

HS CP English 11

Huntingdon Area School District

UNITS (9/9 SELECTED)

SUGGESTED DURATION

 Unit 1: HS English 11 CP Native Americans/Indigenous Americans	<i>10 lessons</i>
 Unit 2: HS English 11 CP Puritans	<i>8 lessons</i>
 Unit 3: HS English 11 CP Rationalism	<i>6 lessons</i>
 Unit 4: HS English 11 CP Romanticism	<i>8 lessons</i>
 Unit 5: HS English 11 CP Transcendentalism	<i>12 lessons</i>
 Unit 6: HS English 11 CP Realism	<i>12 lessons</i>
 Unit 7: HS English 11 CP Modernism	<i>6 lessons</i>
 Unit 8: HS English 11 CP Harlem Renaissance	<i>13 lessons</i>
 Unit 9: HS English 11 CP Postmodernism	<i>9 lessons</i>

Unit 1: HS English 11 CP Native Americans/Indigenous Americans

HS CP English 11

UNIT OVERVIEW

This unit will immerse 11th-grade students in Native American and Indigenous American myths, focusing on themes, characters, and cultural significance of these narratives. Through the exploration of creation myths, trickster tales, and other traditional stories, students will gain a deeper understanding of the values, beliefs, and worldviews of various Indigenous cultures.

Students will engage in critical analysis of myths from diverse tribes including, but not limited to the Cherokee, the Lakota, the Hopi, and the Navajo. They will explore how these diverse tribes, including but not limited to the Cherokee, Navajo, Lakota, and Hopi. They will explore how these stories address universal themes such as creation, morality, and the relationship between humans and nature. The unit will also emphasize the importance of oral traditions and storytelling in Indigenous cultures, as well as the impact of colonization on these narratives.

- “The World on a Turtle’s Back” (Iroquois)
- “Creation Story” (Apache)
- “Pele, Ohi’a, and Lehua” (Hawai’i)
- “Why Opossum Has a Bare Tail” (Creek)
- “Tso-aa” (Kiowa)
- “The Rainbow Crow” (Lenape)
- “White Buffalo Calf Woman” (Lakota)
- “Rabbit and Possum” (Illiniwek)
- “Sedna, the Sea Goddess” (Inuit)
- “Ilto Conquers Iya the Eater” (Sioux)
- “Coyote and Buffalo Bull” (Salish)
- “How Raven Brought Light to the World” (Haida)
- “Coyote Finishes His Work” (Nez Perce)
- “The Earth Only” Chant (Teton Sioux)
- “The House Made of Dawn” Chant (Navajo)
- “Cherokee War Song” (Cherokee)

ATTACHMENTS

 English_11_CP_Unit_1_Other_Indigenous_Myths_Part_1_TEXTS.docx

 English_11_CP_Unit_1_Other_Indigenous_Trickster_Tales_TEXTS.docx

 English_11_CP_Unit_1_Other_Indigenous_Myths_Part_2_TEXTS.docx

 English_11_CP_Unit_1_Creation_Myth_TEXTS.docx

Unit 1: HS English 11 CP Native Americans/Indigenous Americans

HS CP English 11

English_11_CP_Unit_1_Chants.docx

English_11_CP_Unit_1_Indigenous_Americans_Lesson_Plans.docx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

CCSS.ELA-Literacy.RL.11-12.3

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.RL.11-12.5

CCSS.ELA-Literacy.RL.11-12.6

CCSS.ELA-Literacy.RL.11-12.9

CCSS.ELA-Literacy.RL.11-12.10

CCSS.ELA-Literacy.W.11-12.1

CCSS.ELA-Literacy.W.11-12.2

CCSS.ELA-Literacy.SL.11-12.1

CCSS.ELA-Literacy.SL.11-12.3

CCSS.ELA-Literacy.SL.11-12.4

CCSS.ELA-Literacy.SL.11-12.6

CCSS.ELA-Literacy.L.11-12.1

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CCSS.ELA-Literacy.L.11-12.5

CCSS.ELA-Literacy.L.11-12.6

CCSS.ELA-Literacy.RI.11-12.1

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CCSS.ELA-Literacy.RI.11-12.8

CCSS.ELA-Literacy.RI.11-12.9

CCSS.ELA-Literacy.RI.11-12.10

BIG IDEAS

Big Ideas

- Ethnocentrism
- Cultural Relativism
- Oral Tradition
- Mythology
- Creation Stories
- Trickster Tales

Unit 1: HS English 11 CP Native Americans/Indigenous Americans

HS CP English 11

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, culture, religion, and social characteristics?
- What are the skills needed for analyzing and interpreting literature?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Define and apply the concept: the Native American oral tradition, ethnocentrism, cultural relativism, oral tradition, mythology, archetype to various readings and through supplements activities	Generally analyze the literature read in class
Identify common characteristics from this literary movement	Write an essay demonstrating the knowledge of this movement, its unique characteristics, etc., using the literature read in class
Identify and describe the connection between history/ culture and literature and explain why this literature was popular, given this context	

