

AMERICAN LITERATURE

HSCE	Activities	Resources/Materials	Assessment
STANDARD 1.1 Understand and practice writing as a recursive process.			
<p>CE1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p>	<p>Unit 1: Identify: Narration, character, and plot. Present information about their text with their classmates.</p> <p>Unit 2: Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present a character analysis from character presented in Death of A Salesman</p> <p>Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices. Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature. Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. Use the writing process to Craft an essay that examines and analyses environmental influences on the students' own lives.</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: "Water Park" Stefan Kiesbye, "Why Don't You Dance?" Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay, Shirly Jackson: The Lottery Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's This I Believe Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: The Things</p>	

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	<p>Unit 7: Conduct and present research on the text selected. Work in collaborative groups. Use representing to learn strategies. Create a group presentation.</p> <p>Unit 8: Work collaboratively in groups. Engage in the revision process.</p>	<p>They Carried Tim O’Brien Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list Unit 8: Anchor Text: Information from Transom.org Related Media: Selected This American Life episodes</p>	
<p>CE1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p>	<p>Unit 1: Build a personal relationship with their selected text. Keep a reading journal</p> <p>Unit 2: Examine each text in connection to the American Dream, its ideals, and its realities today. Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present an character</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: “Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay,</p>	

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	<p>analysis from character presented in <i>Death of A Salesman</i></p> <p>Unit 3: Conduct research on the elements of their selected genre. Identify major American contributors and their texts to the genre selected. Identify literary elements of the specific genre from their text. Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices. Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature. Research and present two specific aspects of the war in Vietnam / and the war in Iraq Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. Use the writing process to Craft an essay that examines and analyses environmental influences on the students’ own lives.</p> <p>Unit 7: Conduct and present research on the text selected. Use representing to learn</p>	<p>Shirly Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i></p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s <i>This I Believe</i> Poems: "What’s That Smell in The Kitchen" Marge Piercy, "Secretary’s Chant", "America" Allen Ginsburg Related Media: <i>This American Life: "In My Best Interest"</i> Selections</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O’Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968 Related Viewing: <i>Killing Us</i></p>	

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	<p>strategies. Create a group presentation.</p> <p>Unit 8: Create a This American Life episode centered around one of the themes examined in the year.</p>	<p>Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p> <p>Unit 8: Anchor Text: Information from Transom.org</p> <p>Related Media: Selected This American Life episodes</p>	
<p>CE1.1.3 Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).</p>	<p>Unit 1: Build a personal relationship with their selected text. Keep a reading journal</p> <p>Unit 2: Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present an character analysis from character presented in Death of A Salesman</p> <p>Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices. Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature. Draw connections and distinctions between writings from the war in Vietnam and</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirly Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", “Cribs”</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: <i>Mystery, Horror, Young Adult</i>, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s</p>	

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	<p>writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences.</p> <p>Use the writing process to Craft an essay that examines and analyses environmental influences on the students’ own lives.</p> <p>Unit 7: Conduct and present research on the text selected.</p> <p>Use representing to learn strategies.</p> <p>Create a group presentation</p>	<p>from NPR’s This I Believe Poems: “What’s That Smell in The Kitchen” Marge Piercy, “ Secretary’s Chant”, “ America” Allen Ginsburg</p> <p>Related Media: This American Life: “In My Best Interest” Selections</p> <p>Unit 5: Anchor Text: The Things They Carried Tim O’Brien</p> <p>Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>	<p>Unit 1: Build a personal relationship with their selected text.</p> <p>Unit 2: Identify and write an examination of their personal American Dream</p> <p>Work in Groups to discern meaning and interpretations from the texts</p> <p>Write and present an character</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text</p> <p>Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald:</p>	

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	<p>analysis from character presented in <i>Death of A Salesman</i></p> <p>Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices.</p> <p style="padding-left: 40px;">Write and present a This I believe statement / essay</p> <p style="padding-left: 40px;">Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature.</p> <p style="padding-left: 40px;">Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences.</p> <p style="padding-left: 40px;">Use the writing process to Craft an essay that examines and analyses environmental influences on the students' own lives.</p> <p>Unit 7: Conduct and present research on the text selected.</p> <p style="padding-left: 40px;">Use representing to learn strategies.</p> <p style="padding-left: 40px;">Create a group presentation</p>	<p>The Great Gatsby Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay, Shirly Jackson: The Lottery Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's This I Believe Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh:</p>	

