

Grade Level: 10		Course Title: American Literature (American Studies)	Name of Unit: Politics and Power
		Content Competencies	
<u>ELA Common Core Course Standards:</u> • RL.2.9-10 • RL.4.9-10 • RI.6.9-10 • W.2.9-10 • SL.5.9-10 • L.2.9-10		Textual Analysis: comprehend, analyze, and critique a variety of increasingly complex literature and informational texts.	
		Writing: write well-structured arguments, narratives, and informative/explanatory pieces.	
		Speaking and Listening: speak and listen purposefully, making strategic decisions about content, language usage, and speaking style.	
		Research: effectively perform short as well as more sustained research based assessments	
		Transfer	
		[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>] - Apply historical knowledge to a creative writing piece - Research in depth about a specific historical topic - Comprehend connections to broader themes and questions - Write from a perspective that is different than their own	
		Meaning	
Possible Resources: • <i>To Kill a Mockingbird</i> by Harper Lee • Civil Rights Movement Research Project		UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they	ESSENTIAL QUESTIONS: [What thought-provoking questions will foster inquiry, meaning-making and transfer? What

• TKAM Movie • TKAM Reflection	make?] <i>Students should understand that...</i> • The Cold War's impact on the US • The Civil Rights Movement's impact on the US • They can write from someone else's perspective as if it was their own • The impact citizens can have on a society	<i>will students keep considering?]</i> • How did the Cold War impact American society? • How did the Civil Rights Movement impact American society? • How do citizens create change in a society? • What is American Character?
	Acquisition of Knowledge	Acquisition of Skills
	[What facts and basic concepts should students know and be able to recall?] <i>Students will know...</i> • The main historical facts of the Civil Rights Movement • The main historical facts of the Cold War • How to begin a creative writing narrative • How to write from a different perspective other than their own	[What discrete skills and processes should students be able to use?] <i>Students will be skilled at...</i> • Researching in depth about a historical event that they did not experience themselves • Writing creatively in a different perspective than their own • Writing creatively while also incorporating facts and statistics