

<ul style="list-style-type: none"> • Analyze inferences about an author’s beliefs • Understand and analyze synonyms • Demonstrate word knowledge • Understand etymology of terms <p>Essential Questions:</p> <p>What effect did European settlement have on American Indians – the people who already lived on this vast continent?</p> <p>Who were the Puritans, and what were their beliefs about human nature?</p> <p>How did rationalism differ from Puritanism, and what effect did rationalism have on the new American political system?</p> <p>Who are we?</p> <p>What does it mean to be self-made man?</p> <p>How was the American Revolution won, in large part, with powerful rhetoric?</p> <p>How are freedom and equality similar/different?</p>		<p>Standard 3: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing. Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p> <p>Standard 4: Vocabulary – Students will expand their working vocabularies to communicate effectively and to understand texts. Students will expand academic, domain-appropriate grade-level vocabularies through reading, word study, and class discussion.</p> <p>Standard 5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing. Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p> <p>Standard 6: Research – Students will engage in inquiry to acquire, refine, and share knowledge. Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p> <p>Standard 7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. Students will evaluate</p>		
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		<p>written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p> <p>Writing:</p> <p>Again, because of the recursive nature of the course, we do not focus on one particular standard but rather on many. For a detailed description of the writing standards, please see the State’s web page. We will cover the following standards:</p> <p>Standard 1: Speaking and Listening – Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p> <p>Standard 2: Reading and Writing Process – Students will use a variety of recursive reading and writing processes. Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p> <p>Standard 3: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing. Students will write for varied purposes and audiences in all modes, using fully developed ideas,</p>		
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		<p>strong organization, well-chosen words, fluent sentences, and appropriate voice. Standard 4 – To be covered later.</p> <p>Standard 5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing. Students will demonstrate command of standard English grammar, mechanics, and usage through writing and other modes of communication.</p> <p>Standard 6: Research – Students will engage in inquiry to acquire, refine, and share knowledge. Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p> <p>Standard 7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. Students will create multimodal texts to communicate knowledge and develop arguments.</p>		
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***Note: This curriculum map reflects only the American Literature portion of our class. It does not include the grammar related instruction which is provided on an as-needed basis. Nor does this curriculum map include instruction related to preparing students for the ACT college entrance examination.**

Unit Two Curriculum Map

Theme, Enduring Understandings, & Essential Questions for This Unit	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p>Theme/Unit:</p> <p>Unit Two – American Romanticism, 1800-1860 (Focus = Imagination and the Individual)</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Evaluate the philosophical, political, religious, ethical, and social influences of a historical period • Analyze mood, theme, meter • Analyze the characteristics of sonnets • Analyze imagery • Analyze an author’s philosophical beliefs • Analyze figures of speech • Analyze metaphor • Analyze the compare political points of view on a topic • Analyze paradox • Analyze allegory • Analyze symbolism • Analyze sound effects in poetry • Analyze archetypes • Compare and contrast works from different periods • Monitor reading by identifying main ideas and 	<p>Summative Assessment (at the end of the unit):</p> <p><u>Writing</u> – Essay (“So, you think this is romantic?”) and reflections</p> <p><u>Test</u> – Multiple choice/writing</p> <p>Formative Assessments (throughout the unit):</p> <p><u>Oral</u> – Socratic discussions</p> <p><u>Tactile</u> – Character sketch</p> <p><u>Quizzes</u> – Various multiple choice</p>	<p>Reading:</p> <p>See Unit One Curriculum Map for Reading Standards PLUS:</p> <p>Standard 4 – Vocabulary: Students will expand their working vocabularies to communicate effectively and to understand texts. Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p> <p>Writing:</p> <p>See Unit One Curriculum Map for Writing Standards PLUS:</p> <p>Standard 4: Vocabulary – Students will expand their working vocabularies to communicate effectively and to understand texts. Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><u>See my weekly agendas on my web page</u> <u>(www.jraspjoneshs.weebly.com)</u>.</p>	<p><i>Elements of Literature, Fifth Course.</i> Ed. Probst, Robert E. New York: Holt, 2003. 213.</p> <p>*“The Devil and Tom Walker,” by Washington Irving</p> <p>*“Thanatopsis,” by William Cullen Bryant</p> <p>*”The Tide Rises, the Tide Falls,” by Henry Wadsworth Longfellow</p> <p>*Various maxims from Ralph Waldo Emerson and Henry David Thoreau</p> <p>*Excerpt from <i>Resistance to Civil Government</i> by Henry David Thoreau</p> <p>*“Dr. Heidegger’s Experiment,” by Nathaniel Hawthorne</p> <p>*“The Raven,” by Edgar Allan Poe</p> <p>*Excerpt from <i>Moby Dick</i>, by Herman Melville</p>

paraphrasing

- Analyze persuasive techniques (logical, ethical, and emotional appeals)
- Use context clues to determine the meanings of words
- Analyze word analogies

Essential Questions:

What were the values of the Romantics, and how did these values affect the American imagination?

Who were the Transcendentalists and how do their beliefs still influence American life?

What darker side of human life was recognized by some major American Romantics?

How does your knowledge of the hero's journey/quest affect your appreciation of this literature?

How do we typically define Romanticism? How is the literary definition (both the denotation and connotation) different?

Unit Three/Four Curriculum Map

Standard	Objective	Time Frame	Types of Assignments/Assessments
<p>See standards listed on unit one curriculum map. We will also focus on Reading Standards 12.3.R.1, 12.3.R.2, 12.3.R.3, 12.3.R.4, 12.3.R.4, 12.3.R.5, 12.3.R.6, and 12.3.R.7</p>	<p>*analyze genres and traditions in American literature; *gain appreciation for works of Dickinson and Whitman; *analyze the ways poets use various literary devices, including rhyme, irony, and paradox; *analyze the way an author's tone achieves specific rhetorical or aesthetic effects; *analyze characteristics of poetry, including exact rhyme and slant rhyme.</p>		<p>Various questioning methods and discussion methods. Multiple Choice Assessment</p>