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		<p>“Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p>	<p>Unit 1: Build a personal relationship with their selected text. Present information about their text with their classmates.</p> <p>Unit 2: Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present a character analysis from character presented in Death of A Salesman</p> <p>Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices. Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature. Draw connections and</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David</p>	

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	<p>distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences.</p> <p>Use the writing process to Craft an essay that examines and analyses environmental influences on the students' own lives.</p> <p>Unit 7: Conduct and present research on the text selected.</p> <p>Work in collaborative groups. Use representing to learn strategies.</p> <p>Create a group presentation.</p> <p>Unit 8: Work collaboratively in groups.</p> <p>Engage in the revision process.</p>	<p>Thoreau, Selected Essay's from NPR's This I Believe</p> <p>Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg</p> <p>Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: The Things They Carried Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: On Writing</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times</p> <p>Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from "Kids As Adults"</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p> <p>Unit 8: Anchor Text: Information from Transom.org</p> <p>Related Media: Selected This American Life episodes</p>	
<p>CE1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>	<p>Unit 1: Build a personal relationship with their selected text.</p> <p>Unit 2: Identify and write an examination of their personal</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text</p> <p>Related Readings: "Water Park" Stefan Kiesbye, "Why</p>	

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	<p>American Dream</p> <p>Work in Groups to discern meaning and interpretations from the texts</p> <p>Write and present an character analysis from character presented in Death of A Salesman</p> <p>Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Write and present a This I believe statement / essay</p> <p>Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature.</p> <p>Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences.</p> <p>Use the writing process to Craft an essay that examines and analyses environmental influences on the students' own lives.</p> <p>Unit 7: Conduct and present research on the text selected.</p> <p>Use representing to learn strategies.</p> <p>Create a group presentation</p>	<p>Don't You Dance?" Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i></p> <p>Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i></p> <p>Related Media: <i>This American Life: Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self</i></p> <p>Selected Novel of a specific genre: <i>Mystery, Horror, Young Adult</i>, etc.</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: <i>Killing Us Softly 3</i> Images in Advertising, <i>This American Life</i>: selection from "Kids As</p>	

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		Adults” Unit 7: Anchor Texts: Students will select one of five novels from the course list	
CE1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.	<p>Unit 1: Build a personal relationship with their selected text.</p> <p>Unit 2: Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present a character analysis from character presented in <i>Death of A Salesman</i></p> <p>Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices. Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature. Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. Use the writing process to Craft an essay that examines and analyses environmental influences on the students’ own lives.</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirly Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s <i>This I Believe</i> Poems: “What’s That Smell in The Kitchen” Marge Piercy, “Secretary’s Chant”, “America” Allen Ginsburg Related Media: <i>This American Life: “In My Best Interest”</i></p>	

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	<p>Unit 7: Conduct and present research on the text selected. Use representing to learn strategies. Create a group presentation</p>	<p>Selections Unit 5: Anchor Text: The Things They Carried Tim O’Brien Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults” Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p>Unit 1: Build a personal relationship with their selected text. Unit 2: Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present an character analysis from character presented in Death of A Salesman Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre. Unit 4: Understand the power and techniques of persuasive fiction</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay, Shirley Jackson: The Lottery Related Media: This</p>	

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	<p>and non-fiction including rhetoric and its devices.</p> <p>Write and present a This I believe statement / essay</p> <p>Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature.</p> <p>Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences.</p> <p>Use the writing process to Craft an essay that examines and analyses environmental influences on the students' own lives.</p> <p>Unit 7: Conduct and present research on the text selected.</p> <p>Use representing to learn strategies.</p> <p>Create a group presentation</p>	<p>American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's This I Believe</p> <p>Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg</p> <p>Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: The Things They Carried Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: On Writing</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American</p>	