Unit 1: HS English 11 CP Native Americans/Indigenous Americans

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Cultural Relativism/Ethnocentricity Project	Project-based	<p><i>Cultural relativism</i> is attempting to understand cultural practices in their own cultural context rather than comparing these practices to one's own and making judgments. Culture could be based on shared ethnicity, gender, customs, values, or even objects.</p> <p>Our first unit focuses on the mythology of the Native Americans and Indigenous People of North America. Today, we will discuss American culture and attempt to view American cultural practices through an objective lens—as people from other countries might view it. This will help us examine the concept of <i>cultural relativism</i> when it comes to other cultures by first examining our own.</p>
Timed, in-class essay	Summative	Identifying what the literary movement was, what historical and cultural factors led to the popular nature of this movement, analyzing characteristics of the popular literature in this movement using textual evidence from the pieces read in class

Unit 1: HS English 11 CP Native Americans/Indigenous Americans

HS CP English 11

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description

Unit 2: HS English 11 CP Puritans

HS CP English 11

UNIT OVERVIEW

This unit explores the beliefs, values, and literature of the Puritan settlers in early America, examining how their religious convictions shaped their worldview and literary expressions. Students will engage with a range of texts, including sermons, poetry, diaries, and historical documents, to understand the social, political, and religious context of Puritan life. Through the study of notable Puritan authors such as Anne Bradstreet, Edward Taylor, and Jonathan Edwards, students will analyze how themes of faith, morality, and human nature are woven into their works.

The unit will also address the Puritan influence on American culture and literature, exploring the tensions between faith and reason, individualism, and community. By engaging with primary and secondary sources, students will gain insights into the complexities of Puritan life and the enduring impact of Puritan thought on contemporary American society.

- *Of Plymouth Plantation* by William Bradford (excerpt)
- “A Modell of Christian Charity” by Jonathan Winthrop (excerpt)
- “A Discourse on Witchcraft” by Cotton Mather (excerpt)
- “Sinners in the Hands of an Angry God” by Jonathan Edwards (excerpt with audio)
- “Witchcraft in Puritan New England”
- “Puritan Religious Beliefs and Witch Trials”
- “To My Dear and Loving Husband” and “Verses Upon the Burning of Our House” (poems) by Anne Bradstreet
- Puritan Nonfiction Article

ATTACHMENTS

 English_11_CP_Puritans_Puritanism_Nonfiction_Article_TEXT.docx

 English_11_CP_Puritans_Edwards_Sinners_in_the_Hands_of_an_Angry_God__1_TEXT.docx

 English_11_CP_Puritans_Bradford_TEXT.docx

 English_11_CP_Puritans_Thanksgiving_Misconceptions_TEXT.docx

 English_11_CP_Puritans_How_America_Became_a_City_Upon_a_Hill_TEXT.docx

 English_11_CP_Puritans_Winthrop_A_Modell_of_Christian_Charity_TEXT.docx

 English_11_CP_Puritans_Bradstreet_Poems_TEXT.docx

 English_11_CP_Puritans_Religious_Beliefs_and_the_Salem_Witch_Trials_TEXT.docx

 English_11_CP_Puritans_In_Search_of_History_Salem_Witch_Trials__Due_10_4_.docx

Unit 2: HS English 11 CP Puritans

HS CP English 11

 English_11_CP_Puritans_Mather_A_Discourse_on_Witchcraft_TEXT.docx

 English_11_CP_Puritans_Witchcraft_in_Puritan_New_England_TEXT.docx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

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CCSS.ELA-Literacy.L.11-12.6

Unit 2: HS English 11 CP Puritans

HS CP English 11

BIG IDEAS

Big Ideas

- Puritanism
- Theocracy
- Fundamentalism
- Sermons
- American Exceptionalism

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skills needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

Unit 2: HS English 11 CP Puritans

HS CP English 11

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The historical context of various representation of the American Dream	Analyze and assess the validity of a variety of interpretations; ask and respond to higher level questions
The impact of the cultural element on historical periods	Assess one's own interpretation in comparison to other ideas presented
How to use textual evidence to interpret the American Dream and "City Upon a Hill" concept and how to formulate and analyze questions as pertains to Puritan society and literature	Recognize literary elements and their application to portray relationships and reflect the human experience
Historical details of the time period of a given piece of literature (diary, journal, poem, sermon) and the relation of the two	Create a thesis and develop an organized presentation, gather credible sources to support thesis, and implement correct documentation throughout a research paper that provides information for each source that is used
How literary elements and techniques evolved and their impact in regards to Puritan relationships with God, with their fellow man, with the community around, etc.	Relate examples in literature (Puritan literature) to their own lives (fight for freedom, seeking better world/ personal beliefs)
Formulate a thesis and provide effective arguments, how to identify credibility and correct documentation format for a variety of sources	

Unit 2: HS English 11 CP Puritans

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Timed, in-class essay	Summative	In-class essay identifying what the literary movement was, what historical and cultural factors led to the popular nature of this movement, and analyzing characteristics of the popular literature in this movement using textual evidence from the piece read in class
How Puritan are You?		Given at the beginning of unit, a humorous quiz to determine how "Puritan" a student is.

