

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		English 11	
Unit 1:	The New World	Duration:	8 weeks
Unit 2:	A New Nation	Duration:	8 weeks
Unit 3:	American Romanticism	Duration:	6 weeks
Unit 4:	A Troubled Young Nation	Duration:	8 weeks
Unit 5:	Emerging Modernism	Duration:	8 weeks
Unit 6:	Challenges and Successes of the Twentieth Century	Duration:	8 weeks
Date Created or Revised:		June 1, 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools
Language Arts Curriculum**

Unit Title: The New World		Unit #: 1
Course or Grade Level: 11		Length of Time: 8 weeks
Date Created: March 16, 2012		BOE Approval Date:
Pacing	Choose a format: September –October 2012	
Essential Questions	<ul style="list-style-type: none"> • Why do people explore new worlds? 	
Content	<ul style="list-style-type: none"> • Nonfiction prose—including sermons and diaries—and poetry from seventeenth- and early eighteenth-century America. • Allegory • Apostrophe • Conceit • Covenant of grace • Didactic poetry • The Great Awakening • Idealism • Lyric poetry • Oxymoron • Parallelism • Pragmatism • Sermon 	
Skills	<ul style="list-style-type: none"> • Examine the works of some of the earliest settlers in various parts of the “New World.” • Consider the significance of the intersection of Native American, European, and African cultures. • Explore whether conflicts were inevitable and how language and religion served as both barriers and as bridges. • Students analyze emerging themes in American literature, such as the “New Eden” and the “American Dream.” • Examine works of art from the period are examined for their treatment of similar themes. • Compare and contrast the experiences of America’s earliest settlers, as conveyed through primary source documents and literature of the Colonial period. • Identify and explain elements of Puritan literature. • Explain "preaching" as a type of formal speech and explain its role in the "First Great Awakening." • Explain the role of religion in early American life. 	

Assessments

Items in BOLD are Mandatory for ALL 11th Grade Courses

- **Benchmark assessments.**
- **Chapter quizzes**
- **Unit Tests**
- **Open ended short answer responses**
- **Rubrics**
- **Reading Literature, Performance**
- **HSPA/Expository Writing Prompts/Practice**

Select a one- to two-minute passage from one of the texts and recite it from memory. Include an introduction that states:

- What the excerpt is from
- Who wrote it
- Why it exemplifies Puritan literature

Reading Informational Text: Argument Writing

In his essay "The Trials of Phillis Wheatley" Henry Louis Gates, Jr. discusses Wheatley's critics. He notes that her "trials" began when her white contemporaries doubted her ability to write. Today, Gates says, her "trials" continue. In the conclusion to his essay, Gates suggests that Wheatley's critics miss a crucial point: "The challenge isn't to read white or read black; it is to read. If Phillis Wheatley stood for anything, it was the creed that culture was, could be, the equal possession of all humanity." Write an argument in which you agree or disagree with Gates; use evidence from Wheatley's work to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.

Argument Writing

- **Could some contemporary American approaches to religion be traced to Puritan origins? Why or why not? Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.**

Reading Poetry

- **Select one passage from one of the poems and one from one of the informational texts that treat a similar theme (e.g., "On Being Brought from Africa to America" and *Of Plymouth Plantation*. How are the themes revealed in the different genres? What different techniques or literary devices do the authors**

	<p>use to convey theme? Write an informative/explanatory essay in which you use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.</p> <p>Reading Informational Text/Argument Writing</p> <ul style="list-style-type: none"> • After reading excerpts from "Sinners in the Hands of An Angry God," write an argument that explains why you think early settlers were persuaded by Edwards's sermon. Note evidence from the text to support your thesis • "Does Anne Bradstreet's work typify or differ from the other Puritan literature that you have read?" Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> • Speaking and Listening <p>Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?</p> <p>Possible Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly

	<ul style="list-style-type: none"> • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers
<p>Inter-disciplinary Connections</p>	<ul style="list-style-type: none"> • Art, Music, and Media <p>Examine the artworks listed. What does each image show about "young America"? Examine the Copley painting in comparison to the Haidt. What can you learn about each of these women and their lives in America? How are the women different? Carefully examine the iconography present in each image. Compare the Peale, Copley, and Wright paintings. What can we learn about the new nation from the way these painters worked? Do you detect a European influence? What stylistic aspects or materials might American artists be borrowing from England, judging by the similarities between the Wright (English) and Copley or Peale (American) portraits?</p> <ul style="list-style-type: none"> ▪ Art <ul style="list-style-type: none"> • Charles Willson Peale, <u>Mrs. James Smith & Grandson</u> (1776) • John Singleton Copley, <u>Mrs. George Watson</u> (1765) • John Valentine Haidt, <u>Young Moravian Girl</u> (ca. 1755-1760) • Joseph Wright (Wright of Derby), <u>Portrait of a Woman</u> (1770) <p>Film, Reading Literature, Argument Writing</p> <p>View a staged or film version of <i>The Crucible</i>. Then discuss this question: Is John Proctor a tragic figure? Why or why not? Compare him to other tragic figures studied in ninth grade, such as <i>Oedipus Rex</i>. Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.</p> <p>Any movie adaptations of literature</p>
<p>Lesson resources</p>	<p>Drama:</p> <p>Text in Bold is Mandatory for all English 11 Levels</p> <ul style="list-style-type: none"> • The Crucible (Arthur Miller) (EA) <p>Poetry</p> <ul style="list-style-type: none"> • “An Hymn to the Evening” (Phillis Wheatley) (EA) • “On Being Brought from Africa to America” (Phillis Wheatley) (E)