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		<p>Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
STANDARD 1.2 <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
CE1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas	<p>Unit 1: Identify: Narration, character, and plot. Build a personal relationship with their selected text. Keep a reading journal Present information about their text with their classmates.</p> <p>Unit 2: Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present an character analysis from character presented in Death of A Salesman</p> <p>Unit 3: Conduct research on the elements of their selected genre. Identify major American contributors and their texts to the genre selected. Compose an essay depicting how selected texts depict the elements of their selected genre.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices. Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), <i>"Born Rich"</i>, <i>"Cribs"</i></p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: <i>Mystery, Horror, Young Adult</i>, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s <i>This I Believe</i> Poems: “What’s That Smell in The Kitchen” Marge Piercy, “</p>	

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	<p>Unit 5: Examine each novel in terms of the conventions of Romantic and Realistic literature. Research and present two specific aspects of the war in Vietnam / and the war in Iraq. Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. Use the writing process to Craft an essay that examines and analyses environmental influences on the students' own lives. Engage in collaborative discussions that analyze and identify themes of naturalism in the unit texts.</p> <p>Unit 7: Conduct and present research on the text selected. Work in collaborative groups. Use representing to learn strategies. Create a group presentation.</p> <p>Unit 8: Create a This American Life episode centered around one of the themes examined in the year. Work collaboratively in groups. Engage in the revision process.</p>	<p>Secretary's Chant", "America" Allen Ginsburg Related Media: This American Life: "In My Best Interest" Selections Unit 5: Anchor Text: The Things They Carried Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: On Writing Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from "Kids As Adults" Unit 7: Anchor Texts: Students will select one of five novels from the course list Unit 8: Anchor Text: Information from Transom.org Related Media: Selected This American Life episodes</p>	
<p>CE1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).</p>	<p>Unit 1: Build a personal relationship with their selected text. Keep a reading journal Present information about their text with their classmates.</p> <p>Unit 2: Identify and write an examination of their personal American Dream</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: "Water Park" Stefan Kiesbye, "Why Don't You Dance?" Raymond Carver Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A</i></p>	

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	<p>Work in Groups to discern meaning and interpretations from the texts</p> <p>Write and present an character analysis from character presented in <i>Death of A Salesman</i></p> <p>Unit 4: Write and present a This I believe statement / essay</p> <p>Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 6: View and listen to media and identify examples environmental influences.</p> <p>Use the writing process to Craft an essay that examines and analyses environmental influences on the students’ own lives.</p> <p>Engage in collaborative discussions that analyze and identify themes of naturalism in the unit texts.</p> <p>Unit 7: Conduct and present research on the text selected.</p> <p>Work in collaborative groups. Use representing to learn strategies.</p> <p>Create a group presentation.</p> <p>Unit 8: Work collaboratively in groups.</p> <p>Engage in the revision process.</p>	<p><i>Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i></p> <p>Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirly Jackson: <i>The Lottery</i></p> <p>Related Media: <i>This American Life: Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i></p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s <i>This I Believe</i></p> <p>Poems: “What’s That Smell in The Kitchen” Marge Piercy, “Secretary’s Chant”, “America” Allen Ginsburg</p> <p>Related Media: <i>This American Life: “In My Best Interest” Selections</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times</p> <p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: <i>Killing Us Softly 3 Images in</i></p>	

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HSCE	Activities	Resources/Materials	Assessment
		Advertising, This American Life: selection from “Kids As Adults” Unit 7: Anchor Texts: Students will select one of five novels from the course list Unit 8: Anchor Text: Information from Transom.org Related Media: Selected This American Life episodes	
CE1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 1: Build a personal relationship with their selected text. Keep a reading journal Present information about their text with their classmates. Unit 2: Identify and write an examination of their personal American Dream Work in Groups to discern meaning and interpretations from the texts Write and present a character analysis from character presented in Death of A Salesman Unit 3: Compose an essay depicting how selected texts depict the elements of their selected genre. Unit 4: Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement Unit 6: View and listen to media and identify examples environmental influences. Use the writing process to Craft an essay that examines and analyses environmental influences on the students’ own lives. Engage in collaborative discussions that analyze and	Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i> , F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i> , Robert Frost: <i>Nothing Gold Can Stay</i> , Shirly Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", "Cribs" Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc. Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s This I Believe	

