

Biddeford High School Curriculum Document
Content Area: English Language Arts

Course Title: Junior American Literature- What is the American Dream, how has it changed over time, and to what extent is it achievable for all Americans?

Topics	Skill Expectation	Instructional Strategies	Formative Assessment Tools	Benchmarks	Alignment to MLR
<p>Grammar</p> <p>Study of Latin and Greek Roots/Stems Vocabulary</p> <p>SAT Preparation</p> <p>Close Reading Strategies</p> <p>Formal Research Skills</p> <p>Basic Tenets of American Dream through Genres: Drama Poetry Non-Fiction Fiction Media</p> <p>American Literature selections from the following time periods:</p> <p>Beginning – pre 1830ish (Native Americans, Puritans, Colonial Period, Revolutionary)</p> <p>Middle – 1830 – 1914 (Realism, Romanticism, Transcendentalism, Civil War, Naturalism, Regionalism)</p> <p>Modern - 1914 – present (Modernism, Lost Generation, Harlem Renaissance, Contemporary)</p> <p>Required Pieces: 1. The Crucible OR The Scarlet Letter</p> <p>2. Whitman/Dickinson Study</p> <p>3. Novel depicting American Dream</p>	<p>Grammar</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of proper English usage and control of grammar. <p>Study of Latin and Greek Roots/Stems Vocabulary</p> <ul style="list-style-type: none"> ▪ Uses knowledge of Greek and Latin prefixes, suffixes, and roots to understand the meanings of new words. <p>SAT Preparation *still in progress</p> <ul style="list-style-type: none"> • Write a timed, on demand, SAT-style essay. • Frequently tested grammar areas <p>Close Reading Strategies</p> <ul style="list-style-type: none"> ▪ Utilizes all freshmen and sophomore close reading strategies (i.e. double entry journals, annotation, etc.) ▪ Demonstrates an understanding and uses contextual vocabulary in reading and writing. <p>Formal Research Skills</p> <ul style="list-style-type: none"> ▪ Prepare an overview of information and/or research currently available on a given topic. ▪ Formulate clear research questions and utilize appropriate research venues to locate and incorporate evidence from primary and secondary sources. ▪ Use systematic strategies to organize and record information. ▪ Utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence 	<ul style="list-style-type: none"> ▪ Modeling effective writing with a variety of purposes ▪ Cooperative Learning ▪ Involving students in the process of developing assessment ▪ Instruction and practice of effective revision techniques including peer revision sessions ▪ Utilizing the writing process for each assignment (pre-write, draft, revise, edit, etc.) ▪ Revising random samples of ineffective writing ▪ Journal writing ▪ Practice writing thesis statements using the thesis equation ▪ Provide practice (in the form of worksheets, game, flash cards, etc.) for vocab. and grammar ▪ Anticipation Guides ▪ Differential Scales ▪ Socratic Seminars ▪ Predicting & Confirming ▪ Previewing ▪ Specific Pre-Reading Purposes ▪ Semantic Map ▪ Sketch to Stretch ▪ Double Entry Journals ▪ Most Important Word ▪ Reading Guides ▪ Fishbowl ▪ Silent Discussions 	<p>Selected response</p> <p>Essays</p> <p>Journals</p> <p>Double Entry Drafts</p> <p>Oral Interpretations</p> <p>Oral Presentations</p> <p>Quizzes</p> <p>Tests</p> <p>Projects</p> <p>Visual Products</p> <p>Digital Storytelling</p> <p>Authentic Assessments</p>	<p>SAT</p> <p>Latin & Greek Root Vocabulary Assessment</p> <p>Writing Prompt Assessment based on Essential Question.</p> <p>Formal Research Paper</p>	

from primary and secondary sources.

- Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.
- Use correct MLA format to cite quotations from different genres.
- Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to the MLA style manual.
- Edits writing to improve word choice, grammar, punctuation, etc.
- Revises writing using teacher and peer feedback.

American Literature Genre – fiction, poetry, drama.

- Relates a literary work to the characteristic of the literary time period that it represents.
- Compare and contrast elements within or between one or more American literature texts.
- Identify and interpret recurring themes from a variety of American literary works.
- Analyze and interpret archetypal elements and recurring symbols in literature of various genres.
- Analyze and interpret elements of character development (character traits and motivations, stereotypes, relationships between character and plot development, development of characters through their words, speech patterns, thoughts, actions, narrator's description, and interactions with other characters).
- Analyze and interpret complex elements of plot development (cause and effect relationship, use of subplots, parallel episodes, flashback and foreshadowing, rising action and climax, development of conflict resolution).
- Analyze poetry in order to recognize and interpret the effect of

- Electronic Conversations
- Text Reformulation
- Carousel Brainstorming
- Response Partners
- Quizzes
- Pass Arounds
- Internet Forums
- Autosummarize
- Likert Scales
- Bookmarking
- Close Reading

- a variety of poetic devices.
- Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods.
 - Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems from various periods of American Literature as these elements relate to meaning.
 - Analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays.
 - Analyzes and compares texts that express universal American Dream themes characteristic of American literature across time and genre and provides support from the texts for the identified themes.

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