

Course Name:	American Literature		
Credits:	1		
Prerequisites:	English 9, World Literature		
Description:	This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.		
Academic Standards:	Common Core State Standards for ELA		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1-Fear and Persecution in Early American Literature	Quarter 1--September-October	RI 1-10, RL 1-10, W1-10, L4-5, SL1-3	In this unit, students will read and discuss non-fiction works from early American writers and a play about the Salem Witch Trials to analyze and further understand how fear and persecution were dominant forces in this time period. Each student will also write an argumentative essay comparing how Puritan beliefs affected the motivations, decisions, and actions of two characters in the play.
2- Opposing Views of America-- Transcendentalism, Romanticism, and Gothic Literature	Quarter 2--November-mid January	RI1-10, SL1, RL1-10, W4, 9, L4-5,	In this unit, students will read and discuss essays from Transcendentalist writers, poems from Romantic writers, and short stories from Gothic writers to analyze and compare the differing views of individuals and their role in a developing American society. Each student will also write an informative documented essay about the life of an important American writer and practice their communication skills by delivering information about the writer in a short presentation.
3-American Struggles-- Realism and Naturalism	Quarter 3--mid January-March	RL1-10, L1-5, SL4-6, W4-10	In this unit, students will read, discuss, and analyze a novel, short stories, and poems displaying Realism, Regionalism, and Naturalism in American writing of the 19th and 20th century. Students will examine and write about characters' external struggles with society and nature as well as internal conflicts. The culminating writing project requires each student to compile what they have learned about Naturalistic writing in an essay response and formulate their reactions and opinions about this style.
4-The Evolution of the American Experience	Quarter 4--April-early June	RI1-2,5-6, RL1-3,7, SL1, 4,6, W4,9,10	In this unit, students will read and discuss fiction and nonfiction works from female and African American writers to analyze how their experiences in society and literature have evolved from the beginning of America to recent times. This will include an examination of works about voting rights, the Harlem Renaissance, Civil Rights activism, and modern issues. Students will also read and analyze contemporary stories that reflect the American experience in modern time. Culminating experiences include a group project concerning poems from contemporary female writers and a short speech about the importance and similarity of what each student values.

5-ACT Preparation	Mini-units throughout the school year and with more intensity before the ACT Exam	W1,2,10, SL1, L1-3,6	In these mini units, students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
6-Writing Workshop	Mini-lessons at the beginning of each class period	L1-4	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencng, usage, writing, ACT vocabulary, and editing.
7-Independent Novel Reading	One novel required per semester	RL1-10, W10, L1-5	Each semester, students will choose a novel of American Literature to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.