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HSCE	Activities	Resources/Materials	Assessment
	<p>identify themes of naturalism in the unit texts.</p> <p>Unit 7: Conduct and present research on the text selected. Work in collaborative groups. Use representing to learn strategies. Create a group presentation.</p> <p>Unit 8: Work collaboratively in groups. Engage in the revision process.</p>	<p>Poems: “What’s That Smell in The Kitchen” Marge Piercy, “Secretary’s Chant”, “America” Allen Ginsburg</p> <p>Related Media: This American Life: “In My Best Interest” Selections</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times</p> <p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p> <p>Unit 8: Anchor Text: Information from Transom.org</p> <p>Related Media: Selected This American Life episodes</p>	
<p>CE1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.</p>	<p>Unit 1: Keep a reading journal</p> <p>Unit 2: Identify and write an examination of their personal American Dream</p> <p>Unit 4: Write and present a This I believe statement / essay Produce a demonstration of persuasive fiction or nonfiction based on their belief statement</p> <p>Unit 6: Use the writing process to Craft an essay that examines and analyses environmental influences on the students’ own lives.</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text</p> <p>Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i></p> <p>Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost:</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Unit 8: Engage in the revision process.</p>	<p>Nothing Gold Can Stay, Shirly Jackson: The Lottery Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs" Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison</i> <i>Burgeron</i> Kurt Vonnegut, <i>Civil</i> <i>Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's This I Believe Poems: "What's That Smell in The Kitchen" Marge Piercy, " Secretary's Chant", " America" Allen Ginsburg Related Media: This American Life: "In My Best Interest" Selections Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from "Kids As Adults" Unit 8: Anchor Text: Information from Transom.org Related Media: Selected This American Life episodes</p>	
<p>STANDARD 1.3 <i>Communicate in speech, writing, and multimedia using content, form, voice, and</i></p>			

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CE1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).		
CE1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.		
CE1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.		
CE1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).		
CE1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.		
CE1.3.6	Use speaking, writing, and visual presentations		

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	to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).		
CE1.3.7	Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.		
CE1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).		
CE1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.		
	<i>STANDARD 1.4 Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>		
CE1.4.1	Identify, explore, and refine topics and questions appropriate for research.		
CE1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.		
CE1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those		

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that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.			
CE1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).			
CE1.5.4 Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).			
CE1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).			
STANDARD 2.1 <i>Develop critical reading, listening, and viewing strategies.</i>			
CE2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i> . Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character. Unit 3: Identify literary elements of the specific genre from their text. Unit 5: Read selections from: <i>The Things They Carried</i> . Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary	Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i> , F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i> , Robert Frost: <i>Nothing Gold Can Stay</i> , Shirly Jackson: <i>The Lottery</i> Related Media: <i>This American Life</i> : <i>Something for Nothing</i> (selections), <i>This American Life</i> : <i>Windfall</i> (selections), "Born Rich", "Cribs" Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre</i> : <i>Mystery, Horror, Young</i>	

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	<p>movement. Unit 7: Read self selected text.</p>	<p>Adult, etc. Unit 5: Anchor Text: The Things They Carried Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: On Writing Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from "Kids As Adults" Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character. Unit 3: Identify literary elements of the specific genre from their text. Unit 5: Read selections from: <i>The Things They Carried</i>.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), <i>This American Life</i>: <i>Windfall</i> (selections), "Born Rich", "Cribs" Unit 3: Anchor Text: <i>Self</i></p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 5: Anchor Text: The Things They Carried Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: On Writing</p>	
<p>CE2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirly Jackson: <i>The Lottery</i> Related Media: <i>This American Life</i>: <i>Something for Nothing</i> (selections), <i>This American Life</i>: <i>Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self</i> Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p>	
<p>CE2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald:</p>	