- “The Day of Doom” (Michael Wigglesworth)
- “The Sot-Weed Factor” (Ebenezer Cook)
- **“To His Excellency General Washington” (Phillis Wheatley) (EA)**
- **“To My Dear and Loving Husband” (Anne Bradstreet)**
- **“Upon a Spider Catching a Fly” (Edward Taylor)**
- **“Upon the Burning of Our House” (Anne Bradstreet)**

Informational Texts

Autobiographies:

Text in Bold is Mandatory for all English 11 Levels

- A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (Mary Rowlandson)
- The Secret Diary of William Byrd of Westover, 1709-1712 (William Byrd) (excerpts) Nonfiction
- A Key into the Language of America (Roger Williams) (excerpts)
- **Of Plymouth Plantation (William Bradford) (excerpts)**
- The Bloody Tenent of Persecution, for Cause of Conscience (Roger Williams) (excerpts)
- "The Negro Artist and the Racial Mountain" (Langston Hughes) (EA)
- The Selling of Joseph: A Memorial (Samuel Sewall)
- **"The Trials of Phillis Wheatley" (Henry Louis Gates, Jr.) (excerpts) Speeches**
- **“Sinners in the Hands of an Angry God” (July 8, 1741) (Jonathan Edwards)**
- **Film: the Crucible**

Additional Resources

- Africans in America (Part 1) (PBS)
- The First Great Awakening (National Endowment for the Humanities)
- Religion and The Founding of the American Republic (Library of Congress)

Special Education Extra Resources

- Modern Translation/No Fear/ Side-by-side text
- Vocabulary/Visual Websites to be used on smart boards to introduce new texts

Common Core Standards

Grade:11

Strand(s): Reading Literature
 Reading Informational Text
 Writing

Speaking and Listening Language							
Reading Literature Craft and Structure			4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (include Shakespeare as well as other authors).				
Reading Literature Integration of Knowledge and Ideas			Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.				
Reading Informational Text Craft and Structure			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 power, persuasiveness, or beauty of the text.				
Writing Text Type and Purposes			2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selections, organization,, and analysis of content.				
Writing Text Type and Purposes			1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Language Knowledge of Language			3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning, style, and to comprehend more fully when reading or listening.				
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and	x	Critical Thinking and	x	Communication and	x	Information

	Innovation		Problem Solving		Collaboration		Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: A New Nation		Unit #: 2
Course or Grade Level: 11		Length of Time: 8 weeks
Date Created: 3/16/2012		BOE Approval Date:
Pacing	8 weeks: Nov- Dec 2012	
Essential Questions	Why was the founding of America unique?	
Content	<ul style="list-style-type: none"> • Anti-federalism • Aphorism • Deism • Federalism • Heroic couplet • Maxim • Natural law • Salvation • Separation of church and state 	
Skills	<ul style="list-style-type: none"> • Identify defining themes in American literature, such as “American exceptionalism.” • Identify and explain the historic and literary significance of America’s founding documents. • Analyze how tone is established in persuasive writing. • Analyze the use of literary elements in persuasive writing. • Compare and contrast points of view in arguments presented on related issues. • Analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices). • Apply knowledge of effective arguments when writing one of your own. 	
Assessments	<p style="text-align: center;">Items in BOLD are Mandatory for ALL 11th Grade Courses</p> <ul style="list-style-type: none"> • Benchmark assessments. • Chapter quizzes • Unit Tests • Open ended short answer responses • Rubrics • HSPA/Expository Writing Prompts/Practice 	

Language Usage

Examine one of the founding documents for variety in sentence structure. (Teacher will select passages and highlight three sentences.) With guidance from your teacher, diagram the three highlighted sentences. Then rewrite each sentence in "contemporary" prose.

Argument Writing

Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication.

Reading Informational Text, Argument Writing

Do the Declaration of Independence and the Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support your argument. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.

Oral Presentation, Multimedia Presentation

Students will prepare and give a formal summary (oral or mixed-media presentation) of the research paper, fielding questions from peers.

Reading Informational Text, Informational Writing

Write an essay in which you explain Madison's use of the term *faction* in *Federalist No. 10*. Use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication.

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?

Research, Reading Informational Text, Informative Writing

(This essay could be assigned in collaboration with an American history teacher.) Select one of the Founding Fathers and conduct independent research, defining and refining the research question independently. The final informative/explanatory essay should include the following sections:

Biographical information

Analysis of a document that the founder wrote, including its historical significance

	<p>The Founder’s unique contribution to the new nation</p> <p>The long-term importance of the Founder</p> <p>The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration.</p> <p>Research, Reading Literature, Reading Informational Text, Informative Writing</p> <p>Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration.</p>
<p>Interventions / differentiated instruction</p>	<p>Special Education Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace

	<ul style="list-style-type: none"> • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers
Inter-disciplinary Connections	<p>Art, Speaking and Listening</p> <p>Examine the artworks listed. How did artists portray historical figures and events from the founding of America? Why might an artist choose to depict such events or figures? Examine each artwork for imagery detailing the founding of America and identify ways in which artists use history for inspiration. In addition, compare the Leutze and Trumbull paintings. How does the artist share each narrative with you? What visual clues lead you to discover what is happening in each scene? Why might these paintings inspire viewers during the time period as well as future viewers?</p> <p>Students will prepare and give a formal summary (oral or mixed-media presentation) of the research paper, fielding questions from peers.</p>
Lesson resources	<p>Literary Texts Please note: Texts in Bold are Mandatory for all English 11 classes</p> <p>Drama Macbeth</p> <p>Poetry</p> <ul style="list-style-type: none"> • “The Indian Burying Ground” (Philip Freneau) • “The Star-Spangled Banner” (Francis Scott Key) • “The Wild Honeysuckle” (Philip Freneau) <p>Informational Texts</p> <p>Autobiographies</p> <ul style="list-style-type: none"> • <i>Equiano’s Travels: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</i> (Olaudah Equiano) • <i>The Autobiography of Benjamin Franklin</i> (Benjamin Franklin) <p>Nonfiction</p> <ul style="list-style-type: none"> • <i>Common Sense or The Crisis</i> (Thomas Paine) (E) • Declaration of Independence (Thomas Jefferson) (E) • <i>Federalist</i> No. 10 (James Madison) • Letter to John Adams (August 1, 1816) (Thomas Jefferson) (EA) • <i>Letters from an American Farmer</i> (J. Hector St. John de Crèvecoeur) (selections) • Preamble to the Constitution and the Bill of Rights (E) • “The Way to Wealth,” <i>Poor Richard’s Almanack</i> (Benjamin Franklin) (selections) • Thomas Jefferson's Letter to Benjamin Banneker (August 30, 1791)

	<ul style="list-style-type: none"> • Virginia Statute for Religious Freedom (Thomas Jefferson) (EA) <p>Speeches</p> <ul style="list-style-type: none"> • "Farewell Address" (George Washington) (E) • "What to the Slave Is the Fourth Of July? An Address Delivered in Rochester, New York, on 5 July 1852" (Frederick Douglass) (E) • Speech to the Virginia Convention (March 20, 1775) (Patrick Henry) (E) <p>Art, Music and Media</p> <ul style="list-style-type: none"> • <i>Auguste Couder, <u>Siège de Yorktown</u> (ca. 1836)</i> • Emanuel Leutze, <i><u>Washington Crossing The Delaware</u></i> (1851) • Gilbert Stuart, <i><u>James Monroe</u></i> (ca. 1820-1822) • Gustavus Hesselius, <i><u>Lapowinsa</u></i> (1735) • John Copley, <i><u>Paul Revere</u></i> (ca. 1768) • John Trumbull, <i><u>Declaration of Independence</u></i> (1819) • Thomas Pritchard Rossiter, <i><u>Washington and Lafayette at Mount Vernon</u></i> (1859) • Any movie adaptations of literature
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Common Core Standards

Grade 11
Standard: Reading Standards for Literature

Strand(s):

Reading Literature Subgroup: Craft and Structure	Standard 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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Reading Informational Text: Subgroup: Craft and Structure Subgroup: Integration of Knowledge and Ideas	Standard 5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Standard 8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
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		Standard 9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.					
Writing Subgroup: Text types and Purposes		Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence					
Speaking and Listening Subgroup: Presentation of Knowledge and Ideas		Standard 4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.					
Language Subgroup: Conventions of Standard English		Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.					
<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Language Arts Curriculum	
Unit Title: American Romanticism	Unit #: 3
Course or Grade Level: 11	Length of Time: 6 weeks
Date Created: March 16, 2012	BOE Approval Date:
Pacing	January- February 2013
Essential Questions	<ul style="list-style-type: none"> • What is American Romanticism?
Content	<p>Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature; celebration of the “self”; and isolationism).</p> <p>Define transcendentalism as an aspect of American romanticism and explain how the two differ.</p> <p>Trace characterization techniques in American romantic novels.</p> <p>Analyze the structure and effectiveness of arguments in transcendentalist essays studied.</p>
Skills	<ul style="list-style-type: none"> • Alliteration • Anaphora • Assonance • Consonance • Individualism • Lyric poetry • Manifest destiny • Metonymy • Noble savage • Paradox • Romanticism • Synecdoche • Transcendentalism • Verbal irony • Anti-federalism • Aphorism • Deism • Federalism • Heroic Couplet • Maxim

	<ul style="list-style-type: none"> • Natural Law • Salvation • Separation of Church and State
Assessments	<p style="text-align: center;">Items in BOLD are Mandatory for ALL 11th Grade Courses</p> <ul style="list-style-type: none"> • Benchmark assessments. • Chapter quizzes • Unit Tests • Open ended short answer responses • Rubrics • HSPA/Expository Writing Prompts/Practice <ul style="list-style-type: none"> • Reading Literature, Argument Writing <p>Select one of the short stories and explain why you think it is a good example of American romanticism. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.9, W.11-12.2, SL.11-12.1)</p> <ul style="list-style-type: none"> • Reading Literature, Argument Writing <p>Students will be given a passage they have not seen before from one of the other works by Hawthorne or Melville (teacher's choice) and asked to provide a ten-minute commentary on two of the following questions:</p> <p>(Hawthorne: The Minister in the Black Veil/ Dr. Heidegger's Experiment, Melville: excerpts from Moby Dick)</p> <ul style="list-style-type: none"> • What is the primary significance of this passage? • Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content. • Which poetic techniques in this poem or extract are typical of the writer? • What are the effects of the dominant images used in this work? • What do you think the important themes in this work are? <ul style="list-style-type: none"> • Narrative Writing <p>Write your own narrative essay in the style of Walden. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication.</p> <ul style="list-style-type: none"> • Language Usage, Vocabulary <p>Keep track of new words (or different uses of words that you know) in the works</p>