ATTACHMENTS

 English_11_CP__How_Puritan_Are_You___Due_EOC_.docx

Unit 3: HS English 11 CP Rationalism

HS CP English 11

UNIT OVERVIEW

This unit examines the philosophical and literary movement of Rationalism that emerged in America during the late 17th and 18th centuries, emphasizing the role of reason, logic, and scientific inquiry in shaping thought and literature. Students will explore key Rationalist thinkers and writers, such as Benjamin Franklin, Thomas Paine, and Thomas Jefferson, analyzing how their works reflect the principles of Rationalism and contribute to the broader intellectual and political landscape of the time.

Through the study of essays, pamphlets, and speeches, students will investigate themes such as individualism, democracy, the power of reason, and the critique of tradition and authority. This unit will also connect Rationalism to the American Revolution, examining how Enlightenment ideas influenced revolutionary thought and action. By engaging with both primary and secondary texts, students will develop critical reading and analytical skills, culminating in a deeper understanding of Rationalism's impact on American literature and society.

- *Poor Richard's Almanack* aphorism by Benjamin Franklin
- "Speech to the Virginia Convention" ("Give Me Liberty or Give Me Death") by Patrick Henry
- "Common Sense" by Thomas Paine (excerpt)
- *Narrative of the Life of Olaudah Quiano* by Oluadah Equiano (excerpts)
- "To His Excellency, General Washington" by Phillis Wheatly
- "Letter to John Adams" from Abigail Adams
- *The Narrative of Colonel Ethan Allen's Captivity* by Ethan Allen (excerpts)
- Federalist Papers #10 by James Madison (abridged and translated for easier reading)

ATTACHMENTS

 English_11_CP_Rationalism_Narrative_of_Col_Allen_Captivity_TEXT_Excerpts.docx

 English_11_CP_Rationalism_Federalist_10_Text.docx

 English_11_CP_Rationalism_Letters_to_John_Adams_TEXT.docx

 English_11_CP_Rationalism_Narrative_Life_of_Olaudah_Equino_TEXT_Excerpts.docx

 English_11_CP_Rationalism_Background.pptx

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 English_11_CP_Rationalism_Literature_Henry_Speech_to_the_Virginia_Convention_TEXT.docx

Unit 3: HS English 11 CP Rationalism

HS CP English 11

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 English_11_CP_Rationalism_Literature_Nonfiction_Article_TEXT.docx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

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CCSS.ELA-Literacy.L.11-12.5

CCSS.ELA-Literacy.L.11-12.6

Unit 3: HS English 11 CP Rationalism

HS CP English 11

BIG IDEAS

Big Ideas

- Rationalism
- Age of Enlightenment
- Colonialism
- Deism
- Pamphlets and broadsheets
- Rhetoric Aphorisms
- Enslaved Narratives
- Literature inciting Revolution and Change

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skills needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

Unit 3: HS English 11 CP Rationalism

HS CP English 11

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<p>Students will know (Acquired Knowledge)</p>	<p>Students can do (Acquired Skill)</p>
<p>How to use textual evidence to interpret the American Dream concept and how to formulate relevant questions</p> <div data-bbox="136 525 789 636" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The impact of the cultural element of the American Dream on Rationalism</p> </div> <div data-bbox="136 676 789 787" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Historical details of Rationalism of a given piece of literature and the relation of the two</p> </div> <div data-bbox="136 827 789 938" style="border: 1px solid black; padding: 5px;"> <p>The historical context of various representations of the American Dream</p> </div>	<p>Assess one's own interpretation of how the American Dream impacts their views in life and how to respond to the literature of the period</p> <p>Create a thesis and develop an organized presentation on the American Dream as it pertains to the literature read and interpreted independently</p> <p>Create college-prep level responses on questions and works from the Rational period to include relationships, the American Dream, reality versus illusion, and perseverance</p>
<p>The types of relationships featured in literature and their effects on Rationalism</p> <p>Literary elements and techniques that develop and evolve relationships and their impact during the Rational period</p> <p>Organization, diction, clear expression of ideas, dialogue, character development, and conflict and relationships during the Rationalism era</p>	
<p>How the conflict of reality versus illusion is portrayed in Rationalist literature</p> <p>How this theme reflects one's own experiences and/or vicarious experiences</p>	
<p>The effects and characteristics of perseverance in Rationalism literature</p>	

Unit 3: HS English 11 CP Rationalism

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Timed, in-class essay	Summative	In-class essay identifying what the literary movement was, what historical and cultural factors led to the popular nature of this movement, and analyzing the characteristics of the popular literature in the movement using textual evidence from the pieces read

Unit 4: HS English 11 CP Romanticism

HS CP English 11

UNIT OVERVIEW

This unit explores the American Romanticism literary movement, which flourished from the early 19th century to the mid-19th century. Characterized by an emphasis on emotion, individualism, nature, and the sublime, American Romanticism emerged as a response to Enlightenment rationalism and the rapid industrialization of the United States. Students will examine key texts and authors that exemplify Romantic ideals, gaining insight into the cultural and historical context that shaped this influential movement.

