

**Marshall High School
English 11/American Literature Honors
Curriculum Map – Semester 1**



	Early American Literature and The American Romantics	The Crucible	Realism and Regionalism
CCSS	RL.11-12.1 , RL.11-12.2 , RL.11-12.3 , RL.11-12.4, RL.11-12.5, RL.11-12.6 , RL.11-12.9 , RL.11-12.10, W.11-12.4 , SL.11-12.1	RL.11-12.1 , RL.11-12.2 , RL.11-12.3 , RL.11-12.4, RL.11-12.5, RL.11-12.6 , RL.11-12.9 , RL.11-12.10, RI.11-12.10 , W.11-12.4 , SL.11-12.1	RL.11-12.1 , RL.11-12.2 , RL.11-12.3 , RL.11-12.4, RL.11-12.5, RL.11-12.6 , RL.11-12.9 , RL.11-12.10, W.11-12.4 , SL.11-12.1
Course Content	Early American Literature Guided Reading Questions Romanticism and Transcendentalism African American Literature of Early America “Sinners in the Hands of an Angry God” “The Minister’s Black Veil” SAT Introduction Puritan Ideals Literary Terms Literary Analysis Writing Grammar Evaluation	<i>The Crucible</i> Character analysis writing Guided Reading Questions Explanatory Essay Essay on demand Literary Terms	American Realism and Regionalism Themes of Nature as Power Literary Terms Dialect and Diction Local Color
Skills Taught	Use reading for multiple purposes and analyze their own responses to literature Respond personally, analytically, and critically to a variety of texts Write fluently for multiple purposes Recognize and approximate authors’ innovative techniques to convey meanings Analyze characterizations, narrations, and motivations Describe and discuss archetypal human experiences that appear in literature Apply terminology through discussion and writing Analyze and understand how the literature applies to the theme of study and historical context MLA format for writing Showing understanding or basic MLA Essay Format	Use reading for multiple purposes and analyze their own responses to literature Respond personally, analytically, and critically to a variety of texts Write fluently for multiple purposes Recognize and approximate authors’ innovative techniques to convey meanings Analyze characterizations, narrations, and motivations Describe and discuss archetypal human experiences that appear in literature Apply terminology through discussion and writing Analyze and understand how the literature applies to the theme of study and historical context Form and function of an on demand persuasive essay	Use reading for multiple purposes and analyze their own responses to literature. Respond personally, analytically, and critically to a variety of texts. Write fluently for multiple purposes. Recognize and approximate authors’ innovative techniques to convey meanings Analyze characterizations, narrations, and motivations Describe and discuss archetypal human experiences that appear in literature Apply literary terminology through discussion and writing Analyze and understand how the literature applies to the theme of study and historical context Identifying and Using a variety of Sentence forms Form and Function of an on demand persuasive essay

Intervention s	Individual assistance Phone calls E-mails Parent square Differentiated instruction Small groups	Individual assistance Phone calls E-mails Parent Square Differentiated instruction Small groups	Individual assistance Phone calls E-mails Power Teacher Differentiated instruction Small groups
Resources Used	Glencoe literature texts & ancillary materials. Exact path Language Arts Diagnostic "Sinners in the Hands of an Angry God" Upon the Burning of Our House" and "To My Dear and Loving Husband" other Puritan poetry upon discretion of teacher "The Minister's Black Veil" "The Devil and Tom Walker" Selections from <i>Moby Dick</i> Poetry Selections from -Bryant -Holmes -Lowel -Longfellow -Emerson -Thoreau -Poe -George Horton United Streaming Videos	Glencoe literature texts & ancillary materials Perspectives on American Literature McCarthyism articles via Common Lit.com United Streaming Vocabulary Lists	"The Celebrated Jumping Frog of Calaveras County" "To Build a Fire" "An Occurrence at Owl Creek Bridge" Naturalism/Realism/local color reading United Streaming
Assessment	Tests Quizzes Classroom participation and discussion Analytical Essay Exam/Constructed Responses	Tests Quizzes Classroom participation and discussion Individual/group poetry projects Persuasive Essay Writing Rubric Essay	Tests Quizzes Classroom participation and discussion Individual/group projects Constructed Responses
Integrated Curriculum	LA Writing, Reading/Critiquing MA Data Analysis SS Historical Background – Native American culture CP Related to all Career Pathways	LA Writing, Reading/Critiquing MA Data Analysis SS Historical Background – Puritanism & McCarthyism CP Related to all Career Pathways	LA Writing, Reading/Critiquing MA Data Analysis SS Historical Background – Realism/Naturalism; slavery CP Related to all Career Pathways



**Marshall High School
English 11/American Literature
Curriculum Map – Semester 2**

	The Great Gatsby	A Raisin in the Sun	Annotated Bibliography
H S C E	RL.11-12.1 , RL.11-12.2 , RL.11-12.3 , RL.11-12.4, RL.11-12.5, RL.11-12.6 , RL.11-12.9 , RL.11-12.10, W.11-12.4 , SL.11-12.1	RL.11-12.1 , RL.11-12.2 , RL.11-12.3 , RL.11-12.4, RL.11-12.5, RL.11-12.6 , RL.11-12.9 , RL.11-12.10, RL.11-12.10 , W.11-12.4 , SL.11-12.1	RL.11-12.10 , RL.11-12.1 , RL.11-12.3 , RL.11-12.4 , W.11-12.1.d , W.11-12.2.b , 11-12.2.e , W.11-12.4 , W.11-12.5 , W.11-12.6 , W.11-12.7 , W.11-12.8 , W.11-12.9 , W.11-12.10 , L.11-12.1
C o u r s e C o n t e n t	Poetry Unit: - Dickenson - Whitman <i>The Great Gatsby</i> literary terms Vocabulary	Harlem Renaissance <i>A Raisin in the Sun</i> Langston Hughes poetry Poetry by Robert Frost, William Carlos Williams, Carl Sandburg, Ezra Pound, Edwin Arlington Robinson, e.e. cummings AP Style Reading Literary terms vocabulary	Example/Model Annotated Bibliographies
S k i l l s T a u g h t	Write fluently for multiple purposes Recognize and approximate authors' innovative techniques to convey meanings Analyze characterizations, narrations, and motivations Describe and discuss archetypal human experiences that appear in literature Apply terminology through discussion and writing Analyze and understand how the literature applies to the theme of study and historical context	Use reading for multiple purposes and analyze their own responses to literature Respond personally, analytically, and critically to a variety of texts Write fluently for multiple purposes Recognize and approximate authors' innovative techniques to convey meanings Analyze characterizations, narrations, and motivations Describe and discuss archetypal human experiences that appear in literature Apply terminology through discussion and writing Analyze and understand how the literature applies to the theme of study and historical context	Recognize MLA terminology and apply Format MLA paper Research skills to identify reliable and timely research MLA note cards, outline, rough draft, and final draft Use reading for multiple purposes and analyze their own responses to literature Respond personally, analytically, and critically to a variety of texts
I n t e r v e n t i o n s	Individual assistance Phone calls E-mails Differentiated instruction	Individual assistance Phone calls E-mails Differentiated instruction	Individual assistance Phone calls E-mails Differentiated instruction Small group

R e s o u r c e s U s e d	Selected Works of Dickinson and Whitman	Glencoe Literature texts & ancillary materials Perspectives on American Literature	OWL @ Purdue Glencoe Literature texts & ancillary materials MEL resource
A s s e s s m e n t	Research Paper Tests Quizzes Classroom Participation Individual and group projects Written responses	Tests Quizzes Classroom Participation Individual and group projects Written responses	MLA Annotated Bibliography
I n t e g r a t e d C u r r i c u l u m	LA Writing, Reading/Critiquing MA Data Analysis SS American History	LA Writing, Reading/Critiquing MA Data Analysis SS Harlem Renaissance, 1930s	LA Writing, Reading/Critiquing