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HSCE	Activities	Resources/Materials	Assessment
<p>confound meaning or purpose.</p>	<p>connection to the American Dream, its ideals, and its realities today.</p> <p>Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: The Things They Carried.</p>	<p>The Great Gatsby Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay, Shirly Jackson: The Lottery Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 5: Anchor Text: The Things They Carried Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: On Writing</p>	
<p>CE2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p>	<p>Unit 2: Read Death of a Salesman and The Great Gatsby.</p> <p>Examine each text in connection to the American Dream, its ideals, and its realities today.</p> <p>Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: The Things They Carried.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: The Great Gatsby Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay, Shirly Jackson: The Lottery Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific</p>	

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HSCE	Activities	Resources/Materials	Assessment
		genre: Mystery, Horror, Young Adult, etc. Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i>	
CE2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i> . Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character. Unit 3: Identify literary elements of the specific genre from their text. Unit 5: Read selections from: <i>The Things They Carried</i> . Unit 6: View and listen to media and identify examples environmental influences.	Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i> , F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i> , Robert Frost: <i>Nothing Gold Can Stay</i> , Shirley Jackson: <i>The Lottery</i> Related Media: <i>This American Life</i> : <i>Something for Nothing</i> (selections), <i>This American Life</i> : <i>Windfall</i> (selections), "Born Rich", "Cribs" Unit 3: Anchor Text: <i>Self Selected Novel</i> of a specific genre: Mystery, Horror, Young Adult, etc. Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i> Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p>	
<p>CE2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Unit 6: View and listen to media and identify examples environmental influences.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), <i>"Born Rich"</i>, <i>"Cribs"</i></p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i> Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: <i>"The Death of Captain Waskow"</i> Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p>	
<p>CE2.1.8 Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. View and listen to media and identify examples environmental influences.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: <i>This American Life</i>: <i>Something for Nothing</i> (selections), <i>This American Life</i>: <i>Windfall</i> (selections), “<i>Born Rich</i>”, “<i>Cribs</i>”</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i> Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O’Brien Related Reading: Ernie Pyle: “<i>The Death of Captain Waskow</i>” Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, <i>New York Times</i></p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p>	
<p>CE2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. View and listen to media and identify examples environmental influences.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: <i>This American Life</i>: <i>Something for Nothing</i> (selections), <i>This American Life</i>: <i>Windfall</i> (selections), <i>"Born Rich"</i>, <i>"Cribs"</i></p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i> Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: <i>"The Death of Captain Waskow"</i> Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, <i>New York Times</i></p>	

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		<p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p>	
<p>CE2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. View and listen to media and identify examples environmental influences.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: <i>This American Life: Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), “Born Rich”, “Cribs”</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i> Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O’Brien Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times</p>	

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		<p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p>	
<p>CE2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. View and listen to media and identify examples environmental influences.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: <i>This American Life: Something for Nothing</i> (selections), <i>This American Life: Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc. Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times</p>	

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		<p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p>	
<p>CE2.1.12 Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.</p>	<p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Unit 6: View and listen to media and identify examples environmental influences. View and listen to media and identify examples environmental influences.</p>	<p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: <i>This American Life</i>: <i>Something for Nothing</i> (selections), <i>This American Life</i>: <i>Windfall</i> (selections), <i>"Born Rich"</i>, <i>"Cribs"</i></p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i> Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: <i>"The Death of Captain Waskow"</i> Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, <i>New York Times</i></p>	

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		<p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p>	
<p>STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i></p>			
<p>CE2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p>	<p>Unit 1: Identify: Narration, character, and plot.</p> <p>Unit 2: Read Death of a Salesman and The Great Gatsby. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Conduct research on the elements of their selected genre. Identify major American contributors and their texts to the genre selected. Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Understand the power and techniques of persuasive fiction and non-fiction including rhetoric and its devices.</p> <p>Unit 5: Read selections from: The</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: “Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay, Shirly Jackson: The Lottery Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), “Born Rich”, “Cribs”</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p>	