- “Success is Counted Sweetest,”
- “I Heard a Fly Buzz When I Died,” and “Because I Could Not Stop for Death” by Emily Dickinson
- “Much Madness” “We Grow Accustomed”
- “I Hear America Singing” and “Song of Myself” by Walt Whitman
- “Rip Van Winkle” by Washington Irving (slightly abridged for time)
- “The Legend of Sleepy Hollow” by Washington Irving
- “Paul Revere’s Ride” by Henry Wadsworth Longfellow
- *Little House in the Big Woods* and *Little House on the Prairie* by Laura Ingalls Wilder (excerpts from both)
- “The Black Cat” by Edgar Allan Poe
- “Legend of Sleepy Hollow” Disney short film (1949)
- “Young Goodman Brown” by Nathaniel Hawthorne
- American Romanticism Mini Project
- “The Devil and Tom Walker” by Washington Irving
- *Last of the Mohicans* film (1992)

ATTACHMENTS

 English_11_CP_Romanticism_The_Devil_and_Tom_Walker_TEXT.pdf

 English_11_CP_American_Romanticism_Longfellow_Paul_Revere_s_RIde_TEXT.docx

 English_11_CP_American_Romanticism_Mini_Project.pptx

 English_11_CP_American_Romanticism_Literature_Emily_Dickinson_Poetry__2__Due_10_28_.docx

 English_11_CP_American_Romanticism_Literature_Last_of_the_Mohicans_Introductory_Reading_TEXT.docx

 English_11_CP_American_Romanticism_Literature_Poe_Black_Cat_TEXT.docx

 English_11_CP_American_Romanticism_Literature_Last_of_Mohicans_Permission_Slip.docx

 English_11_CP_American_Romanticism_Literature_Irving_Legend_of_Sleepy_Hollow_TEXT_ENDING_ONLY.docx

Unit 4: HS English 11 CP Romanticism

HS CP English 11

English_11_CP_American_Romanticism_Literature_Ingalls_Little_House_on_the_Praire_TEXT_.docx

English_11_CP_American_Romanticism_Literature_Washington_Rip_Van_Winkle.docx

English_11_CP_American_Romanticism_Literature_Whitman_Poetry_TEXT.docx

English_11_CP_American_Romanticism_Literature_Romanticism_Nonfiction_Article.docx

English_11_CP_American_Romanticism_Literature_Emily_Dickinson_TEXTS.docx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

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Unit 4: HS English 11 CP Romanticism

HS CP English 11

BIG IDEAS

Big Ideas

- Romanticism
- Gothic/Dark Romanticism
- Postcolonialism
- The American Romantic Hero
- Literary Nationalism
- Folklore
- Tall Tales
- Fireside Poets
- American Poetry
- Free-Verse Poetry

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skills needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

Unit 4: HS English 11 CP Romanticism

HS CP English 11

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<p>Students will know (Acquired Knowledge)</p>	<p>Students can do (Acquired Skill)</p>
<div data-bbox="138 468 789 613" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>How to use textual evidence to interpret the American Dream concept and how to formulate relevant questions</p> </div> <p>Historical context of different representations of the American Dream as it pertains to Romanticism</p>	<p>Assess one's own interpretation of how the American Dream impacts their views in life and how to respond to the literature of the period</p> <p>Create a thesis and develop an organized presentation on the American Dream as it pertains to the literature read and interpreted independently</p> <p>Create college-prep level responses on questions and works from the American Romantic period to include relationships, the American Dream, reality versus illusion, and perseverance</p>
<p>The types of relationships featured in literature and their effects on Romanticism</p> <p>Literary elements and techniques that develop and evolve relationships and their impact during the Romantic period</p> <p>Organization, diction, clear expression of ideas, dialogue, character development, and conflict and relationships during the Romanticism era</p>	
<p>How the conflict of reality versus illusion is portrayed in Rationalist literature</p> <p>How this theme reflects one's own experiences and/or vicarious experiences</p>	
<div data-bbox="138 1497 789 1606" style="border: 1px solid black; padding: 5px;"> <p>The effects and characteristics of perseverance in Rationalism literature</p> </div>	

Unit 4: HS English 11 CP Romanticism

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
"Song of YOURself" Writing Activity	Formative	Utilizing the talents and format of Walt Whitman's "Song of Myself" and theory of Romanticism, create a unique and individual piece to show mastery of concepts and techniques
"Romanticism in History" Slide project	Formative; project based	Analyze the romanticizing of historical figures/events or pop culture to highlight erroneous representations (reality vs illusion)

Unit 5: HS English 11 CP Transcendentalism

HS CP English 11

UNIT OVERVIEW

This unit explores American Transcendentalism, a philosophical and literary movement that emerged in the 1830s and 1840s. Rooted in Romanticism, Transcendentalism emphasizes the inherent goodness of people and nature, the importance of individual intuition, and the pursuit of spiritual and personal truth. Students will study key texts and figures, including Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller, to understand how Transcendentalist ideas shaped American thought and culture.

