



## G-E-T High School Curriculum

### Align, Explore, Empower

Scope and Sequence

American Literature

#### Unit 1 - American Voices

1 week

- Overview and introduction to American Literature. What does it mean to be American? What is American Literature?

In this unit, students will ...

- Discuss immigrants, ancestors, freedom, and what is the definition of American literature.
- Students will read and analyze “A Quilt of a Country” by Anna Quindlen and “The Immigrant Contribution” by John F. Kennedy.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.

#### Unit 2 - Native American Experience

3 weeks

- Students will read and analyze many Native American stories.

In this unit, students will ...

- Read and analyze many Native American stories.
- Identify types of Native American stories: creation, trickster, and ritual.
- Identify types of common themes of Native American stories.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.

#### Unit 3 - Exploration and Early Settlers

3 weeks

- Students will read and analyze Alvar Nunez Cabeza de Vaca’s “La Relacion” and “The Interesting Narrative of the Life of Olaudah Equiano” by Olaudah Equiano.

In this unit, students will ...

- Read and analyze Alvar Nunez Cabeza de Vaca’s “La Relacion” and “The Interesting Narrative of the Life of Olaudah Equiano” by Olaudah Equiano.
- Distinguish between a reliable and unreliable narrator.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.

Unit 4 - The Puritan Tradition

~7 weeks

- Students will read and analyze poetry by Anne Bradstreet, "Sinners in the Hands of an Angry God" by Jonathan Edwards, and *The Crucible* by Arthur Miller.

In this unit, students will ...

- Recognize and identify Puritan beliefs and traditions.
- Read and analyze poetry by Anne Bradstreet, "Sinners in the Hands of an Angry God" by Jonathan Edwards, and the drama *The Crucible* by Arthur Miller.
- Define vocabulary from the drama.
- Identify figurative language including allegory used in the drama *The Crucible*.
- Make connections to past and current news events.
- Make connections text-to-self, text-to-world, and text-to-text.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.

Unit 5 -Writers of the Revolution

~4 weeks

- Students will read and analyze "Speech in the Virginia Convention" by Patrick Henry, "The Declaration of Independence" by Thomas Jefferson, "The Crisis" by Thomas Paine, "Letter to Rev. Samson Occum" by Phillis Wheatley, "Letter to John Adams" by Abigail Adams, "The Autobiography" and "Poor Richard's Almanack" by Benjamin Franklin.

In this unit, students will ...

- Students will read and analyze "Speech in the Virginia Convention" by Patrick Henry, "The Declaration of Independence" by Thomas Jefferson, "The Crisis" by Thomas Paine, "Letter to Rev. Samson Occum" by Phillis Wheatley, "Letter to John Adams" by Abigail Adams, "The Autobiography" and "Poor Richard's Almanack" by Benjamin Franklin.
- Recognize and interpret rhetorical devices such as rhetorical question, antithesis, repetition, parallelism, allusions, etc.
- Explore connections between American literature and historical and current events.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.
- With a small group compose a "Teenager Bill of Rights" and "Teenager Declaration of Independence" emulating structure and language of the "Declaration of Independence" and "Bill of Rights."

Unit 6 - American Romanticism

~4 weeks

- Students will read and analyze "Self Reliance" by Ralph Waldo Emerson, "Walden" and "Civil Disobedience" by Henry David Thoreau, *Tuesdays with Morrie* by Mitch Albom, "Song of Myself" by Walt Whitman, "The Devil and Tom Walker" by Washington Irving, "The Masque of the Red Death" by Edgar Allan Poe, and "A Psalm of Life" by Henry Wadsworth Longfellow.

In this unit, students will ...

- Students will read and analyze “Self Reliance” by Ralph Waldo Emerson, “Walden” and “Civil Disobedience” by Henry David Thoreau, *Tuesdays with Morrie* by Mitch Albom, “Song of Myself” by Walt Whitman, “The Devil and Tom Walker” by Washington Irving, “The Masque of the Red Death” by Edgar Allan Poe, and “A Psalm of Life” by Henry Wadsworth Longfellow.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.
- Reference aphorisms in all the selections.
- Identify and explain the characteristics of Romanticism, Transcendentalism, and Gothic in the selections.
- Identify figurative language including allegory, symbolism, point of view, etc
- Make connections text-to-self, text-to-world, and text-to-text.

Unit 7 - Regionalism and Naturalism

3 weeks

- Students will read and analyze “The Autobiography of Mark Twain” and epigrams by Mark Twain, “Life on the Mississippi” by Mark Twain, “The Notorious Jumping Frog of Calaveras County”, “The Story of an Hour” by Kate Chopin, and “The Yellow Wallpaper by Charlotte Perkins Gilman.

In this unit, students will ...

- Students will read and analyze “The Autobiography of Mark Twain” and epigrams by Mark Twain, “Life on the Mississippi” by Mark Twain, “The Notorious Jumping Frog of Calaveras County”, “The Story of an Hour” by Kate Chopin, and “The Yellow Wallpaper by Charlotte Perkins Gilman.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.
- Reference local color in all the selections.
- Identify and explain the characteristics of Regionalism and Naturalism in the selections.
- Identify figurative language including satire, symbolism, point of view, etc
- Make connections text-to-self, text-to-world, and text-to-text.