Unit Name: Fear and Persecution in Early American Literature	Length: Quarter 1--September-October
Standards: RI 1-10, RL 1-10, W1-10, L4-5, SL1-3	Outcomes: In this unit, students will read and discuss non-fiction works from early American writers and a play about the Salem Witch Trials to analyze and further understand how fear and persecution were dominant forces in this time period. Each student will also write an argumentative essay comparing how Puritan beliefs affected the motivations, decisions, and actions of two characters in the play.
Essential Questions: -How did fear and the threat of persecution contribute to the writings of early American literature? -How is bias illustrated in certain works of early American literature? -How did origin stories help Native Americans to explain phenomena of the natural world? -How did Puritanism affect beliefs and actions during The Salem Witch Trials? -How did the pressures of Puritanism affect two characters differently in The Crucible?	Learning Targets: Students will be able to: -read early American nonfiction works and a play independently and collaboratively -contribute effectively to large and small group discussion -analyze American nonfiction works and a play for content and literary elements -apply the theme of "fear and persecution" across multiple genres -explain the bias present in certain works of early American literature -analyze how Puritanism affected beliefs and actions during the Salem Witch Trials -write an argumentative essay which effectively compares two characters in a play
Topic 1: Literature from the "New World"	Length: 3 weeks
Standard(s): RI 1-10, W3-5, L4-5, SL1-3	Academic Vocabulary: bias, mythology, creation myth, origin myth, archetype, trickster, diction, imagery, allusion, aphorism
Lesson Frame: Bias about Indians in literature about the "New World"	We will: read pieces that explore bias in the first encounters with Indians. I will: write about bias in the first encounters with Indians on a graphic organizer.
Lesson Frame: Origin stories that explain phenomena in natural world	We will: read and analyze origin stories as a way for Indians to make sense of the natural world. I will: write an origin story that effectively explains a facet of the natural world.
Lesson Frame: Captivity Narratives	We will: read, discuss, and analyze at least two captivity narratives. I will: create a graphic organizer and contribute to class discussion and analysis of captivity narratives.
Performance Tasks: Graphic organizers, portfolio notes, exit tickets, aphorism assignment, group discussions	Notes: "A Spectacle of Great Beauty"--Christopher Columbus Origin Stories "Of Plymouth Plantation"--William Bradford "The Interesting Narrative of the Life of Olaudah Equiano"--Equiano Mary Rowlandson captivity narrative "Poor Richard's Almanac"--Benjamin Franklin and aphorisms
Topic 2: Puritanism and Persecution	Length: 4 weeks
Standard(s): RL1-10, W10, SL1,3, L4-5	Academic Vocabulary: Puritanism, Calvinism, simile, metaphor, personification
Lesson Frame: Calvinism as an extreme form of Puritanism	We will: read, discuss, analyze, and write about a sermon that displays extreme religious beliefs of the time period. I will: find flaws in the arguments of the sermon and delineate between the types of imagery used in the sermon.
Lesson Frame: Reading a play about religious persecution and The Salem Witch Trials	We will: read, discuss, analyze, and write about religious persecution in "The Crucible". I will: contribute to class reading and discussions; write about important concepts in the play.
Lesson Frame: Watching a video of a play about religious persecution	We will: watch a video of "The Crucible" to better understand the characters' decisions related to their Puritan beliefs and religious persecution.

	I will: take notes that demonstrate my understanding of two characters' beliefs and decisions in the play.
Performance Tasks: graphic organizers, portfolio notes, group discussions, content and essay test	Notes: "Sinners in the Hands of an Angry God"--Jonathan Edwards (Calvinism) <i>The Crucible</i> --Arthur Miller, play and movie
Topic 3: Writing an Argumentative Character Comparison Essay	Length: 2 weeks
Standard(s): W1-2, 4-9, L1-3	Academic Vocabulary: Argumentation, comparison essay, thesis, attention getter, introduction, body, conclusion
Lesson Frame: Argumentative character comparison essay intro and prewrite	We will: study the format and elements of an argumentative character comparison essay and compile info. I will: complete a prewrite sheet to compile info for my argumentative character comparison essay.
Lesson Frame: Argumentative character comparison essay writing	We will: write essays that compare the Puritan beliefs of two characters. I will: utilize the writing process to create an essay that effectively compares the Puritan beliefs of two characters.
Lesson Frame: Argumentative character comparison essay peer review and revision	We will: collaboratively review and evaluate essays for content, organization, and grammar. I will: revise my essay while considering content, organization, and grammar.
Performance Tasks: prewrite document, essay drafts , peer review sheet	Notes:

Unit Name: Opposing Views of America--Transcendentalism, Romanticism, and Gothic Literature	Length: Quarter 2--November to early January
Standards: RI1-10, SL1, RL1-10, W4,9, L4-5,	Outcomes: In this unit, students will read and discuss essays from Transcendentalist writers, poems from Romantic writers, and short stories from Gothic writers to analyze and compare the differing views of individuals and their role in a developing American society. Each student will also write an informative documented essay about the life of an important American writer and practice their communication skills by delivering information about the writer in a short presentation.
Essential Questions: -What are the core beliefs of Transcendentalists and how are these beliefs illustrated in their writing? -How are the characteristics of Romantic literature illustrated in the poetry of Whitman, Dickinson, and the Fireside poets? -What are the characteristics of Gothic and Southern Gothic literature and how are these shown in multiple short stories? -How can a writer share important information about an author using valid research, evidence, documentation, writing, and presentation skills?	Learning Targets: Students will be able to: -read Transcendentalist essays, Romantic poems, and Gothic short stories independently and collaboratively -contribute effectively to large and small group discussion -analyze Transcendentalist essays, Romantic poems, and Gothic short stories for content and literary elements -explore the opposing views of individuals and society across multiple genres -explain the characteristics and differences between Transcendentalist, Romantic, and Gothic American literature -write an informative essay that utilizes effective research, writing, and documentation strategies -create and deliver a short powerpoint presentation using effective communication skills
Topic 1: Transcendentalism	Length: 2 weeks
Standard(s): RI1-10, SL1, L4-5	Academic Vocabulary: Transcendentalism
Lesson Frame: Ralph Waldo Emerson	We will: read, discuss, and analyze the essays of Ralph Waldo Emerson. I will: write about the transcendentalist beliefs of Emerson using guided notes and graphic organizers.
Lesson Frame: Henry David Thoreau	We will: read, discuss, and analyze the essays of Henry David Thoreau I will: write about the transcendentalist beliefs of Thoreau using guided notes and graphic organizers.
Lesson Frame: Transcendentalist poster project	We will: explore the facets of transcendentalism in relation to Emerson and Thoreau's works. I will: contribute to a poster project that illustrates a facet of transcendentalism in multiple ways.
Performance Tasks: portfolio notes and graphic organizers, Transcendentalist poster group activity and presentation	Notes: Ralph Waldo Emerson essays Henry David Thoreau essays
Topic 2: Romanticism	Length: 2 weeks
Standard(s): RL1,2,4,6, L4-5	Academic Vocabulary: Romanticism, free verse, stanza, alliteration, assonance, onomatopoeia, rhyme, slant rhyme, rhyme scheme, rhythm, symbol, simile, metaphor, personification, repetition, imagery
Lesson Frame: Walt Whitman	We will: read, discuss, and analyze Whitman's poetry and its connection to Romanticism. I will: explore and write about the content of Whitman's poems on portfolio notes and graphic organizers.
Lesson Frame: Emily Dickinson	We will: read, discuss, and analyze Dickinson's poetry and its connection to Romanticism.

	I will: contribute to a group poetry project that illustrates the content and literary devices of a Dickinson poem.
Lesson Frame: Fireside poets	We will: read, discuss, and analyze poems of the Fireside poets and their connection to Romanticism. I will: write about the content, literary devices, and Romanticism connection in the Fireside poets' poetry.
Performance Tasks: Dickinson poems group project and presentation	Notes: Walt Whitman poems Emily Dickinson poems Fireside poets and poems
Topic 3: Gothic/Southern Gothic stories	Length: 3 weeks
Standard(s): RL1-10, W4,9, L4-5, SL1,	Academic Vocabulary: gothic, Southern gothic, plot, setting, protagonist, antagonist, theme, symbol, point of view, 1st person, 3rd person limited, 3rd person omniscient, suspense, flashback, foreshadowing, conflict, internal conflict, external conflict,
Lesson Frame: Gothic short stories	We will: read, discuss, and analyze the content and literary elements of gothic short stories. I will: write about the content and literary elements of gothic short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.
Lesson Frame: Southern gothic short stories	We will: read, discuss, and analyze the content and literary elements of Southern gothic short stories. I will: write about the content and literary elements of Southern gothic short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.
Performance Tasks: portfolio notes, graphic organizers, exit tickets, class discussions, quizzes, content and essay tests	Notes: Washington Irving--"The Devil and Tom Walker" Edgar Allan Poe--"The Pit and the Pendulum" and "The Raven" Nathaniel Hawthorne--"Young Goodman Brown", "Dr. Heidegger's Experiment" Herman Melville--"Bartleby the Scrivener" William Faulkner--"A Rose for Emily" and "Barn Burning" Flannery O'Connor--"The Life You Save" Shirley Jackson--"The Lottery"
Topic 4: Informative, Documented Essay and Short Presentation on an American Writer	Length: 2 weeks
Standard(s): W2, 4-9, L1-2, SL1-6	Academic Vocabulary: attention getter, thesis, internal documentation, works cited page, plagiarism
Lesson Frame: Informative Research Essay on an American Author	We will: -research chosen authors -utilize the writing process to create an essay -write notes based on research -write an informative, documented essay based on a the life and works of an American author -study internal documentation and works cited page format -revise essays based on peer and teacher review comments