- “Nature” by Ralph Waldo Emerson
- (excerpt)
- “Correspondence” and “I. in Thee and Thou in Me” by Christopher Pearse Cranch
- “Meditations” by Margaret Fuller
- “Resistance to Civil Government” (excerpt) and *Walden* by Henry David Thoreau (excerpts)
- “To Build a Fire” by Jack London
- *Into the Wild* by Jon Krakauer

ATTACHMENTS

 English_11_CP_Transcendentalism_Should_We_Still_Care_About_Chris_McCandless_Article.docx

 English_11_CP_Transcendentalism_Walden_TEXT_Excerpt.docx

 English_11_CP_Transcendentalism_Resistance_to_Civil_Government_TEXT_Excerpt.docx

 English_11_CP_Transcendentalism_Cranch_Poem_TEXT.docx

 English_11_CP_Transcendentalism_Fuller_Poem_TEXT.docx

 English_11_CP_Transcendentalism_Emerson_Nature_TEXT_Excerpt.docx

 English_11_CP_Transcendentalism_London_To_Build_a_Fire_TEXT.pdf

 English_11_CP_Transcendentalism_Nature_Walk_Activity.docx

 English_11_CP_Six_Steps_of_Writing_Refreshers.pptx

 English_11_CP_Jon_Krakauer_Into_the_Wild_FULL_TEXT.pdf

 English_11_CP_Transcendentalism_Civil_Disobedience_Research_Slide.docx

Unit 5: HS English 11 CP Transcendentalism

HS CP English 11

 English_11_CP_Civil_Disobedience_Example_Slide.pptx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

CCSS.ELA-Literacy.RL.11-12.3

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.RL.11-12.5

CCSS.ELA-Literacy.RL.11-12.6

CCSS.ELA-Literacy.RL.11-12.9

CCSS.ELA-Literacy.RL.11-12.10

CCSS.ELA-Literacy.RI.11-12.1

CCSS.ELA-Literacy.RI.11-12.2

CCSS.ELA-Literacy.RI.11-12.8

CCSS.ELA-Literacy.RI.11-12.9

CCSS.ELA-Literacy.RI.11-12.10

CCSS.ELA-Literacy.W.11-12.1

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CCSS.ELA-Literacy.W.11-12.5

CCSS.ELA-Literacy.W.11-12.6

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CCSS.ELA-Literacy.W.11-12.8

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CCSS.ELA-Literacy.W.11-12.10

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CCSS.ELA-Literacy.L.11-12.1

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CCSS.ELA-Literacy.L.11-12.3

CCSS.ELA-Literacy.L.11-12.4

CCSS.ELA-Literacy.L.11-12.5

CCSS.ELA-Literacy.L.11-12.6

BIG IDEAS

Big Ideas

- Transcendentalism
- Civil Disobedience
- Self-Reliance
- Correspondence
- Meditation

Unit 5: HS English 11 CP Transcendentalism

HS CP English 11

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skills needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Define and apply the concepts: transcendentalism, civil disobedience, self-reliance, correspondence, meditation to various readings and through supplemental activities	Create writing assignments which analyze and relate the big ideas of transcendentalism to works read during the unit at the college-prep level
Identify common characteristics from transcendentalist literature in the era	Creating writing assignments/complete project-based activities that connect transcendentalism characteristics to the works and people of the day using excerpts from readings or discussions
	Timed, in-class essay identifying what transcendentalism was, what historical and cultural factors led to the popular nature of this movement, and analyzing the characteristics of the popular literature in this movement using textual evidence from the pieces read in class

Unit 5: HS English 11 CP Transcendentalism

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Civil Disobedience in Our World" Slide	project-based	Students look up a law, rule, or regulation that they would resist in a "calculated way," mirroring the works read in the unit, and create a slide identifying, discussing, and analyzing a law, rule, or regulation, and then describe how the student would get people to resist in a "calculated act" that falls under "civil disobedience"
McCandless: Romantic or Transcendentalist essay	Summative	Students will analyze the writings and story of Chris McCandless and determine whether or not he would be considered a romanticist or a transcendentalist or whether or not he was just an imposter and reckless during his fatal trek into the Alaskan wilderness

Unit 6: HS English 11 CP Realism

HS CP English 11

UNIT OVERVIEW

This unit explores American Realism, a literary movement that emerged in the late 19th century as a response to Romanticism and the idealism of earlier American literature. Realism focuses on depicting everyday life and the struggles of ordinary people, emphasizing accuracy, detail, and social commentary. Students will study key authors, texts, and the historical context of Realism to understand how this movement reflects the complexities of American society and human experience.

