

Unit 1: Foundations and Encounters

What happens when cultures collide?

Approximately : 12-14 Days

OVERVIEW

In *Foundations and Encounters*, students will explore the Native American oral tradition and texts by early European settlers. Students will conclude the unit by writing an informative essay on being a stranger in a strange land. Learning targets are differentiated to meet the needs of students. Each unit promotes independent research, problem-solving, higher-order thinking, and creative expression.

- Students will read: Native American (NA) Literature from a variety of time periods.
- Students will learn to write a Rhetorical Analysis about the NA texts explored focusing on how they highlight the strengths and struggles in the community.

Standards that will be the focus of this unit include:

AOR.1	Literary Elements 1.1 Multiple Perspectives across texts 1.2 Author's Use of figurative language
AOR.2	Themes and Central Ideas (within or across texts) 2.1 Development of universal themes across literary texts 2.2 Supporting details to develop the central idea
AOR.3	Authors choice shapes meaning (style, POV, etc) 3.1 Irony, mood, tone
AOR.4	Author's choice in informational texts 4.1 Rhetoric
AOR.7	Determine and clarify meaning of unknown or multiple-meaning words 7.1 <ul style="list-style-type: none">a. Context cluesb. Background Knowledgec. Consulting reference materials
C.2	Expository/informative writing 2.1 <ul style="list-style-type: none">a. Introduce topic and organize ideasb. Developing topic with relevant and sufficient factsc. Transitionsd. Precise language and vocabe. Objective tonef. Concluding statement

Unit 2: Building a Democracy

How can we share power and build alliances?

Approximately : 25 days

OVERVIEW

In Building a Democracy, students will explore texts about people and life during the Revolutionary Period. Students will conclude the unit by writing a research report and a creative companion piece focused on the foundations of democracy. Learning targets are differentiated to meet the needs of students. Each unit promotes independent research, problem-solving, higher-order thinking, and creative expression.

- *Students will read **The Crucible** and discuss the historical context of Early America, The Salem witch trials and the allegory of the play.*
- *Students will complete an argumentative writing assignment and debate.*

AOR.7	Determine and clarify meaning of unknown or multiple-meaning words 7.1 <ul style="list-style-type: none">a. Context cluesb. Background Knowledgec. Consulting reference materials
AOR.8	Word relationships and nuances 8.1 Figurative, connotative, technical language <ul style="list-style-type: none">a. Figures of speechb. Nuances in meaningc. Impact of specific word choices on tone
AOR.9	Building academic vocabulary 9.1 Etymology
R.1	Investigate, evaluate, and synthesize a variety of sources 1.1 Short and sustained research <ul style="list-style-type: none">a. Answering self-generated questionsb. Refining scope of inquiry 1.2 Credibility and relevance 1.3 Analyze findings
C.1	Argumentative writing 1.1 <ul style="list-style-type: none">a. Precise claims, valid reasoning, relevant and sufficient evidenceb. Counterclaims and organizational structurec. Clarity and cohesivenessd. Tone and style match purpose and audiencee. Concluding statement

Unit 3: The Quest for Freedom

What is the price of progress?

Suggested Pacing: 20 days

Quest for Freedom features unit 4 of the *Into Literature* textbook. In this unit, students will explore primary sources and contemporary writing about the Civil War and its effects. Students will analyze romantic and transcendental writers from this time period as well, in order to create a Utopia. Learning targets are differentiated to meet the needs of students. Each unit promotes independent research, problem-solving, higher-order thinking, and creative expression.

- Students will read a variety of Romanticism/Transcendentalism: Essays and Poetry
- Students will design and advertise a Utopia based on the ideals of American romantic/transcendental thinkers, poets and writers

C.6	Write independently and legibly for a variety of tasks
C.7	Range of formats and audiences 7.1 <ul style="list-style-type: none">a. Adjust speaking techniquesb. Clarity in reasoning and evidencec. Include graphics and multimedia elementsd. Use online platforms for publication
C.8	Collaboration 8.1 <ul style="list-style-type: none">a. Ask relevant questionsb. Consider new ideas and diverse perspectives
C.9	Evaluate and critique ideas and concepts interactively through listening and speaking. 9.1 Using digital media <ul style="list-style-type: none">a. Analyze speaker's choicesb. Effectiveness and validityc. Motives (bias)

Unit 5: Modern and Contemporary Voices

When should personal integrity come before civic duty?

Suggested Pacing: 15 days

In this unit, students will explore twentieth-century writers examined America's past and present through a variety of genres. They will then complete a research/ synthesis essay on a unifying topic explored within their research and readings.

- Unit 4 : Research and Synthesis
 - Students will read a variety of non-fiction pieces and discuss a problem and possible solutions.
 - Students will learn to write a synthesis/research paper on a chosen topic.

C.4	Command of English 4.1 <ul style="list-style-type: none">a. Capitalizationb. Colonc. Verbsd. Revisione. Editing
C.5	Revise for improved clarity and enhance style 5.1 Planning, editing, considering feedback
R.1	Investigate, evaluate, and synthesize a variety of sources 1.1 Short and sustained research <ul style="list-style-type: none">a. Answering self-generated questionsb. Refining scope of inquiry 1.2 Credibility and relevance 1.3 Analyze findings 1.4 Organization 1.5 Standard academic style

Unit 5: Modern and Contemporary Voices

When should personal integrity come before civic duty?

Suggested Pacing: 15 days

Modern and Contemporary Voices features unit 6 of the *Into Literature* textbook. In this unit, students will explore how twentieth-century writers examined America's past and present through a variety of genres. They will conclude the unit by writing a civic story that explores a central theme from the unit. Learning targets are differentiated to meet the needs of students. Each unit promotes independent research, problem-solving, higher-order thinking, and creative expression.

- *Students will read *Of Mice and Men* and discuss*
- *They will have the choice on whether they want to write a synthesis prompt, argumentative essay or rhetorical analysis on the text.*

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AOR.2	Themes and Central Ideas (within or across texts) 2.1 Development of universal themes across literary texts 2.2 Supporting details to develop the central idea
AOR.3	Authors choice shapes meaning (style, POV, etc) 3.1 Irony, mood, tone
AOR.4	Author's choice in informational texts 4.1 Rhetoric
AOR.7	Determine and clarify meaning of unknown or multiple-meaning words 7.1 d. Context clues e. Background Knowledge f. Consulting reference materials
C.2	Expository/informative writing 2.1 g. Introduce topic and organize ideas h. Developing topic with relevant and sufficient facts i. Transitions j. Precise language and vocab k. Objective tone l. Concluding statement