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	<p>Things They Carried. Examine each novel in terms of the conventions of Romantic and Realistic literature.</p> <p>Research and present two specific aspects of the war in Vietnam / and the war in Iraq.</p> <p>Draw connections and distinctions between writings from the war in Vietnam and writings from the war in Iraq.</p> <p>Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p> <p>Unit 8: Create a This American Life episode centered around one of the themes examined in the year.</p>	<p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's This I Believe Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: The Things They Carried Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: On Writing</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from "Kids As Adults"</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p> <p>Unit 8: Anchor Text: Information from Transom.org Related Media: Selected This American Life episodes</p>	

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<p>CE2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p>	<p>Unit 1: Build a personal relationship with their selected text.</p> <p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Conduct research on the elements of their selected genre. Identify major American contributors and their texts to the genre selected. Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>. Research and present two specific aspects of the war in Vietnam / and the war in Iraq.</p> <p>Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p> <p>Unit 8: Create a This American Life episode centered around one of the themes examined in the year.</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: "Water Park" Stefan Kiesbye, "Why Don't You Dance?" Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: <i>Mystery, Horror, Young Adult</i>, etc.</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968</p>	

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		<p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p> <p>Unit 8: Anchor Text: Information from Transom.org</p> <p>Related Media: Selected This American Life episodes</p>	
<p>CE2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p>	<p>Unit 1: Build a personal relationship with their selected text.</p> <p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Conduct research on the elements of their selected genre. Identify major American contributors and their texts to the genre selected. Identify literary elements of the specific genre from their text.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>. Research and present two specific aspects of the war in Vietnam / and the war in Iraq.</p> <p>Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary movement.</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", “Cribs”</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O’Brien Related Reading: Ernie Pyle: “The Death of Captain</p>	

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	<p>Unit 7: Read self selected text.</p> <p>Unit 8: Create a This American Life episode centered around one of the themes examined in the year.</p>	<p>Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times</p> <p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p> <p>Unit 8: Anchor Text: Information from Transom.org</p> <p>Related Media: Selected This American Life episodes</p>	
<p>STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i></p>			
<p>CE2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p>	<p>Unit 1: Read a self selected novel or work of non fiction.</p> <p>Unit 2: Read Death of a Salesman and The Great Gatsby.</p> <p>Examine each text in connection to the American Dream, its ideals, and its realities today.</p> <p>Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text</p> <p>Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i></p> <p>Related Reading: Langston Hughes: Let America Be America Again, Robert Frost:</p>	

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	<p>Unit 3: Read a novel of a specific genre. Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Read all reading selections and draw connections between them.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>. Consider and write about the historical and cultural context and of the novel. Examine and identify the creation of fiction from real life events.</p> <p>Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p>	<p>Nothing Gold Can Stay, Shirly Jackson: <i>The Lottery</i> Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i></p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's This I Believe Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report 1968</p>	

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		<p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.</p>	<p>Unit 1: Read a self selected novel or work of non fiction.</p> <p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Read a novel of a specific genre. Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Read all reading selections and draw connections between them.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>. Consider and write about the historical and cultural context and of the novel. Examine and identify the creation of fiction from real life events.</p> <p>Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: “Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), “Born Rich”, “Cribs”</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s This I Believe Poems: “What’s That Smell in The Kitchen” Marge Piercy, “</p>	

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		<p>Secretary’s Chant”, “America” Allen Ginsburg Related Media: This American Life: “In My Best Interest” Selections Unit 5: Anchor Text: The Things They Carried Tim O’Brien Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults” Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE2.3.3 Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).</p>	<p>Unit 1: Read a self selected novel or work of non fiction. Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: “Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be</i></p>	

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	<p>and character.</p> <p>Unit 3: Read a novel of a specific genre.</p> <p>Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Read all reading selections and draw connections between them.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Consider and write about the historical and cultural context and of the novel.</p> <p>Examine and identify the creation of fiction from real life events.</p> <p>Unit 6: Read all unit materials.</p> <p>Learn the aspects of naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p>	<p>America Again, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i></p> <p>Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i></p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's <i>This I Believe</i></p> <p>Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg</p> <p>Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the Kerner Commission Report</p>	