- *Uncle Tom's Cabin* by Harriet Beecher Stowe (Chapter 9)
- *The Narrative Life of Frederick Douglass* (excerpts)
- "Story of an Hour" (with audio) by Kate Chopin
- "The Celebrated Jumping Frog of Calaveras County" (with audio) by Mark Twain
- "Chickamauga" by Ambrose Bierce
- Background Information and Context for *Little Women* movie (1994)
- "War is Kind" by Stephen Crane

ATTACHMENTS

 English_11_CP_Realism_Chopin_Story_of_an_Hour_TEXT.docx

 English_11_CP_Realism_Bierce_Chickamauga_TEXT.docx

 English_11_CP_Realism_Twain_Celebrated_Jumping_Frog_TEXT.docx

 English_11_CP_Realism_London_To_Build_a_Fire_TEXT__Abridged_.docx

 English_11_CP_Realism_Douglass_TEXT__Excerpts_.docx

 English_11_CP_Realism_Stowe_Uncle_Tom_s_Cabin_TEXT__Excerpt_.docx

 English_11_CP_Realism_Crane_War_Is_Kind_TEXT.docx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

CCSS.ELA-Literacy.RL.11-12.3

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.RL.11-12.5

CCSS.ELA-Literacy.RL.11-12.6

CCSS.ELA-Literacy.RL.11-12.9

CCSS.ELA-Literacy.RL.11-12.10

CCSS.ELA-Literacy.RI.11-12.1

Unit 6: HS English 11 CP Realism

HS CP English 11

CCSS.ELA-Literacy.RI.11-12.2

CCSS.ELA-Literacy.RI.11-12.3

CCSS.ELA-Literacy.RI.11-12.4

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CCSS.ELA-Literacy.L.11-12.4

CCSS.ELA-Literacy.L.11-12.5

CCSS.ELA-Literacy.L.11-12.6

BIG IDEAS

Big Ideas

- Realism
- Regionalism
- Dialect
- Vernacular
- Naturalism
- Freedom Narratives
- American Folklore
- Early Feminist Literature
- Perspectives on the Civil War in Literature

Unit 6: HS English 11 CP Realism

HS CP English 11

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skilled needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Define and apply concepts: realism, regionalism dialect, vernacular, naturalism to various readings and supplemental activities	Write an essay/complete oral presentation or project demonstrating knowledge of this literary movement, its unique characteristics etc. using literature read in class on the Realism movement
Identify common characteristics from this literary movement in literature from the time	Timed, in-class essay identifying what the literary movement was, what historical and cultural factors led to the popular nature of this movement, and analyzing the characteristics oof the popular literature in Realism using textual evidence from the pieces read in class
Identify and describe the connection between history/ culture and literature and explain why this literature was popular, given this context	

Unit 6: HS English 11 CP Realism

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Timed in-class Writing	summative	Define the literary movement and what made it unique in student's own words, explain the cause and effect between history and literature, and use at least three of the texts studied to explain the movement's "place" in the grand scheme of American literature.

Unit 7: HS English 11 CP Modernism

HS CP English 11

UNIT OVERVIEW

This unit explores American Modernism, a literary and cultural movement that emerged in the early 20th century, particularly in the aftermath of World War I. Modernism is characterized by a break from traditional forms and conventions, embracing new ideas and perspectives in literature, art, and society. Students will study key authors, texts, and the historical context of Modernism to understand how this movement reflects the complexities and uncertainties of modern life.

- “A Soldier’s Home,” “Hills Like White Elephants,” “In Another Country,” by Ernest Hemingway
- “A Rose for Emily” by William Faulkner
- “This is Just to Say” AND “The Red Wheelbarrow” by William Carlos Williams
- “Dulce Et Decorum Est” by Wilfred Owen
- “The Love Song of J. Alfred Prufrock” by T. S. Eliot
- “A Station in the Metro” by Ezra Pound
- “The Wasteland” by T. S. Eliot (excerpts)
- *The Jungle* by Upton Sinclair
- “Bernice Bobs Her Hair” and “Winter Dreams” by F. Scott Fitzgerald
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Great Gatsby* film (2013)
- “Nothing Gold Can Stay” and “The Road Not Taken” by Robert Frost

“The Yellow Wallpaper” and “Why I Wrote the Yellow Wallpaper” by Charlotte Perkins-Gilman (slightly abridged)

ATTACHMENTS

 English_11_CP_Modernism_Sinclair_The_Jungle_Chapter_9_TEXT__excerpt_.docx

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 English_11_CP_Modernism_Frost_Poems_TEXT.docx

 English_11_CP_Modernism_Williams_Poems_TEXT.docx

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 English_11_CP_Modernism_Pound_In_a_Station_of_the_Metro_TEXT.docx