	<p>read in this unit. Use the dictionary to confirm the words’ definitions and parts of speech. Note their etymology and whether or how the author used the word differently than it is used today. In your journal—or on a shared spreadsheet completed with others—write new sentences of your own using each new word encountered.</p> <ul style="list-style-type: none"> • Speaking and Listening <p>Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?</p> <p>Argument Writing</p> <p>Agree or disagree with this Emerson quotation: "What is popularly called Transcendentalism among us, is Idealism; Idealism as it appears in 1842." Use at least three pieces of textual evidence to support your opinion. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.</p>
Interventions / differentiated instruction	<p>Special Education Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly

	<ul style="list-style-type: none"> • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers
Inter-disciplinary Connections	<ul style="list-style-type: none"> • After reading literary examples of American romanticism, examine the paintings featured. Why do you believe these are romantic paintings? What visual aspects do the artists employ to interact with the viewer? How do they use the formal principles of art and design? View Thomas Cole’s work "Romantic Landscape with Ruined Tower.” What has Cole done to create a "romantic landscape”? Continue viewing the other works of art as comparisons. After viewing all of these paintings, what do you think are the characteristics of a romantic work of art? Brainstorm a list of the visual aspects of romantic painting.
Lesson resources	<p>Text in Bold is mandatory for all English 11 courses</p> <p>Readings:</p> <ul style="list-style-type: none"> • "The Minister's Black Veil" or "Dr. Heidegger's Experiment": Nathaniel Hawthorne • Excerpts from Moby Dick: Herman Melville <p>Poetry</p> <ul style="list-style-type: none"> • Whitman's Notebooks and Poetry: The Sweep of the Universe • "I Hear America Singing" : Walt Whitman, "Because I could not stop for Death": Emily Dickinson <p>The American Renaissance and Transcendentalism (PBS) (RL.11-12.9) Whitman’s Notebooks and Poetry: The Sweep of the Universe (National Endowment for the Humanities) (RL.11-12.4)</p> <p>Africans in America (Part 3) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1)</p> <ul style="list-style-type: none"> • Any movie adaptations of literature
Common Core Standards	
Grade:11	
Strand(s):Reading Literature11-12 Reading Informational Text Writing Speaking and Listening Language	

<p>Reading Literature Subgroup: Key Ideas and Details</p> <p>Integration of Knowledge and Ideas</p>	<p>2: Determine a 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 one another to produce a complex account; provide an objective summary of the text.</p> <p>9: Demonstrate knowledge of eighteenth, nineteenth-, and early twentieth century early foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
<p>Reading Informational Text: Craft and Structure</p>	<p>5: Analyze and evaluate the effectiveness of the structure of an author in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
<p>Writing: Text Types and Purposes</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas</p> <p>Language: Vocabulary Acquisition and Use</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and content, choosing flexibility from a range of strategies.</p>

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Language Arts Curriculum**

Unit Title: A Troubled Young Nation		Unit #: 4
Course or Grade Level: 11		Length of Time: 8 Weeks
Date Created: April 18, 2012		BOE Approval Date:
Pacing	Choose a format: February 1 through March 2012	
Essential Question	<ul style="list-style-type: none"> • What is an American? 	
Content	<ul style="list-style-type: none"> • Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • 	
Skills	<ul style="list-style-type: none"> • Determine and analyze the development of the theme or themes in American literature of the nineteenth century (eg, freedom, the American dream, racism, regionalism, survival, “individual vs. society”, and “civilized society”, vs. the wilderness”). • Compare the treatment of related themes in genres (eg. The Adventures of Huckleberry Finn and the Life of Frederick Douglass, and American Slave). • Explain how fictional characters in the late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case. <ul style="list-style-type: none"> ○ Abolition ○ American Dream ○ Assimilation ○ Autobiography ○ Biography ○ Determinism ○ “Melting pot” ○ Mood ○ Naturalism 	

	<ul style="list-style-type: none"> ○ Realism ○ Regionalism ○ Satire
<p>Assessments</p>	<p>Items in BOLD are Mandatory for ALL 11th Grade Courses</p> <ul style="list-style-type: none"> ● Benchmark assessments. ● Chapter quizzes ● Unit Tests ● Open ended short answer responses ● Rubrics ● HSPA/Expository Writing Prompts/Practice <p>Reading Literature, Argument Writing</p> <ul style="list-style-type: none"> ● Does Huckleberry Finn embody the values inherent in the American Dream? Write an argument in which you use at least three pieces of evidence to support an original; thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates (optional). <p>Argument Writing</p> <ul style="list-style-type: none"> ● Write an argument in which you agree or disagree with the following statement, offering at least three pieces of evidence from the texts to support your position: Women in the nineteenth-century America could not really be free. <p>Reading Literature, Informative Writing</p> <p>How does Mark Twain address the issue of slavery in the Adventures of Huckleberry Finn? Use at least three pieces of textual evidence to support an original thesis statement.</p> <p>Language Usage Examine a page from one of the stories in this unit (selected by the teacher) and highlight the prepositional phrases; identify what they modify and determine whether they are adjectival adverbial.</p>
<p>Interventions / differentiated instruction</p>	<p>Special Education Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks

	<ul style="list-style-type: none"> • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers
<p>Inter-disciplinary Connections</p>	<p>Reading Literature, Multimedia Presentation Create a mixed-media presentation that summarizes one of the novels you've read and present questions that you think the novel raises about its uniquely American themes. Prepare the presentation for posting on the class web page for this unit.</p> <p>Art Winslow Homer, A Visit from the Old Mistress (1876)</p> <p>Film Ed Bell and Thomas Lennon, dir., "Unchained Memories" (2003) Any movie adaptations of literature</p>
<p>Lesson resources</p>	<p>Novels The Adventures of Huckleberry Finn (Mark Twain) (EA) Ethan Frome (Edith Wharton)</p> <p>Folk Tales "Plantation Proverbs" (Uncle Remus)</p> <p>Short Stories "Roman Fever" (Edith Wharton) "The Celebrated Jumping Frog of Calaveras County" (Mark Twain) (EA) "The Story of An Hour" (Kate Chopin)</p>

“The Yellow Wallpaper” (Charlotte Perkins Gilman)

Informational Texts
Autobiographies

Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself (Frederick Douglass) (EA) (excerpts)

The Narrative of Sojourner Truth (Sojourner Truth and Olive Gilbert)

Twenty Years at Hull House (Jane Addams) (selections)

Up From Slavery: An Autobiography (Booker T. Washington)

Essays

“I Had Barbara’: Women’s Ties and Wharton’s ‘Roman Fever’” (Rachel Bowlby)

“Why I Wrote ‘The Yellow Wallpaper’” (Charlotte Perkins Gilman)

Nonfiction

Bury My Heart at Wounded Knee: An Indian History of the American West (Dee Brown) (E)

Declaration of Sentiments, Seneca Falls Convention (1848)

Letter to Albert G. Hodges (Abraham Lincoln) (EA)

Speeches

“A House Divided” (Abraham Lincoln) (EA)

“Ain’t I a Woman?” (Sojourner Truth) (May 29, 1851)

“I will fight no more forever” (Chief Joseph the Younger of the Nez Perce Nation) (October 5, 1877)

“The Gettysburg Address” (Abraham Lincoln) (E)

Art, Music and Media

Common Core Standards

Grade 11

Strand(s): Reading Standards for Literature

Reading Informational Text

Writing

Speaking and Listening

Language

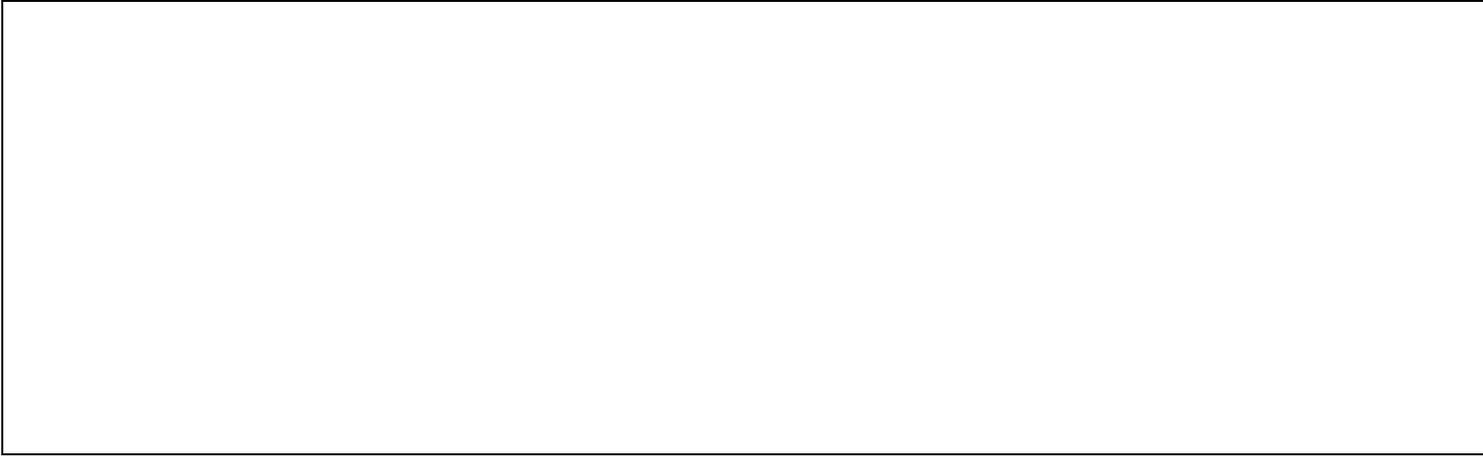
<p>Reading Standards for Literature Key Ideas and Details</p>	<p>3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
<p>Reading Informational Text: Key Ideas and Details</p> <p>Writing Production and Distribution of Writing</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>Language Conventions of Standard English</p>	<p>3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		



Pine Hill Public Schools Language Arts Curriculum	
Unit Title: Emerging Modernism	Unit #: 5
Course or Grade Level: 11	Length of Time: 8 weeks
Date Created: April 18, 2012	BOE Approval Date:
Pacing	Choose a format: April-May 2012
Essential Questions	How did modernization result in isolation and disillusionment in the early American twentieth century?
Content	<ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● 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 power, persuasiveness, or beauty of the text. ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ● Define and explain the origins of the Harlem Renaissance. ● Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors. ● Define and explain the <i>Lost Generation</i>, noting experimental aspects of some works. ● Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought. ● Identify modernist ideas (using the informational texts). ● Analyze the relationship between modernist style and content. ● Examine evidence of the alienation of “modern man.”
Skills	<ul style="list-style-type: none"> ● Alienation ● American modernism ● Dialect ● Disillusionment

