

Unit Theme/Time:

Focus:

Standards: Projects:

<p>Self-Reflection and College Portfolio</p> <p>Length: 3-4 Weeks</p>	<p>Students construct essays reflecting their experiences which mark their transition from childhood to adulthood. Students will use these experiences to examine their passions for future careers and the colleges which will allow them to pursue these careers. Students will explore various elements that go into applying for college and the workplace through which they will reflect on their own strengths and areas of growth. Evidence-Based writing focuses on explaining future goals using personal experiences and proper academic language. These works will be collected as documentation to begin developing student portfolios.</p>	<p>See Curriculum Map</p>	<p>College Admission Essay.</p> <p>Cover Letter/Mock Job Interview.</p> <p>Self Reflection Packet.</p>
<p>Ideals and Identity</p> <p>Length: 6-7 Weeks</p>	<p>Students analyze the choices authors make through an exploration of the earliest American literature and nonfiction prose. Students then move to exploring idealism through the informational texts foundational to America's quest for independence. Students also explore the imaginative ideas of the Romantics. Students may study more recent texts to see how each set of writers had a lasting effect on how Americans view themselves, society, and the world and to develop a better understanding of the experiences of different groups in this "new" world. Evidence-based writing focuses on explaining how these writers' use specific words and rhetorical devices to convey ideals.</p>		<p>Author Research Essay.</p> <p>Theme Tracing Maps.</p> <p>Idealism through Visuals.</p>
<p>Transcendentalism and Transformation</p> <p>Length: 6-7 Weeks</p>	<p>Students experience literature and nonfiction prose from the Transcendentalists through American History. Students may read short contemporary works to consider how the themes of liberty and justice live today in modern America. Evidence-based writing focuses on explaining how authors addressed critical questions regarding the American individual, justice, liberty, and the American promise.</p>		<p>Critical Theory (Importance Theory) Project.</p> <p>Cross-curricular Activity (TBD).</p>
<p>Modernism and Mayhem</p> <p>Length: 5-6 Weeks</p>	<p>Students examine twentieth century American literature, including, for example, the Harlem Renaissance and "The Lost Generation." Students identify the alienation of the modern man and the tensions that are embedded in the modernist works, while using literary criticism to enrich their analyses of literature. Evidence-based writing focuses on how similar themes are developed differently in various texts and arguing which theme is conveyed in a more compelling manner.</p>		<p>Critical Lense Essay.</p> <p>American Dream Showcase.</p>

<p>Clashes and Civil Rights</p> <p>Length: 6-7 Weeks</p>	<p>Students explore contemporary literature depicting large scale clashes such as World War II and the protests for civil rights. Students use informational texts to clarify historical events. Evidence-based writing focuses on comparing and contrasting different points of view of the same events and arguing which account provides a more complex analysis of the event.</p>		<p>Take a stand Project.</p> <p>Compare and Contrast Essay</p>
<p>Voices and Values</p> <p>Length: 5-6 Weeks</p>	<p>Students continue to examine contemporary literature with an eye on the myriad of multicultural voices with in modern America. As they read and write, students will once again consider authors' choices, now contrasting modern literature with texts from previous centuries. Evidence-based writing focuses on crafting narratives that convey identity, voices and values in a diverse society and include imitations of different authors' choices.</p>		<p>Visual Novel.</p> <p>The Evolution of Modern Literature.</p>