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| Y C C S C O U R S E D E S C R I P T I O N | CAMPUS: Howard Area Leadership Academy | |
| | COURSE TITLE: 11 th Grade American Literature | |
| | NUMBER OF CREDITS: 1 - Howard Area Leadership Academy operates on a block schedule with 85 minute periods; therefore a semester is completed in 10 weeks and a year is completed in 20 weeks. | |
| | SKILLS LEVEL OF COURSE: Proficient | |
| | COURSE DESCRIPTION: | |
| | 11 th grade American Literature explores the nature of the American demographic in terms of our shared migrant experience. Beginning with the Protestant emigrants from Europe, this course follows the immigration to America of some of the major racial and ethnic groups that, through migration, have shaped the face of American society and culture. Overarching questions to be answered by the end of this course: -What does it mean to be an American? -How has migration shaped this country? -Are we truly a melting pot, or more of a mixed salad, and why? -What makes one a citizen of America? What are the parameters? -How has culture, both from the country of origin and American, influenced personal and group identity? -What is nationhood, cultural identity, race, personal identity, etc? -Who are we? | |
| | Units covered in this course include the following areas of migration and literature: | |
| | Semester One (weeks 1-10) | |
| | <ol style="list-style-type: none"> 1. European/Protestant Migration: The Crucible and The Scarlet Letter 2. Transatlantic Slave Trade: The Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself 3. Effects of Reconstruction and Black/White Integration: To Kill a Mockingbird (goes into 2nd semester) | |
| | Semester Two (weeks 11-19) | |
| <ol style="list-style-type: none"> 4. Chinese Migration: Joy Luck Club 5. Hispanic Migration: American Chica | | |
| Major Projects: | | |
| <ul style="list-style-type: none"> -Design, creation of and expository essay on personal Scarlet Letter. -Creation of additional dramatic scene to the end of the Crucible. -Persuasive research essay on the arguments set forth in the Narrative of Frederick Douglass. -Original slave spiritual with embedded, coded directions for the Underground Railroad. -To Kill a Mockingbird literary analysis essay. -Memory box (as seen in To Kill a Mockingbird). -Yaya box: abstract visual art piece depicting a character from Joy Luck Club as both their external persona and inward actuality. -Critical analysis essay on immigration laws, current legislation and planned reform in the United States. -Family tree research project. -Final exam with in-class timed essay assessing content of final novel and cumulative skills of entire course. -Department-wide midterm/final assessment aligned to the TABE and PSAE testing based on classrooms instruction. | | |
| Texts: <i>The Crucible</i> by Arthur Miller; <i>The Scarlet Letter</i> by Nathaniel Hawthorne; <i>The Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> by Frederick Douglass; <i>To Kill a Mockingbird</i> by Harper Lee; <i>Joy Luck Club</i> by Amy Tan; <i>American Chica</i> by Marie Arana. | | |
| Supplemental Texts: | | |
| <i>World Religions: A Voyage of Discovery</i> , Jeffrey Brodd; <i>World Traditions in the Humanities</i> , Ed. Nexttext Anthologies; historical and contemporary news sources (e.g. Time, | | |

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| <p>Newsweek, New York Times); the Bible.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Each unit has a traditional assessment based on standard English writing assessments. 2. In addition to traditional forms of unit assessment, each unit has a differentiated creative component that caters to different learning modalities and intelligences based on the Howard Gardner model of Multiple Intelligences. 3. There is a cumulative (in terms of skills taught, not content) final exam the last week of the course. 4. Planned and unplanned (pop) quizzes are given throughout the course. 5. Content from the course is included in the 12th grade mid-semester assessment given at 10 and 30 weeks. | |
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Campus: Howard Area Leadership Academy
YCCS Essential Skills Framework Exit Benchmarks

Course: 11th Grade Amer. Literature: Immigration and Migration
Level: Proficient

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| COURSE CONTENT SCOPE & | | UNIT ONE | | W E E K S I I to to 10 20 | | | | UNIT FOUR | |
| | TOPIC(S) | Protestantism/Puritanism, nature of migration/immigration/emigration, citizenship, identity of self and nationhood, religious persecution, justice. | | | TOPIC(S) | Chinese immigration to America, integration and assimilation, preservation of heritage and culture, appearance vs. reality, mother-daughter relationships, war/violence as generational grief/identity, rebirth and redemption, personal vs. familial/cultural identity, personal fulfillment/self-actualization, past vs. present, etc. | | | |
| | CORE TEXT(S) | <i>The Crucible</i> by Arthur Miller and <i>The Scarlet Letter</i> by Nathaniel Hawthorne | | | CORE TEXT(S) | <i>Joy Luck Club</i> by Amy Tan | | | |
| | PROJECT(S) | Creation of additional play scene for <i>The Crucible</i> , and development/creation/analytic essay on nature of personal sins and "Scarlet Letter." | | | PROJECT(S) | Portfolio, group jigsaw presentation, identity wind chime, group tableau, yaya box, and "found" poem. | | | |
| | ASSESSMENTS | Quizzes, reflections, interim assignments, writing an additional scene of the <i>Crucible</i> , and a exploratory 5 paragraph essay on personal sin and the <i>Scarlet Letter</i> . | | | ASSESSMENTS | Quizzes, jigsaws, interim assignments, reflections, portfolio rubric, identity wind chime rubric, yaya box rubric, and literary analysis essay rubric. | | | |
| | | UNIT TWO | UNIT THREE Continues into Q2) | | | UNIT FIVE | | | |
| | TOPIC(S) | Forced migration/diasporas, Transatlantic Slave Trade, voice, slavery and slave culture, humanity, dehumanization and degradation, integration of blacks and whites, | Racism, class warfare and economics, justice and governance, caste/class/citizenship, racial identity and agency, the notion of "the other," the development of morality, moral relativism, child vs. adult ethics. | | TOPIC(S) | Peruvian migration, illegal immigration, cultural identity, assimilation and integration, language as identity, justice (ethical, moral, and legal), education, citizen's rights, | | | |