	<ul style="list-style-type: none"> ● Flashback ● Foreshadowing ● Great migration ● Harlem Renaissance ● Industrialization ● Interior monologue ● The Lost Generation ● Motif ● Stream of consciousness ● Villanelle
<p>Assessments</p>	<p style="text-align: center;">Items in BOLD are Mandatory for ALL 11th Grade Courses</p> <ul style="list-style-type: none"> ● Benchmark assessments. ● Chapter quizzes ● Unit Tests ● Open ended short answer responses ● Rubrics ● HSPA/Expository Writing Prompts/Practice <p>After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments may include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.</p> <p><i>Reading Literature, Informative Writing, Language Usage</i></p> <p><i>Seminar:</i> What are the effects of the shifting point of view on the reader’s understanding of events in <i>As I Lay Dying</i>? Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.</p> <p><i>Reading Poetry, Poetry Writing</i></p> <p>Conduct a close reading of Langston Hughes's "The Negro Speaks of Rivers," "Mother to Son," and "Harlem," identifying Hughes’s use of metaphors to depict ideas. After reading the poems, compose your own poem in response to Hughes’s ideas and vision. Use a metaphor that depicts your perception of Hughes (e.g., "Hughes, a fearless lion / roaring whispers of distant memories").</p>

Reading Literature, Reading Informational Text, Informative Writing

Seminar: After reading James Baldwin's essay, "If Black English Isn't a Language, Then Tell Me, What Is?" and Zora Neale Hurston's *Their Eyes Were Watching God*, discuss the pivotal role that dialect plays in *Their Eyes Were Watching God*. Use at least three pieces of textual evidence to support an original thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.

Reading Poetry, Argument Writing

How do the poems of this unit—especially Eliot, Frost, and Pound—grapple with hope and despair? By the end of the poems selected, does hope or despair triumph? Organize textual evidence to support your position.

Reading Informational Text, Reading Literature, Informative Writing

In "Towards a Definition of American Modernism," Daniel Joseph Singal notes that novelists like F. Scott Fitzgerald and Ernest Hemingway (among other American writers) "chronicled the disintegration of modern society and culture, but [their] primary concern ... was somehow 'to make the world re-cohere'" (p. 20). Write an informative/explanatory essay in which you consider Singal's words as you examine Fitzgerald's or Hemingway's social-political critique of the modern world. You may discuss one or both authors. You must cite evidence from the novels to support your thesis. You must also cite "Towards a Definition of American Modernism" by Singal.

Argument Writing, Oral Presentation

Discuss what you think Learned Hand meant when he said of Americans, "For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land." Cite examples from works read in this unit and describe how the characters exhibit this quality. Record your recitation using a video camera so you can evaluate how well you discussed Hand's quotation. (Note: This quotation could also be used as a prompt for argument, asking students to agree or disagree with Hand and requiring at least three pieces of evidence to support the position.)

Language Mechanics

Read the draft of a classmate's essay and highlight all the independent and dependent clauses; make sure they are punctuated correctly.

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?

Reading Literature, Argument Writing

Seminar: After reading "The Love Song of J. Alfred Prufrock" and *The Great Gatsby*,

	<p>decide whether you agree or disagree with the following statement: Prufrock and Gatsby have similar characters. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.5, SL.11-12.4, W.11-12.9a)</p> <p><u>Introduction to Modernist Poetry</u> (National Endowment for the Humanities) (RL.11-12.4)</p> <p><u>Faulkner’s As I Lay Dying: Form of a Funeral</u> (National Endowment for the Humanities) (RL.11-12.3, RL.11-12.5)</p>
<p>Interventions / differentiated instruction</p>	<p>Special Education Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers
<p>Inter-disciplinary Connections</p>	<p><i>Art, Speaking and Listening</i></p> <p>Examine and discuss the paintings listed. Do you see modernism emerging in these works? Can you make any fruitful comparisons with the way modernism emerges in the works you are reading? What new stylistic developments do you see in the paintings? What do we mean</p>

	<p>when we talk about modernists creating "art for art's sake"? For instance, compare the Hartley, Dove, and Demuth paintings. To what extent do you think these painters were interested in painting a mountain (Hartley), a goat (Dove), and silos (Demuth) versus experimenting with the possibilities of paint, space, and line? What role do you think fine art photography (see the Stieglitz image) might have played in the transition of painting away from a primary focus on depiction?)</p> <p>Multimedia Presentation</p> <p>Make a formal multimedia presentation in which you define and discuss the Lost Generation in American literary history. Cite at least three sources. Prepare the presentation for posting on the class web page for this unit.</p> <p>Art, Music and Media</p> <p>Art</p> <p>Alfred Stieglitz, <i>From the Back Window, 291</i> (1915) Arthur Dove, <i>Goat</i> (1934) Charles Demuth, <i>My Egypt</i> (1927) Charles Sheeler, <i>Criss-Crossed Conveyors, River Rouge Plant, Ford Motor Company</i> (1927) Georgia O'Keeffe, <i>Ram's Head, Blue Morning Glory</i> (1938) Imogen Cunningham, <i>Calla</i> (1929) Jacob Lawrence, <i>War Series: The Letter</i> (1946) Marsden Hartley, <i>Mount Katahdin, Maine</i> (1939-1940) Stuart Davis, <i>Owh! In San Pao</i> (1951) Any movie adaptations of literature</p>
<p>Lesson resources</p>	<p>Literary Texts</p> <p>Drama</p> <p>The Piano Lesson (August Wilson)</p> <p>Novels</p> <p><i>A Farewell to Arms</i> (Ernest Hemingway) (E) <i>As I Lay Dying</i> (William Faulkner) (E) <i>The Great Gatsby</i> (F. Scott Fitzgerald) (E) <i>Their Eyes Were Watching God</i> (Zora Neale Hurston) (E) ★★★★★1</p> <p>Poetry</p> <p>"Birches" (Robert Frost) (EA) "Harlem" (Langston Hughes) (EA) "Mother to Son" (Langston Hughes) (EA)</p>