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		1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults” Unit 7: Anchor Texts: Students will select one of five novels from the course list	
CE2.3.4 Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Unit 1: Read a self selected novel or work of non fiction. Unit 2: Read Death of a Salesman and The Great Gatsby. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character. Unit 3: Read a novel of a specific genre. Identify literary elements of the specific genre from their text. Unit 4: Read all reading selections and draw connections between them. Unit 5: Read selections from: The Things They Carried. Consider and write about the historical and cultural context and of the novel. Examine and identify the creation of fiction from real life events. Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary movement.	Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i> , F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: Let America Be America Again, Robert Frost: Nothing Gold Can Stay, Shirly Jackson: The Lottery Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", “Cribs” Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc. Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s This I Believe Poems: “What’s That Smell in	

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	<p>Unit 7: Read self selected text.</p>	<p>The Kitchen” Marge Piercy, “Secretary’s Chant”, “America” Allen Ginsburg Related Media: This American Life: “In My Best Interest” Selections Unit 5: Anchor Text: The Things They Carried Tim O’Brien Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults” Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	<p>Unit 1: Read a self selected novel or work of non fiction. Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: “Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston</p>	

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	<p>landscape, and elements of theme and character.</p> <p>Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Read all reading selections and draw connections between them.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>.</p> <p>Consider and write about the historical and cultural context and of the novel.</p> <p>Examine and identify the creation of fiction from real life events.</p> <p>Unit 6: Read all unit materials.</p> <p>Learn the aspects of naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p>	<p>Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirly Jackson: <i>The Lottery</i></p> <p>Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i></p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's <i>This I Believe</i></p> <p>Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg</p> <p>Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack" article, Selections from the</p>	

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		<p>Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p>	<p>Unit 1: Read a self selected novel or work of non fiction.</p> <p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Read a novel of a specific genre. Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Read all reading selections and draw connections between them.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>. Consider and write about the historical and cultural context and of the novel. Examine and identify the creation of fiction from real life events.</p> <p>Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s from NPR’s This I Believe</p>	

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	<p>movement. Unit 7: Read self selected text.</p>	<p>Poems: “What’s That Smell in The Kitchen” Marge Piercy, “Secretary’s Chant”, “America” Allen Ginsburg Related Media: This American Life: “In My Best Interest” Selections Unit 5: Anchor Text: The Things They Carried Tim O’Brien Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing Unit 6: Anchor Text: Wright: <i>Native Son</i> Related Readings: Selected poems, New York Times Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968 Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults” Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).</p>	<p>Unit 1: Read a self selected novel or work of non fiction. Unit 2: Read Death of a Salesman and The Great Gatsby. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: “Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i></p>	

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	<p>hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Read a novel of a specific genre. Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Read all reading selections and draw connections between them.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>. Consider and write about the historical and cultural context and of the novel. Examine and identify the creation of fiction from real life events.</p> <p>Unit 6: Read all unit materials. Learn the aspects of naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p>	<p>Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirly Jackson: <i>The Lottery</i></p> <p>Related Media: This American Life: <i>Something for Nothing</i> (selections), This American Life: <i>Windfall</i> (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: <i>Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</i></p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay's from NPR's <i>This I Believe</i></p> <p>Poems: "What's That Smell in The Kitchen" Marge Piercy, "Secretary's Chant", "America" Allen Ginsburg</p> <p>Related Media: This American Life: "In My Best Interest" Selections</p> <p>Unit 5: Anchor Text: <i>The Things They Carried</i> Tim O'Brien</p> <p>Related Reading: Ernie Pyle: "The Death of Captain Waskow" Italy 1944, Chamberlain, Raymond Carver: <i>On Writing</i></p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times Article: Macintosh: "Unpacking Your Backpack"</p>	