Unit 9 - Realism

(Length of Unit - # of weeks)

- Students will read and analyze Walt Whitman’s “I Hear America Singing” and Emily Dickinson poetry.
- Students will read and analyze Frederick Douglass’ “The Narrative of the Life of Frederick Douglass”, Lincoln’s “The Gettysburg Address” and Ambrose Bierce’s “An Occurrence at Owl Creek Bridge.”
- Students will read and analyze poetry “Stanzas on Freedom” by Lowell and “Free Labor” by Harper.
- Students will read and analyze “The Red Badge of Courage” and “War is Kind” by Stephan Crane.

In this unit, students will ...

- Students will understand the historical context and how it influenced literature.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.
- Identify and explain the characteristics of Realism in the selections.
- Identify figurative language including allegory, symbolism, point of view, etc
- Make connections text-to-self, text-to-world, and text-to-text.

Unit 10 - Regionalism and Naturalism

(Length of Unit - # of weeks)

- Students will read and analyze Mark Twain's "The Autobiography of Mark Twain", "Life on the Mississippi", "The Notorious Jumping Frog of Calaveras County."
- Students will read "The Story of an Hour" by Kate Chopin and "The Yellow Wallpaper" by Charlotte Perkins Gilman.
- Students will read and analyze "To Build a Fire" by Jack London.

In this unit, students will ...

- Recognize characteristics of Regionalism and Naturalism.
- Read and analyze Mark Twain's "The Autobiography of Mark Twain", "Life on the Mississippi", "The Notorious Jumping Frog of Calaveras County."
- Recognize satire, symbolism, universal themes etc in the short stories.
- Read and analyze "The Story of an Hour" by Kate Chopin and "The Yellow Wallpaper" by Charlotte Perkins Gilman.
- Read and analyze "To Build a Fire" by Jack London.
- Students will understand the historical context and how it influenced literature.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.
- Identify and explain the characteristics of Regionalism and Naturalism in the selections.
- Identify figurative language including allegory, symbolism, point of view, etc
- Make connections text-to-self, text-to-world, and text-to-text.

Unit 8 - *Of Mice and Men* by John Steinbeck

(Length of Unit - # of weeks)

- Students will read and analyze *Of Mice and Men* by John Steinbeck.

In this unit, students will ...

- Learn about the historical significance of the novel.
- Expand viewpoints to develop empathy for people with experiences different than our own.
- Make connections text-to-self, text-to-world, and text-to-text.
- Recognize and explain universal themes in the selection.
- Identify and analyze symbolism in the novel.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.
- Write an essay about the American dream.

Unit 9 - Modernism

(Length of Unit - # of weeks)

- Students will read and analyze "Winter Dreams" by F. Scott Fitzgerald and an excerpt from "The Grapes of Wrath" by John Steinbeck.

In this unit, students will ...

- Students will read and analyze "Winter Dreams" by F. Scott Fitzgerald and an excerpt from "The Grapes of Wrath" by John Steinbeck.

- Recognize the characteristics of Modernism.
- Recognize and explain universal themes in the selection.
- Identify and analyze symbolism.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.

Unit 10 -Civil Rights and Protest Literature

(Length of Unit - # of weeks)

- Students will read and analyze Martin Luther King Jr.'s "Letter from Birmingham Jail" and "Stride Towards Freedom" and Malcolm X's "Necessary to Protect Ourselves."

In this unit, students will ...

- Students will read and analyze Martin Luther King Jr.'s "Letter from Birmingham Jail" and "Stride Towards Freedom" and Malcolm X's "Necessary to Protect Ourselves."
- Students will understand the historical context and how it influenced literature.
- Make connections text-to-self, text-to-world, and text-to-text.
- Actively participate independently and collaboratively in discussions, reading, reflection, and writing assignments.

Standards for American Literature

[CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.W.11-12.1.A](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.W.11-12.1.B](#)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

[CCSS.ELA-LITERACY.W.11-12.1.C](#)

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-LITERACY.W.11-12.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.W.11-12.1.E](#)

Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-LITERACY.W.11-12.2.A](#)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-LITERACY.W.11-12.2.C](#)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[CCSS.ELA-LITERACY.W.11-12.2.D](#)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[CCSS.ELA-LITERACY.W.11-12.2.E](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.W.11-12.2.F](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-LITERACY.W.11-12.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.11-12.3.A](#)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-LITERACY.W.11-12.3.B](#)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.11-12.3.C](#)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-LITERACY.W.11-12.3.D](#)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-LITERACY.W.11-12.3.E](#)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.11-12.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

[CCSS.ELA-LITERACY.W.11-12.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.11-12.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.W.11-12.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-LITERACY.W.11-12.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.11-12.9.A](#)

Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

[CCSS.ELA-LITERACY.W.11-12.9.B](#)

Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing:

[CCSS.ELA-LITERACY.W.11-12.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.