobedience* by Henry David Thoreau**Media (Public Documents):** *Innovators and Their Inventions* **Poetry:** *The Love Song of J. Alfred Prufrock* by T. S. Eliot**Short Story:***A Wagner Matinée*By Willa Cather*Select and read a story from selections available online**Sweet Land of . . . Conformity?* by Claude Fischer*Reckless Genius* by Galway Kinnell*Hamadi* by Naomi Shihab Nye*Young Goodman Brown* by Nathaniel HawthorneDinè Institute for Navajo Nation Educators (DINE 2020) Curriculum Unit: *Kooh-seda: Here I Sit*, by Crystal Doherty | Personal NarrativeEpic themeFree verseAnaphoraCatalogueAbundanceAmplerVastProlificTeeming breadthMultitudesOnomatopoeiaExact rhymeSlant rhymeParadoxEmperorImperialTreason sovereignCaptivityAbstract nounConcrete nounWord derivationsHostInterviewCommentaryFaithSanctityTranscendentRedeemersIndependent clausesSubordinate clausesDictionAnalogyAnecdotePithy statementsSimplicityComplexityNonconformityConformitySuperfluousVitalSufficedAssumptionsPhilosophicalCompound nouns:Closed/hyphenatedMetaphorHyperboleOvertureMotif |

**SUBJECT: English 3: American Literature**

**GRADE: 11th Grade**

**TIMELINE: Q3- Third Quarter**

**Essential Questions for this Unit**

1. In what ways does the struggle for freedom change with history?

2. What motivates people to respond to the need for change?

3. Did the nation achieve the goals that Douglas, Lincoln, Kennedy and King desired?

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **11.RI.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.**11.RI.8** Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.**11.RI.9** Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.**11.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.(a-f) | Reading explores the willingness for people to face challenges and explore the unknown.Literature explores the ways obstacles are overcome and dreams are achieved through narrative storytelling, rhetorical speeches, and period fiction.Periods in American Literature: Realistic, Naturalist, Modern, and into ContemporaryCitizens should have an understanding of rhetoric and it’s uses in their lives for persuasion and influence.Effective writers select and integrate information to create logical arguments.  | I will analyze an author's point of view or purpose for effectiveness. I will evaluate the effectiveness of the author's style and content.I will analyze the author’s use of power, persuasiveness, and beauty in the text.I will evaluate the reasoning in seminal U.S. texts for the application of constitutional principles and use of legal reasoning .I will analyze the premises, purposes, and arguments in works of public advocacy.I will extrapolate and evaluate the effects of these influential legal decisions on public life. I will writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning withrelevant and sufficient evidence. | **Performance-Based Assessment Task****Write an Informative Essay**Prompt: Did the nation achieve the goals that Douglass and Lincoln desired?Language Development: Conventions: Syntax: Sentence Patterns**W.2.a-f, W.5, W.7, L.2.c, L.3****Performance-Based Assessment Task****Panel Discussion**Prompt: What were the goals of these reformers? Why did they want to achieve those goals?**SL.1a-d** | **Anchor Text (Speech):***from What to the Slave Is the Fourth of July?* By Frederick Douglass**Anchor Text (Speech):***Second Inaugural Address* by Abraham Lincoln**Media (Image Gallery):***Perspectives on Lincoln***Speech:** *Ain’t I a Woman?* by Sojourner Truth**Media (Podcast):***Giving Women the Vote* by Sandra Sleight-Brennan**Short Story**: *The Story of an Hour*by Kate Chopin**Legal Opinion**: *Brown v. Board of Education: Opinion of the Court* by Earl Warren**Magazine Article:** *Was Brown v. Board a Failure?* By Sarah GarlandSelect and read a story from selections availableThe Poetry of Langston Hughes by Langston HughesDouglass by Paul Laurence DunbarThe Fifth Fact by Sarah BrowningWho Burns for the Perfection of Paper by Martín Espadafrom The Warmth of Other Suns by Isabel WilkersonWhat a Factory Can Teach a Housewife by Ida Tarbellfrom Books as Bombs by Louis MenandA Balance Between Nature and Nurture by Gloria SteinemDinè Institute 2021- Curriculum Unit: From Empathy to Advocacy (in process) | ArgumentClaimsCounterclaimsNoun phraseVerb phraseObdurateStolidDenounceEquivocateConcededInsurgentPerishRendScourgeUnrequitedMaliceSynonymNuanceCompositionCaricatureLabels/captionsColloquialSlangRacketFix ObligedDictionAudienceDegradedOppressedSubordinateAllusionClausesInternal monologuePersistenceImploringImportunitiesDenotation/connotationSituational ironyDramatic ironyVerbal ironyOpinionAnalyticalPlaintiffJurisdictionDispositionLegacyMissionPolicy |

**SUBJECT: English 3: American Literature GRADE: 11th Grade TIMELINE: Q4- Fourth Quarter**

**Essential Questions for this Unit**

1. How do we respond when challenged by fear?

2. What do stories reveal about the human condition?

3. How do stressful situations often reveal the best and worst in people?

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| 11.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 11.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text. 11.W.2Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  | American literature serves as a cultural lens for critical understanding about the creation of identity and the causes and effects of individualism, isolation, separateness, and unity belief systems.Periods in American Literature: Modernist and Contemporary.People write for a variety of reasons and purposes, which include calling attention to common human struggles (also known as the human condition). | I will summarize the text succinctly and objectively.I will determine the themes and central ideas (multiple) within a text.I will analyze multiple themes/central ideas for their complexity and development.I will read a variety of genres.I will identify explicit and implicit meanings used by authors.I will write informative and explanatory texts about the modern culture and the modern human condition. | **Formal:**AZM2 ResultsNWEAPearson * ***Pre***- Mid- Post
* Unit
* Selection

MiWritePresentation RubricsPractice ACT**Informal:**CLOSE Reading strategyFRAYER Model Vocabulary strategySmall groups Gallery Walks6+1 Traits of Writing for EssaysOral Presentations3-2-1 Exit TicketsJournalingAcademic conversationsInvestigative journalismInterviews | **Anchor Text (Memoir):***from Life on theMississippi* by Mark Twain**Anchor Text (Short Story):***The Notorious Jumping Frog of**Calaveras*by Mark Twain**Anchor Text (Short Story):** A *White Heron* by Sarah Orne Jewett**Anchor Text (Drama):***The Crucible*by Arthur Miller**Media (Audio Performance):** *the Crucible*L.A. Theatre Works**Anchor Text (Short Story):***Everyday Use*by Alice Walker**Anchor Text (Short Story):***Everything Stuck to Him* by Raymond Carver**Anchor Text (Short Story):** *The Leap* by Louise Erdrich | Explanatory textSyntaxSplendidImpressiveDictionDialectToneAnecdotesHumorousDescriptionSocial commentaryFrame storyIncongruityHyperboleGarrulousExasperatingTediousMonotonousInterminableButtonholedConnotationDenotationIodiom/idiomaticThemeImagerySymbolDilatoryLoiteredHospitalitySqualorHermitageQuaintEtymologyInterrogativeExclamationsSatireSarcasmIronyUnderstatement

|  |
| --- |
|  |

 |