	<p>I will:</p> <ul style="list-style-type: none"> -choose an important American writers -write summarized, paraphrased and quoted notes based on research -write my essay using effective organization -internally document my essay using MLA style -create a correctly formatted works cited page -discuss my essay with peers and teacher -revise and edit my essay based on reviewer comments
<p>Lesson Frame: American Author Presentation</p>	<p>We will:</p> <ul style="list-style-type: none"> -create informative presentations using multiple forms of media -discuss effective delivery techniques for media presentations -deliver informative presentations <p>I will:</p> <ul style="list-style-type: none"> -utilize powerpoint or other presentation technology -practice effective presentation techniques -deliver my presentation using effective communication techniques
<p>Performance Tasks: Author essay, author presentation</p>	<p>Notes:</p>

Unit Name: American Struggles--Realism and Naturalism	Length: Quarter 3--late January-March
Standards: RL1-10, L1-5, SL4-6, W4-10	Outcomes: In this unit, students will read, discuss, and analyze a novel, short stories, and poems displaying Realism, Regionalism, and Naturalism in American writing of the 19th and 20th century. Students will examine and write about characters' external struggles with society and nature as well as internal conflicts. The culminating writing project requires each student to compile what they have learned about Naturalistic writing in an essay response and formulate their reactions and opinions about this style.
Essential Questions: -What are the characteristics of Realistic, Regionalist, and Naturalist American literature? -How are the struggles of 19th and 20th century American society being explored in the American literature of this time period? -How is Realism illustrated across multiple genre? -How is Naturalism illustrated across multiple genre? -Do the ideas of Naturalism fit with my own views of the world?	Learning Targets: Students will be able to: -read Realistic and Naturalistic novels, short stories, and poems independently and collaboratively -contribute effectively to large and small group discussion -analyze Realistic and Naturalistic novels, short stories, and poems for content and literary elements -explore characters' internal conflicts and external struggles with society and nature -explain how American society and struggles influenced the literature of the 19th and 20th century -write an effective literary essay about the works of Naturalism and reactions to/opinions of this style
Topic 1: Realism in a Class Novel	Length: 4 weeks
Standard(s): RL1-10, L1-2, SL4-6, W4-10	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read a class novel with a focus on a realistic American struggle	We will: read, discuss, and analyze the content, literary elements, and vocabulary in a novel. I will: write about the content and literary elements of a realistic novel on portfolio notes, graphic organizers, exit tickets, quizzes and essay questions.
Lesson Frame: View a film based on a novel	We will: view a film based on the novel to better understand character interactions and themes. I will: contribute to class discussion about the film and how the characters are displaying realism.
Lesson Frame: Novel project	We will: create a novel project to examine a chosen concept of the novel in more detail. I will: create a novel project to showcase my knowledge and analysis of content and literary elements.
Performance Tasks: Choice novel project, quizzes and test	Notes: Harper Lee--To Kill A Mockingbird (2017-2018 and 2018-2019 only) John Knowles--A Separate Peace (after 2019 school year)
Topic 2: Realism in poetry and short stories	Length: 3 weeks
Standards: RL1-7, W10, L4, SL1	Academic Vocabulary: Realism, Regionalism, stanza, alliteration, assonance, onomatopoeia, rhyme, slant rhyme, rhyme scheme, rhythm, symbol, simile, metaphor, personification, repetition, imagery, plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read poetry with a focus on realism and regionalism	We will: read, discuss, and analyze the content and literary elements of various realist/regionalist poems.