Unit 7: HS English 11 CP Modernism

HS CP English 11

 English_11_CP_Modernism_The_Great_Gatsby_FULL_TEXT.pdf

 English_11_CP_Modernism_Eliot_Prufrock_TEXT.docx

 English_11_CP_Modernism_Fitzgerald_Bernice_Bobs_Her_Hair_TEXT.pdf

 English_11_CP_Why_I_Wrote_The_Yellow_Wallpaper_TEXT.pdf

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

CCSS.ELA-Literacy.RL.11-12.3

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CCSS.ELA-Literacy.W.11-12.8

CCSS.ELA-Literacy.W.11-12.9

CCSS.ELA-Literacy.W.11-12.10

CCSS.ELA-Literacy.SL.11-12.1

CCSS.ELA-Literacy.SL.11-12.3

CCSS.ELA-Literacy.SL.11-12.4

CCSS.ELA-Literacy.SL.11-12.6

CCSS.ELA-Literacy.L.11-12.1

CCSS.ELA-Literacy.L.11-12.2

CCSS.ELA-Literacy.L.11-12.3

CCSS.ELA-Literacy.L.11-12.4

CCSS.ELA-Literacy.L.11-12.5

CCSS.ELA-Literacy.L.11-12.6

Unit 7: HS English 11 CP Modernism

HS CP English 11

BIG IDEAS

Big Ideas

- Modernism
- The Iceberg Principle
- Color Symbolism
- Minimalism
- Imagism
- Expressionism
- The American Dream
- Stream of Consciousness writing
- World War I and its Impact on Literature
- Expatriate
- Trench Lyric
- Freud/Analysis

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skills needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

Unit 7: HS English 11 CP Modernism

HS CP English 11

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Define and apply the concepts: modernism, iceberg principle, color symbolism, minimalism, imagism, expressionism, the American Dream, stream of consciousness to various readings and through supplemental activities	
Identify common characteristics from this literary movement in literature from the time	
Identify and describe the connection between history/ culture and literature and explain why this literature was popular, given this context	

Unit 7: HS English 11 CP Modernism

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
In-class, timed essay	Summative	In-class essay, identifying what the literary movement was, what historical and cultural factors led to the popular nature of this movement, and analyzing the characteristics of the popular literature in this movement using textual evidence from the pieces read in class
Baby Shoes Activity	Project-based	After reading and analyzing the life of Ernest Hemingway and stylistic techniques used, students will create their own version of "Baby Shoes"

Unit 8: HS English 11 CP Harlem Renaissance

HS CP English 11

UNIT OVERVIEW

The Harlem Renaissance was a vibrant cultural movement that emerged in the 1920s, primarily in Harlem, New York. This unit will explore the artistic, literary, and social developments of this period, examining how African American writers, musicians, and artists expressed their identities and challenged the societal norms of their time. Students will analyze key texts, historical contexts, and artistic expressions to gain a deeper understanding of the impact of the Harlem Renaissance on American culture and its relevance today.

ATTACHMENTS

 English_11_CP_Harlem_Renaissance_Strange_Fruit_TEXT.docx

 English_11_CP_Harlem_Renaissance_Sweat_TEXT__Abridged_.docx

 English_11_CP_Harlem_Renaissance_Nonfiction_Article_TEXT.docx

 English_11_CP_Harlem_Renaissance_Walker_Everyday_Use_TEXT.docx

 English_11_CP_Harlem_Renaissance_Morrison_Sweetness_TEXT.docx

 English_11_CP_Harlem_Renaissance_Hughes_Poems_TEXTS.docx

 English_11_CP_Harlem_Renaissance_Cullen_TEXTS.docx

 English_11_CP_Harlem_Renaissance_McKay_TEXTS.docx

 English_11_CP_Harlem_Renaissance_Background.pptx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

CCSS.ELA-Literacy.RL.11-12.3

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.RL.11-12.5

CCSS.ELA-Literacy.RL.11-12.6

CCSS.ELA-Literacy.RI.11-12.1

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CCSS.ELA-Literacy.RI.11-12.10

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CCSS.ELA-Literacy.W.11-12.4

CCSS.ELA-Literacy.W.11-12.5

CCSS.ELA-Literacy.W.11-12.6

Unit 8: HS English 11 CP Harlem Renaissance

HS CP English 11

CCSS.ELA-Literacy.W.11-12.7

CCSS.ELA-Literacy.W.11-12.8

CCSS.ELA-Literacy.W.11-12.9

CCSS.ELA-Literacy.W.11-12.10

CCSS.ELA-Literacy.SL.11-12.1

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CCSS.ELA-Literacy.SL.11-12.4

CCSS.ELA-Literacy.SL.11-12.6

CCSS.ELA-Literacy.L.11-12.1

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CCSS.ELA-Literacy.L.11-12.4

CCSS.ELA-Literacy.L.11-12.5

CCSS.ELA-Literacy.L.11-12.6

BIG IDEAS

Big Ideas

- The Harlem Renaissance
- The Black Chicago Renaissance
- Heritage
- Colorism
- Dual Consciousness
- "High" vs "Low" culture
- Intersectionality
- The American Dream (cont'd)
- Early Civil Rights Literature

ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skills needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

Unit 8: HS English 11 CP Harlem Renaissance

HS CP English 11

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<p>Students will know (Acquired Knowledge)</p>	<p>Students can do (Acquired Skill)</p>
<p>Define and apply concepts: Harlem Renaissance, the Black Chicago Renaissance, heritage, colorism, dual consciousness, high and low culture, intersectionality, the American Dream</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Write an essay/complete oral presentation or project demonstrating knowledge of this literary movement, its unique characteristics etc. using literature read in class on the Harlem Renaissance movement</p> </div>
<div style="border: 1px solid black; padding: 5px;"> <p>Identify common characteristics from this literary movement in literature from the time</p> </div>	<p>Timed, in-class essay identifying what the literary movement was, what historical and cultural factors led to the popular nature of this movement, and analyzing the characteristics of the popular literature in Harlem Renaissance using textual evidence from the pieces read in class</p>
<p>Identify and describe the connection between history/ culture and literature and explain why this literature was popular, given this context</p>	

Unit 8: HS English 11 CP Harlem Renaissance

HS CP English 11

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Timed, in-class essay	Summative	Define the literary movement and what made it unique in student's own words, explain the cause and effect between history and literature, and use at least three of the texts studied to explain the movement's "place" in the grand

Unit 9: HS English 11 CP Postmodernism

HS CP English 11

UNIT OVERVIEW

This unit on Postmodernism will guide students through the complex landscape of Postmodern literature, art, and culture, which emerged in the mid-20th century as a reaction against Modernism. Through the exploration of key texts and concepts, students will examine how Postmodernism challenges traditional narratives, embraces ambiguity, and reflects the fragmented nature of contemporary life. The unit will foster critical thinking and allow students to engage with a variety of voices and perspectives.

ATTACHMENTS

 English_11_CP_Postmodernism_Ginsberg_TEXTS.docx

 English_11_CP_Postmodernism_Komunyakaa_TEXTS.docx

 English_11_CP_Postmodernism_Gravity_s_Rainbow_TEXT__Excerpt_.docx

 English_11_CP_Postmodernism_Background_Nonfiction_Article_TEXT.docx

 English_11_CP_Postmodernism_Alvarez_I__Too_TEXT.docx

 English_11_CP_Postmodernism_Plath_TEXTS.docx

 English_11_CP_Postmodernism_Angelou_TEXTS.docx

 English_11_CP_Postmodernism_Background.pptx

STANDARDS/EXPECTATIONS

National Common Core - Grade 11-12 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

CCSS.ELA-Literacy.RL.11-12.3

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.RL.11-12.5

CCSS.ELA-Literacy.RL.11-12.6

CCSS.ELA-Literacy.RL.11-12.9

CCSS.ELA-Literacy.RL.11-12.10

CCSS.ELA-Literacy.RI.11-12.1

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Unit 9: HS English 11 CP Postmodernism

HS CP English 11

CCSS.ELA-Literacy.W.11-12.5

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CCSS.ELA-Literacy.L.11-12.5

CCSS.ELA-Literacy.L.11-12.6

BIG IDEAS

Big Ideas

- Postmodernism
- The Counterculture
- World War II Literature
- Civil Rights Era Literature
- Vietnam War Literature
- Confessional Poetry
- Intertextuality
- Pastiche
- Maximalism
- Satire
- Metafiction
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ESSENTIAL QUESTIONS

Essential Questions

- In what ways is historical context important to understanding a piece of literature's language, philosophies, culture, religion, and social characteristics?
- How can students use questioning techniques to assess, develop, and defend complex interpretations?
- What are the skills needed for analyzing and interpreting the American Dream?
- How do relationships affect an individual?
- How does literature portray and reflect these relationships?
- Why is perseverance a valuable character trait?
- What real life connections can students make to perseverance shown in literature?

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<p>Students will know (Acquired Knowledge)</p>	<p>Students can do (Acquired Skill)</p>
<p>Define: Postmodernism, the Counterculture, World War II Literature, Civil Rights Era Literature, Vietnam War Literature, Confessional Poetry, Intertextuality, Pastiche, Maximalism, Satire, Metafiction</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Write an essay/complete oral presentation or project demonstrating knowledge of this literary movement, its unique characteristics etc. using literature read in class on the Postmodernism movement</p> </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Identify common characteristics from this literary movement in literature from the time</p> </div> <p>Identify and describe the connection between history/ culture and literature and explain why this literature was popular, given this context</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Timed, in-class essay identifying what the literary movement was, what historical and cultural factors led to the popular nature of this movement, and analyzing the characteristics of the popular literature in Harlem Renaissance using textual evidence from the pieces read in class</p> </div>

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Timed, in-class writing	Summative	In-class essay identifying what the literary movement was, what historical cultural factors led to the popular nature of this movement, and analyzing the characteristics of the popular literature in the movement using textual evidence from the pieces read