	<p>“Tableau” (Countee Cullen) (EA) “The Death of the Hired Man” (Robert Frost) (EA) “The Love Song of J. Alfred Prufrock” (T.S. Eliot) (E) “The Negro Speaks of Rivers” (Langston Hughes) (EA) “The Road Not Taken” (Robert Frost) (E) “Yet Do I Marvel” (Countee Cullen) (E) Other Harlem Renaissance Poets-Gwendolyn Brooks, Claude McKay; Langston Hughes, Countee Cullen</p> <p><i>Short Stories</i></p> <p>“A Rose for Emily” (William Faulkner) (EA) “The Snows of Kilimanjaro” (Ernest Hemingway) (EA)</p> <p>Informational Texts</p> <p><i>Essays</i></p> <p>“A Farewell to Arms: The Impact of Irony and the Irrational” (Fred H. Marcus) “If Black English Isn’t a Language, Then Tell Me, What Is?” (James Baldwin) “The Great Gatsby and the Twenties” (Ronald Berman) "Towards a Definition of American Modernism" (Daniel Joseph Singal, <i>American Quarterly</i> 39, Spring 1987, 7-26)</p> <p><i>Nonfiction</i></p> <p>"Lee Surrenders to Grant, April 9th, 1865" (Horace Porter) (E)</p> <p><i>Speeches</i></p> <p>"Hope, Despair and Memory" (Elie Wiesel) (E) "State of the Union Address" (Franklin Delano Roosevelt) (E) <i>Black Elk Speaks</i> (Black Elk, as told through John G. Neihardt) (selections) “The Solitude of Self” (February 20, 1892) (Elizabeth Cady Stanton) “The Spirit of Liberty” speech at “I Am an American Day” (Learned Hand, 1944) (EA)</p>
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Common Core Standards

Grade:11

Strand(s):
 Reading Literature
 Reading Informational Text
 Writing
 Speaking and Listening
 Language

Reading Literature	1: Cite strong and textual evidence to support
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Key Ideas and Details	analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 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 power, persuasiveness, or beauty of the text.
Reading Informational Text Craft and Structure	1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Speaking and Listening Presentation of Knowledge and Ideas Writing Text Type and Purposes Language Vocabulary Acquisition and Use	5: Make strategic use of digital media (eg. Textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and add to interest. 4: Produce clear and coherent writing in the development, organization, and style are appropriate to task, purpose, and audience. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Language Arts Curriculum**

Unit Title: Challenges and Successes of the Twentieth Century		Unit #: 6
Course or Grade Level: 11		Length of Time: 8 weeks
Date Created: April 18, 2012		BOE Approval Date:
Pacing	Choose a format: May- June 2012	
Essential Questions	Does twentieth century American literature represent a fulfillment of America's promise as discussed in Unit 4?	
Content	<ul style="list-style-type: none"> • Minimalism • Nonlinear narratives • Parody • Pastiche • Postmodernism 	
Skills	<ul style="list-style-type: none"> • Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • Determine two or more 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 provide a complex analysis; provide an objective summary of the text. • 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. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Analyze the development of the short story in post-World War II America. • Trace the development of the Southern Gothic tradition in American literature. • Distinguish between the two distinct views within the African American literary tradition as represented by Richard Wright and Ralph Ellison. • Explore the nature of African American literature during the Civil Rights 	

	<p>movement following World War II.</p> <ul style="list-style-type: none"> ● Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans. ● Explain how the Beat Generation challenged traditional forms and subjects in literature. ● Identify multiple postmodernist approaches to critical analyses of literature. ● Note the influence that postmodernism has had on the “common reader.”
<p>Assessments</p>	<p>Items in BOLD are Mandatory for ALL 11th Grade Courses</p> <ul style="list-style-type: none"> ● Benchmark assessments. ● Chapter quizzes ● Unit Tests ● Open ended short answer responses ● Rubrics ● HSPA/Expository Writing Prompts/Practice <p>After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.</p> <p>Film, Argument Writing</p> <p>Seminar: Compare a scene from the 1951 film of A Streetcar Named Desire with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author's intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.</p> <p>Reading Literature, Informative Writing</p> <p>Seminar: How do Willy Loman and Tommy Wilhelm contend with being "nobody"? Cite at least three pieces of evidence from Death of a Salesman to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.</p> <p>Reading Informational Text, Reading Literature, Informative Writing</p> <p>In his essay "The Content of His Character," Shelby Steele observes that authors</p>

Richard Wright and Ralph Ellison, both African Americans, hold vastly different political visions of America. The protagonists of "The Man Who Was Almost a Man" by Richard Wright and "Flying Home" by Ralph Ellison reflect this philosophical divide. In an informative/explanatory essay, discuss how the authors' opposing visions of America's promise emerge in two stories.

Reading Literature, Informative Writing

Seminar: Discuss the characterization techniques authors use to create Huckleberry Finn, Jay Gatsby, and/or John Grady Cole. How are they similar? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.

Research, Reading Literature, Informative Writing

Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some sources and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates.

Language Mechanics, Opinion Writing

Examine a one- to two-page excerpt (selected by the teacher) from All The Pretty Horses. Insert punctuation where you think convention would demand it. Explain in a brief essay why you think McCarthy has omitted standard punctuation in some places in his novel.