	I will: write about the content and literary elements of various realist/regionalist poems in portfolio notes, graphic organizers, exit tickets, quizzes and essay questions.
Lesson Frame: Read short stories with a focus on realism and regionalism	We will: read, discuss, and analyze the content and literary elements of various realist/regionalist stories.
	I will: write about the content and literary elements of various realist/regionalist stories in portfolio notes, graphic organizers, exit tickets, quizzes and essay questions.
Performance Tasks: portfolio notes, graphic organizers, exit tickets, class discussions, quizzes, content and essay tests	Notes: Edwin Arlington Robinson poems Edgar Lee Masters poems Imagist poets--Pound, Eliot, Cummings, Williams Robert Frost poems Mark Twain-- Hemingway--"Hills Like White Elephants" and "In Another Country" F. Scott Fitzgerald--"Winter Dreams" Steinbeck-
Topic 3: Naturalism	Length: 2 weeks
Standard(s): RL1-10, W2,4-9, L1-3, SL1	Academic Vocabulary: Naturalism
Lesson Frame: Read short stories and poems with a focus on Naturalism	We will: read, discuss, and analyze the content and literary concepts of multiple short stories and poems displaying Naturalism.
	I will: write about and contribute to class discussion about the content and literary concepts in Naturalistic writing.
Lesson Frame: Naturalism essay	We will: write, edit, and revise an informative essay about the facets of Naturalistic writing.
	I will: write an essay that explores and explains the facets of Naturalism shown in multiple short stories and poems.
Performance Tasks: class discussion, portfolio notes, Naturalism Essay	Notes: Ambrose Bierce--"An Occurrence at Owl Creek Bridge" Bret Harte--"The Outcasts of Poker Flat" Jack London--"To Build a Fire" Stephen Crane--"The Open Boat" and poems

Unit Name: The Evolution of the American Experience	Length: Quarter 4--April to early June
Standard(s): RI1-2,5-6, RL1-3,7, SL1,4,6, W4,9,10	Outcomes: In this unit, students will read and discuss fiction and nonfiction works from female and African American writers to analyze how their experiences in society and literature have evolved from the beginning of America to recent times. This will include an examination of works about voting rights, the Harlem Renaissance, Civil Rights activism, and modern issues. Students will also read and analyze contemporary stories that reflect the American experience in modern time. Culminating experiences include a group project concerning poems from contemporary female writers and a short speech about the importance and similarity of what each student values.
Essential Questions: -How did the experiences of females in American society and literature evolve over time? -How did the experiences of African Americans in society and literature evolve over time? -What are the similarities and differences between works concerning African American voting rights, the Harlem Renaissance, and Civil Rights Activism? -How can a group of students create effective questions about a poem to help peers understand and analyze the poem? -How can I share my core beliefs and values through a speech about objects that are important to me?	Learning Targets: Students will be able to: -read fiction and nonfiction works from female and African American writers across all time periods of American literature independently and collaboratively -contribute effectively to large and small group discussion -explain how the experiences of females in American society and literature have evolved over time -explain how the experiences of African Americans in society and literature have evolved over time -make connections and comparisons between the literature involving voting rights, the Harlem Renaissance, and Civil Rights activism -explain how contemporary American literature reflects the American experience in current time -work in groups to analyze a modern poem and write effective questions to help peers understand the poem -create and deliver short speeches explaining objects and values that are important to their lives
Topic 1: The Evolution of Women in Society and Literature	Length: 3 weeks
Standard(s): RI1-2,5-6, RL1-3,7, SL1, W10	Academic Vocabulary:
Lesson Frame: Fiction pieces from female writers	We will: read, discuss, and analyze fiction pieces from female writers for content and literary elements. I will: write about the content and literary elements of fiction pieces from female writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.
Lesson Frame: Non-fiction pieces from female writers	We will: read, discuss, and analyze nonfiction pieces from female writers for content and literary elements. I will: write about the content and literary elements of nonfiction pieces from female writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.
Lesson Frame: Modern/contemporary group poetry project	We will: explore a modern/contemporary poem from a female writer in more detail with the purpose of helping the rest of the class learn about the poem. I will: contribute to the group project by creating questions about our poem and answering questions about other groups' poems.
Performance Tasks: Group poetry project on modern/contemporary poems from female writers, portfolio notes, class discussions, exit tickets,	Notes: Anne Bradstreet Poems Mary Wilkins Freeman--"The Revolt of Mother" Sojourner Truth--"Ain't I A Woman?" Kate Chopin--"A Pair of Silk Stockings" Modern and Contemporary female poets--Plath ("Mirror"), Angelou ("Phenomenal Woman), etc. . .
Topic 2: The Evolution of African Americans in Society and Literature	Length: 3 weeks
Standard(s): RI1-2,5-6, RL1-3,7, SL1,4,6, W10	Academic Vocabulary:
Lesson Frame: Non-fiction pieces from African American writers	We will: read, discuss, and analyze nonfiction pieces from African American writers for content and literary elements. I will: write about the content and literary elements of nonfiction pieces from African American writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.

