

Time Frame	Unit/Concepts
September-Mid-October	<p>Unit 1: Early American Writing</p> <p>Unit Theme: Writing Changes over Time, as Language Evolves</p> <p>Through the texts of:</p> <p>“The World on the Turtle’s Back” Iroquois Creation Myth “What is an American” Guillaume Jean de Crevecoeur “The General History of Virginia” John Smith “Of Plymouth Plantation” William Bradford “To My Dear and Loving Husband” Anne Bradstreet “Sinners in the Hands of an Angry God” Jonathan Edwards “Speech in the Virginia Convention” Patrick Henry “The Declaration of Independence” Thomas Jefferson</p> <p>Students will learn</p> <ul style="list-style-type: none"> ○ the background of American literature, how our country was formed on important documents, and read and understand various fiction and non-fiction documents that were important to the foundation of our country ○ characteristics of the Colonial time period, including authors and important groups that wrote documents ○ about oral tradition and its impact on language and literature ○ persuasive techniques and rhetorical devices used in various pieces of literature <ul style="list-style-type: none"> ● Write a persuasive essay ● Write and deliver a persuasive speech ● Analyze how media influence cultural values and stereotypes ● Analyze persuasive techniques and rhetorical devices ● Draw conclusions about characters ● Make inferences about the author ● Analyze text structure <p>Terms/Key Concepts</p> <p>Argument counterargument text structure Persuasion parallelism aphorism Rhetorical devices rhetorical question</p>
October-Late November	<p>Unit 2: American Romanticism and <i>The Scarlet Letter</i></p> <ul style="list-style-type: none"> ● Students will learn <ul style="list-style-type: none"> ○ about American Romanticism and understand it as a literary movement ○ about transcendentalism and identify elements of this literary movement ○ about similarities and differences among writers of romantic literature

	<ul style="list-style-type: none"> ○ about strategies for reading difficult texts ○ to interpret symbol and allegory ○ how to annotate a text ○ how to highlight a text for main ideas <ul style="list-style-type: none"> ● Write a reflective essay ● Research word origins ● Examine complex sentences ● Use knowledge of roots and affixes to determine word meaning ● Examine author’s perspective ● Analyze elements used to create mood ● Identify and evaluate sound devices and imagery ● Analyze the purpose of individual passages <p>Terms/Key Concepts Romanticism Satire American Gothic Symbol Transcendentalism Fireside Poets Allegory Blank Verse Imagery Tone Irony Characterization</p>
<p>December</p>	<p>Unit 3: Foundations of America and <i>The Catcher in the Rye</i> Unit Themes: The American Spirit and American Way of Life Through the Texts: “<i>I Hear America Singing</i>” Walt Whitman “<i>Success is Counted Sweetest</i>” Emily Dickinson “<i>Incidents in the Life of a Slave Girl</i>” Harriet Jacobs “<i>Go Down Moses</i>” “<i>The Gettysburg Address</i>” Abraham Lincoln “<i>The Emancipation Proclamation</i>” Abraham Lincoln “<i>O Captain, My Captain</i>” Walt Whitman Non-Fiction Articles about Walt Whitman and Abraham Lincoln “<i>The Story of an Hour</i>” Kate Chopin <i>The Adventures of Huckleberry Finn</i> “<i>In Another Country</i>” Ernest Hemingway “<i>Why Soldiers Won’t Talk</i>” John Steinbeck “<i>The Death of the Ball Turret Gunner</i>” Randall Jarrell Selections from <i>Writers on America</i> including: “<i>I, Too, Sing America</i>” Julia Alvarez “<i>What’s American about American Poetry</i>” Billy Collins</p> <p>Students will learn</p> <ul style="list-style-type: none"> ○ about important foundational American works ○ to analyze style, tone, sentence structure and narrative elements of individual authors ○ how to use language that conveys tone and write using

	<p>appropriate and active voice</p> <ul style="list-style-type: none"> ○ how author’s choice of genre influences both form and meaning ○ to use vivid verbs in their own writing ○ strategies for reading complex non-fiction <ul style="list-style-type: none"> ● Write a poem in the style of Walt Whitman’s “I Hear America Singing” which conveys the American of today ● Write an essay about the American spirit. ● Analyze elements of style including tone, sentence structure, figurative language, and dialogue ● Analyze the relationship between audience and form and the ways in which forms influences a message ● Analyze how an author’s choice of genre affects the expression of a theme or topic ● Use passive and active voice effectively ● Discriminate between connotative an denotative meanings of words <p>Terms/Key Concepts Civil War Literature Voice Style Diction Passive Voice Epigram Tone Author’s Purpose Syntax Active Voice</p>
<p>Mid- December-End of Semester</p>	<p>Unit 4: <i>The Great Gatsby</i> and The American Dream</p> <p>Students will learn</p> <ul style="list-style-type: none"> ○ about the Harlem Renaissance and understand it as a literary movement ○ about the 1920’s and the way it impacted how the American Dream is depicted in writing ○ to identify and interpret modern poetry ○ to craft effective sentences by using vivid language, phrases, and coordinating conjunctions ○ various methods of persuasion in advertising and writing ○ about literary criticism characteristics ○ to establish voice, objective tone, and point of view using varied grammatical structures ○ about the American Dream and its depiction in writing <ul style="list-style-type: none"> ● Give a group presentation on an important social piece of the 1920’s ● Create and advertisements that uses methods of advertising and persuasion ● Write an essay about someone who either epitomizes or fails the idea of the American Dream ● Analyze and evaluate persuasive techniques in print advertising

	<ul style="list-style-type: none"> • Analyze ambiguity and speaker’s attitude • Identify sequence of events including flashback and foreshadowing <p>Terms/Key Concepts 1920’s Literature Symbolism-universal and contextual foreshadowing irony American Dream Connotation Media Persuasion Harlem Renaissance Denotation Modernism</p>
<p>Late January- Late March</p>	<p>English Literature- Unit 1: <i>Beowulf</i> and <i>The Canterbury Tales</i> Themes: Formation and Evolution of the English Language</p> <p>Through the Texts: <i>Beowulf</i> <i>The Canterbury Tales</i> Geoffrey Chaucer “Le Morte d’Arthur Sir Thomas Malory “Sir Gawain and the Green Knight”</p> <p>Students will learn</p> <ul style="list-style-type: none"> ○ how language was formed and shaped over time ○ about the historical development of the English language ○ strategies for reading Old English poetry ○ how literary language contributes to the meaning of the work as a whole ○ how themes interact and build on one another <p>Identify and analyze ambiguities in literature and their importance to the text as a whole. Examine differing interpretations of a text Produce a group project based on <i>The Canterbury Tales</i> Write a modern day version of <i>Beowulf</i> Use reading strategies to read a difficult text</p> <p>Terms/Key Concepts Alliteration Anglo-Saxon time period Plot Structure-In Medias Res Alliterative verse Old English Poetry Greek and Latin Root Words Kennings Medieval Period Pre-fixes and Suffixes Epic poem Caesura Medieval Romance Legend</p>

	<p>Oral tradition Use of repetition and rhyme Heroic Narrative Prologue-frame narrative</p>
<p>April-June</p>	<p>Unit 2: The Renaissance and William Shakespeare Texts: Macbeth and Twelfth Night</p> <p>Students will learn</p> <ul style="list-style-type: none"> ○ to closely analyze a complex text looking carefully at all literary aspects simultaneously ○ background information about the English Renaissance and the impact of this time period on literature ○ common vocabulary associated with Shakespeare’s writing ○ specifics associated with Shakespearean Drama ○ to analyze English sonnets for structure and meaning ○ to take notes from a piece of literature, citing important details, quotations etc. ○ many poetic devices including consonance, assonance and alliteration ○ language variety specific to Shakespeare’s texts ○ characteristics of a Shakespearean Comedy and literary elements associated with comedy, including satire, puns, irony, and dramatic irony ○ about humor and the history of many kinds of humor ○ characteristics of a Shakespearean Tragedy. <p>Terms/Key Concepts Shakespearean Comedy sonnets alliteration puns consonance sentence inversions satire dramatic irony assonance archaic words irony situational comedy Shakespearean Tragedy Tragic hero Tragic flaw</p>