Reading Literature, Oral Presentation

Students will be given an unfamiliar passage from a contemporary novel, poem, or short story and asked to provide a ten-minute commentary on two of the following questions:

What are the effects of the dominant images used in this extract?

Identify the literary or poetic techniques used in this work. Relate them to the content.

What do you think the important themes in this extract are?

Record your presentation with a video camera so you can evaluate your performance.

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?

<p>Interventions / differentiated instruction</p>	<p>Special Education Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers
<p>Inter-disciplinary Connections</p>	<p>Art, Speaking and Listening</p> <p>View the two works of architecture, one residential and one commercial. The same architect, Ludwig Mies van der Rohe, designed these buildings. How do they compare? Do you see similar elements in both of them? What is different? How is each building site-specific (i.e., reacting specifically to the place where it resides)? Compare this duo to the di Suvero and Bourgeois sculptures. How might you compare them—or can we even compare them? Does the comparison suggest that artists and architects sometimes work on similar ideas?</p> <p>Art, Speaking and Listening</p> <p>The paintings listed are all signal examples of abstract expressionist art. What do you see in each image? Consider these paintings in comparison to romantic painting, discussed in Unit Three, and the early modernist works in Unit Five. Why do you believe the abstract expressionists took such a grand leap away from figurative art (i.e., creating a</p>

representational image)? What words come to mind when you see these images? Many of these works are large-scale paintings. Can you appreciate the monumental scale of these works without being in front of them? Do you need to view this image in person to be affected—by the colors, textures, and shapes used? What happens to an image when it is reproduced?

Media, Reading Poetry, Oral Presentation

Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences the listener’s interpretation of the poem (e.g., tone, inflection, pitch, emphasis, and pauses). Record your presentation with a video camera so you can evaluate your performance.

Art

- Barnett Newman, Concord (1949)
- David Smith, Pillar of Sundays (1945)
- Franz Kline, Untitled (1957)
- Jackson Pollock, Number 28, 1950 (1950)
- Louise Bourgeois, Red Fragmented Figure (1953)
- Mark di Suvero, Are Years What? (For Marianne Moore) (1967)
- Mark Rothko, Untitled (1964)
- Robert Motherwell, Elegy to the Spanish Republic, 70 (1961)
- Willem de Kooning, Excavation (1950)

Film

- Elia Kazan, dir., A Streetcar Named Desire (1951)
- Glenn Jordan, dir., A Streetcar Named Desire (1955)

Media

- Omnibus: A Streetcar Named Desire (television episode, 1955)
- Any movie adaptations of literature

Music

- “Blowin’ in the Wind” (Bob Dylan)
- “This Land is Your Land” (Woody Guthrie)
- “Where Have All the Flowers Gone?” (Pete Seeger)

Lesson resources

Drama

A Streetcar Named Desire (Tennessee Williams) (EA)

Informational Texts
Autobiographies
Black Boy (Richard Wright)

Poetry

"Advice to a Prophet" (Richard Wilbur)
"America" (Allen Ginsberg)
"Days of 1964" (James Merrill)
"Happiness" or "The Current" (Raymond Carver)
"July in Washington" (Robert Lowell)
"Love Calls Us to the Things of This World" (Richard Wilbur)
"Memories of West Street and Lepke" (Robert Lowell)
"My Friends" (W.S. Merwin)
"One Art" (Elizabeth Bishop) (EA)
"Sestina" (Elizabeth Bishop) (E)
"Skunk Hour" (Robert Lowell)
"The Black Swan" (James Merrill)
"The Fish" (Elizabeth Bishop) (EA)
"The Octopus" (James Merrill)
"The Tartar Swept" (August Kleinzahler)
"The Visitor" (Carolyn Forché)
"Tulips" (Sylvia Plath)

Short Stories

"A & P" (John Updike)
"A Good Man is Hard to Find" (Flannery O'Connor)
"Flying Home" (Ralph Ellison)
"Petrified Man" (Eudora Welty)
"The Man Who Was Almost a Man" (Richard Wright) (EA)
"Hostage" or "Where Are You Going, Where Have You Been" Joyce Carol Oates
"A& P" or "Separating" John Updike

Essays

"On Being an American" (H.L. Mencken)
"The Content of His Character" (Shelby Steele)

	<p>Speeches</p> <p>“Brandenburg Gate Address” (June 12, 1987) (Ronald Reagan) Inaugural Address (January 20, 1961) (John F. Kennedy)</p> <p>Film A Streetcar Named Desire</p>
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Common Core Standards

Grade:11

Strand(s):

- Reading Literature
- Reading Informational Text
- Writing
- Speaking and Listening
- Language

<p>Reading Literature Craft and Structure</p>	<p>Analyze how an author’s choices concerning how to structure specific parts of a text (eg. The choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
<p>Reading Literature Integration of Knowledge and Ideas</p>	<p>7: Analyze multiple media interpretations of a story, drama, or poem (eg. Recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>
<p>Reading Informational Text Key Ideas and Details</p>	<p>2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to provide a complex analysis; provide an objective summary of the text.</p>
<p>Writing Text Type and Purposes</p>	<p>2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selections, organization,, and analysis of content.</p>
<p>Speaking and Listening Comprehension and Collaboration</p>	<p>3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance,</p>

Language Vocabulary Acquisition and Use		premises, links among ideas, word choice, points of emphasis, and tone used. 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		