Lesson Frame: Poems from African American writers	<p>We will: read, discuss, and analyze poetry from African American writers for content and literary elements.</p> <p>I will: write about the content and literary elements of poetry from African American writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.</p>
Lesson Frame: Bag speech	<p>We will: practice our public speaking skills and share information about what is important as individuals in response to two works in this unit.</p> <p>I will: create and deliver a short speech about objects that are important to me.</p>
Performance Tasks: Bag speech based on Hurston's memoir and Hughes' poem, class discussions, exit tickets, graphic organizers, portfolio notes, quizzes	<p>Notes:</p> <p>Voting Rights--Frederick Douglass--"What the Black Man Wants"</p> <p>Harlem Renaissance--Langston Hughes-"Theme for English B", etc. . .</p> <p>Zora Neale Hurston--"How it Feels to Be Colored Me" and bag speech</p> <p>Civil Rights Movement--MLK and Malcolm X</p> <p>Modern and Contemporary African American poems ("Caged Bird")</p>
Topic 3: Modern and Contemporary Short Stories	Length: 3 weeks
Standard(s): RL1-10, W4,9, L4, SL1	Academic Vocabulary: plot, setting, protagonist, antagonist, theme, symbol, point of view, 1st person, 3rd person limited, 3rd person omniscient, suspense, flashback, foreshadowing, conflict, internal conflict, external conflict,
Lesson Frame: Modern short stories	<p>We will: read, discuss, and analyze the content and literary elements of modern short stories.</p> <p>I will: write about the content and literary elements of modern short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.</p>
Lesson Frame: Contemporary short stories	<p>We will: read, discuss, and analyze the content and literary elements of contemporary short stories.</p> <p>I will: write about the content and literary elements of contemporary short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.</p>
Performance Tasks: class discussions, exit tickets, graphic organizers, portfolio	<p>Notes:</p> <p>Tim O'Brien--"On the Rainy River"</p> <p>Anne Tyler--"Teenage Wasteland"</p> <p>Bernard Malamud--"The Magic Barrel"</p> <p>James Baldwin--"The Rockpile"</p> <p>John Updike--"A&P"</p>

Unit Name: ACT Preparation	Length: Mini-units throughout the school year and with more intensity before the ACT Exam
Standards: W1,2,10, SL1, L1-3,6	Outcomes: In these mini units, students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
Essential Questions: -What is the specific format for the English, reading, and writing portions of the ACT exam? -How can I use sample questions to better prepare for the exam and improve my results? -How are rubrics used to score the writing portion? -How can I assess my own persuasive essay writing skills to plan for improvement? -Which test taking strategies will be effective for me individually to improve my score?	Learning Targets: Students will become comfortable with the format of the ACT exam and prepare for the English, reading, and writing components of the exam through practice questions, discussions, group activities, plans for individual improvement.
Topic 1: ACT Preparation	Length: Mini-units throughout the school year and with more intensity before the ACT Exam
Standard(s): W1,2,10, SL1, L1-3,6	Academic Vocabulary:
Lesson Frame: English Language Preparation	We will: prepare for the English language portion of the ACT by taking sample quizzes and discussing the results, strategies, and plans for improvement. I will: utilize practice quizzes and contribute to class discussion in order to be prepared for the ACT exam.
Lesson Frame: Reading Preparation	We will: prepare for the Reading portion of the ACT by taking sample quizzes and discussing the results, strategies, and plans for improvement. I will: utilize practice quizzes and contribute to class discussion in order to be prepared for the ACT exam.
Lesson Frame: Essay Writing Preparation	We will: prepare for the essay writing portion of the ACT by writing sample essays and discussing scoring rubrics, strategies, and plans for improvement. I will: utilize practice questions and contribute to class discussion in order to be prepared for the ACT exam.
Performance Tasks: sample ACT quizzes, class discussion, reviews of sample essays, self-scoring of essays with rationale	Notes:

Unit Name: Writing Workshop	Length: Mini-lessons at beginning of each class period
Standards: L1-4	Outcomes: In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencng, usage, writing, ACT vocabulary, and editing.
<p>Essential Questions:</p> <p>How is punctuation used to organize and clarify writing?</p> <p>How is capitalization used correctly and effectively?</p> <p>What are the differences between commonly mistaken words?</p> <p>How can a writer edit sentences for length, style, clarity, and purpose?</p> <p>Why is it important to be able to locate, identify, and use parts of speech?</p> <p>How can a writer recognize commonly misspelled words and spell them correctly?</p> <p>How does the purpose of a piece of writing affect style, organization, and content?</p> <p>How does collaboration with peers improve the writing and editing process?</p>	<p>Learning Targets:</p> <p>Students will be able to (independently and collaboratively):</p> <ul style="list-style-type: none"> -locate and identify parts of speech -edit sentences for length, style, clarity, and purpose -write for a variety of purposes -identify and use commonly mistaken words (homonyms) correctly -practice spelling commonly misspelled words -punctuate writing effectively -use capitalization effectively -collaborate with peers to address writing errors -use common words from the ACT test effectively in sentences
Topic 1: Collaborative grammar, writing, and editing practice	Length: Mini-lessons at the beginning of each class period
Standard(s): L1-4	Academic Vocabulary: noun, verb, adjective, adverb, pronoun, conjunction, interjection, coordinating conjunction, gerund, active voice, passive voice, homonym, fragment, run-on, semi-colon, comma, article, preposition, introductory phrase
Lesson Frame: Daily writer's workshop lessons	<p>We will: interactively practice grammar/editing/vocabulary/writing skills on a daily basis to improve our ability to communicate effectively in writing</p> <p>I will: contribute to writer's workshop lessons, notes, activities, and assessments to improve my ability to communicate effectively.</p>
Performance Tasks: Writer's workshop notes, pre-test, workshop quizzes, and post-test	Notes:

Unit Name: Independent Novel Reading	Length: One novel required per semester
Standards: RL1-10, W10, L1-5	Outcomes: Each semester, students will choose a novel of American Literature to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.
Essential Questions: -Which literary elements are important in this novel? -How do the content and themes of this novel apply to my life? -What is the author's purpose in writing this novel and why is it important? -How can I explore a facet of this novel in more detail? -How does the style of this novel compare to previously read novels? -How can I illustrate my understanding of the concepts of this novel in a creative and interesting way?	Learning Targets: Students will read a novel independently, analyze and evaluate its content and literary terms, and create a project that displays their understanding of at least one concept in the novel in more detail.
Topic 1: Independent Novel Reading	Length: One novel required per semester
Standard(s): RL1-10, W10, L1-5	Academic Vocabulary:
Lesson Frame: Independent novel reading	We will: read and analyze chosen novels of American Literature. I will: examine and analyze the content and literary elements as I read my novel.
Lesson Frame: Independent novel journals	We will: utilize novel journals to explore our novels in more depth. I will: write about the content and literary elements of my novel in journal form.
Lesson Frame: Independent novel project	We will: show analysis of novels thorough chosen independent novel projects. I will: create a novel project which illustrates a literary facet of my novel that I want to explore more deeply.
Performance Tasks: novel journals, novel project, class discussions	Notes: