

| Grade Level: 10 | Course Title: American Literature (American Studies) | Name of Unit: War |
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| | Content Competencies | |
| <p><u>ELA Common Core Course Standards:</u></p> <ul style="list-style-type: none"> ● RL.3.9-10 ● RL.6.9-10 ● RI.7.9-10 ● RI.8.9-10 ● RI.9.9-10 ● W.1.9-10 ● L.1.9-10 | <p>Textual Analysis: comprehend, analyze, and critique a variety of increasingly complex literature and informational texts.</p> <p>Writing: write well-structured arguments, narratives, and informative/explanatory pieces.</p> <p>Speaking and Listening: speak and listen purposefully, making strategic decisions about content, language usage, and speaking style.</p> <p>Research: effectively perform short as well as more sustained research based assessments</p> | |
| | Transfer | |
| | <p>[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>]</p> <ul style="list-style-type: none"> ● Understand a variety of world views surrounding war ● Build an argument with sufficient background knowledge surrounding a controversial topic ● Identify vocabulary in a text that challenges their understandings ● Have discussions while reading about character development ● Track and take notes on a text they have not read before ● Understands and uses vocabulary and its connotations in the context of the course texts. ● Makes connections between and among the works in the course, the world at large, and oneself. ● Utilize reasoning skill in analyzing problems and develop solutions ● Develop critical thinking skills to better identify fact from unverified information | |

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| | <ul style="list-style-type: none"> ● Develop critical thinking skills to better identify fact from unverified information ● Identifies quality sources for research and cites sources using in-text citations and creates a works cited pages according to MLA format. ● | |
| Possible Resources: <ul style="list-style-type: none"> ● <u>Hiroshima</u> by John Hersey ● “Day of Infamy Speech” by President Roosevelt ● War Songs Powerpoint and Bingo activity ● Chapter questions ● Vocabulary assignments ● Atomic Bomb argumentative essay ● Excerpts from “The Things They Carried” by Tim O’Brian | Meaning | |
| | UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i> <ul style="list-style-type: none"> ● There are different perspectives that should be considered other than their own perspectives ● Historical perspectives around war | ESSENTIAL QUESTIONS: [What thought-provoking questions will foster inquiry, meaning-making and transfer? What will <i>students keep considering?</i>] <ul style="list-style-type: none"> ● What is American Character? ● Is war just? ● What makes war just? ● How does war impact the homefront? |
| | Acquisition of Knowledge | Acquisition of Skills |
| [What facts and basic concepts should students know and be able to recall?] <i>Students will know...</i> <ul style="list-style-type: none"> ● Vocabulary from <u>Hiroshima</u> <ul style="list-style-type: none"> ○ Different section for each chapter ● FDR’s Day of Infamy speech ● Characters from <u>Hiroshima</u> ● The debate around the atomic bomb | [What discrete skills and processes should students be able to use?] <i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Applying historical context through a variety of lenses to show their understanding ● Building an argument that includes the elements of argumentative writing | |

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| | <ul style="list-style-type: none">● Background about Pearl Harbor and World War 2● | <ul style="list-style-type: none">● Summarize individually and in groups about reading done independently● Listening to a speech and analyzing the importance |
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