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		<p>article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
<p>CE2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others’ oral, written, and visual texts.</p>	<p>Unit 1: Read a self selected novel or work of non fiction.</p> <p>Unit 2: Read <i>Death of a Salesman</i> and <i>The Great Gatsby</i>. Examine each text in connection to the American Dream, its ideals, and its realities today. Define and understand Literary terms including: tragic hero, symbolism, psychological landscape, and elements of theme and character.</p> <p>Unit 3: Read a novel of a specific genre. Identify literary elements of the specific genre from their text.</p> <p>Unit 4: Read all reading selections and draw connections between them.</p> <p>Unit 5: Read selections from: <i>The Things They Carried</i>. Consider and write about the historical and cultural context and of the novel. Examine and identify the creation of fiction from real life events.</p> <p>Unit 6: Read all unit materials. Learn the aspects of</p>	<p>Unit 1: Anchor Text: Self selected novel or nonfiction text Related Readings: ”Water Park” Stefan Kiesbye, “Why Don’t You Dance?” Raymond Carver</p> <p>Unit 2: Anchor Texts: Arthur Miller: <i>The Death of A Salesman</i>, F. Scott Fitzgerald: <i>The Great Gatsby</i> Related Reading: Langston Hughes: <i>Let America Be America Again</i>, Robert Frost: <i>Nothing Gold Can Stay</i>, Shirley Jackson: <i>The Lottery</i> Related Media: This American Life: Something for Nothing (selections), This American Life: Windfall (selections), "Born Rich", "Cribs"</p> <p>Unit 3: Anchor Text: Self Selected Novel of a specific genre: Mystery, Horror, Young Adult, etc.</p> <p>Unit 4: Related Reading: <i>A&P</i> John Updike, <i>Harrison Burgeron</i> Kurt Vonnegut, <i>Civil Disobedience</i> Henry David Thoreau, Selected Essay’s</p>	

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	<p>naturalism, as a literary movement.</p> <p>Unit 7: Read self selected text.</p>	<p>from NPR’s This I Believe Poems: “What’s That Smell in The Kitchen” Marge Piercy, “Secretary’s Chant”, “America” Allen Ginsburg</p> <p>Related Media: This American Life: “In My Best Interest” Selections</p> <p>Unit 5: Anchor Text: The Things They Carried Tim O’Brien</p> <p>Related Reading: Ernie Pyle: “The Death of Captain Waskow” Italy 1944, Chamberlain, Raymond Carver: On Writing</p> <p>Unit 6: Anchor Text: Wright: <i>Native Son</i></p> <p>Related Readings: Selected poems, New York Times</p> <p>Article: Macintosh: “Unpacking Your Backpack” article, Selections from the Kerner Commission Report 1968</p> <p>Related Viewing: Killing Us Softly 3 Images in Advertising, This American Life: selection from “Kids As Adults”</p> <p>Unit 7: Anchor Texts: Students will select one of five novels from the course list</p>	
STANDARD 3.1	Develop the skills of close and contextual literary reading.		
CE3.1.1	Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.		
CE3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that		

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	characters encounter by describing their function in specific works.		
CE3.1.3	Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.		
CE3.1.4	Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.		Q
CE3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.		
CE3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.		
CE3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.		
CE3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.		
CE3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.		
CE3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.		
STANDARD 3.2 <i>Read and respond to classic and</i>			

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<p><i>contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p>			
<p>CE3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p>			
<p>CE3.2.2 Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p>			
<p>CE3.2.3 Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p>			
<p>CE3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>			
<p>CE3.2.5 Respond to literature in a variety of ways (e.g. dramatic interpretation, reader’s theatre, literature circles, illustration, writing in a character’s voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p>			
<p>STANDARD 3.3 <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i></p>			
<p>CE3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem</p>			

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	Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.		
CE3.3.2	Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.		
CE3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).		
CE3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.		
CE3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.		
CE3.3.6	Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).		
<i>STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
CE3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.		
CE3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.		
CE3.4.3	Understand the ways people use media in their personal and public lives.		
CE3.4.4	Understand how the commercial and political		

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<p>purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p>			
<p>STANDARD 4.1 <i>Understand and use the English language effectively in a variety of contexts and settings.</i></p>			
<p>CE4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>			
<p>CE4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>			
<p>CE4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</p>			
<p>CE4.1.4 Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>			
<p>CE4.1.5 Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>			
<p>STANDARD 4.2 <i>Understand how language variety reflects and shapes experience.</i></p>			
<p>CE4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).</p>			
<p>CE4.2.2 Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic</p>			

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language).			
CE4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.			
CE4.2.4 Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).			
CE4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.			