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| CORE TEXT(S) | <i>The Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> by Frederick Douglass | <i>To Kill a Mockingbird</i> by Harper Lee |
| PROJECT(S) | Visual dictionary, literary analysis essay. | Literary analysis essay, personal reflection, and memory box. |
| ASSESSMENTS | Interim assessments, quizzes, visual dictionary, literary analysis essay. | Content and vocabulary quizzes, unit exam, memory box, and literary analysis essay. |

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| CORE TEXT(S) | <i>American Chica</i> by Marie Arana |
| PROJECT(S) | Illustrated family tree, family narratives, digital story, student-created study guide, and critical analysis of current immigration laws/reform. |
| ASSESSMENTS | Literary analysis essay, interim assessments, quizzes, critical analysis essay, and final exam. |

| YCCS Essential Skills Benchmarks: Language Arts | | Weeks 1-10 | Weeks 11-20 |
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| Y C C S S K I L L S S C C E P E & S E Q U E N C E | READING | | |
| | LA1. Apply word analysis and vocabulary skills to comprehend selections. | 5 | 5 |
| | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose. | 5 | 5 |
| | LA3. Apply pre-, during, and after-reading strategies to analyze, synthesize, and evaluate text. | 5 | 5 |
| | LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details. | 4 | 4 |
| | LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate. | 4 | 4 |
| | LA6. Determine the sequence of events and other organizational patterns in text. | 2 | 2 |
| | LA7. Identify and evaluate patterns in fiction in relation to an author's purpose. | 3 | 3 |
| | LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts. | 5 | 5 |
| | LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on. | 3 | 4 |
| | SPEECH | | |
| | LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message. | 5 | 5 |
| | LA11. Research, organize, and present a timed speech. | | 3 |
| | WRITING | | |
| | LA12. Use a variety of sentence structures in properly punctuated, complete sentences. | 2 | 2 |
| | LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use. | 2 | 3 |
| | LA14. Write focused paragraphs that use transitions. | 2 | 2 |
| | LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion. | 2 | 2 |
| LA16. Compose business documents. | | 1 | |
| LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech. | 1 | 1 | |
| LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic. | 2 | 2 | |

Campus: Howard Area Leadership Academy

Course: 11th Grade Amer. Literature: Immigration and Migration

Weeks: 1-5

Unit Number 1

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| <i>Campus-chosen</i> Big Idea | What is migration and what are its causes? What is religious freedom? How does it work? Who decides what is right? How does religion play into migration? How can religion be misused? | Topic | Scarlet Crucible: Protestant Migration and Religious Freedom. Students will understand the history and circumstances of the Protestant move to North America and its effect upon literature culture, and morality. |
| <i>Campus-chosen</i> Content within Topic | Protestantism/Puritanism, nature of migration/immigration/emigration, citizenship, identity of self and nationhood, religious persecution, justice. | | |
| <i>Campus-chosen</i> Key Content Vocabulary | Protestant, Puritan, Catholic, immigration, migration, emigration, Diaspora, conjuring, witchcraft, superstition, theocracy, democracy, covenant. | | |
| Anchor Text(s) | <i>The Crucible</i> by Arthur Miller and <i>The Scarlet Letter</i> by Nathaniel Hawthorne | | |
| YCCS Essential Skills Benchmarks: Language Arts <i>READING</i> | Skill Descriptors (<i>Teacher-chosen descriptors answer the question: How will my students attain the benchmark?</i>) | # of Days/Classes | |
| LA1. Apply word analysis and vocabulary skills to comprehend selections. | | | |
| LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose. | | | |
| LA3. Apply pre-, during, and after-reading strategies to analyze, synthesize, and evaluate text. | LAA8 Summarize and paraphrase short passages and poems (CR) LAA9 Analyze the structure of different genres and describe how genre affects the meaning and function of a text. (CR) LAA10 Evaluate how an author argues a point in fiction, non-fiction, drama, and poetry | 5x/wk | |
| LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details. | LAA11 Identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR) LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR) | 2x/wk | |
| LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate. | LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR) LAA17 Recognize similarities and differences when presented with varying styles or points of view (CR) | 5x/wk | |
| LA6. Determine the sequence of events and other organizational patterns in text. | | | |
| LA7. Identify and evaluate patterns in fiction in relation to an author's purpose. | LAA23 Determine how the point of view of a piece of fiction affects the meaning of the work as a whole | 1x/wk | |
| LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts. | LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR) LAA29 Evaluate an author's argument through the eyes of personal experience and logic (CR) LAA30 Evaluate the influence of historical context on form, style, and point of view for a variety of literary works (CR) LAA31 Evaluate the treatment of issues in works from varying historical periods and cultural perspectives | 5x/wk | |
| LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions | LAA32 Use reasoning and logic to draw conclusions and make generalizations (CR) LAA33 Draw conclusions about the author's feelings, opinions, and point of view from character development, plot and conflict, word choice, tone, and metaphorical language in works of fiction, poetry, and persuasive pieces (CR) | 5x/wk | |

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| about people, ideas, and so on. | LAA35 Draw simple and complex, or subtly stated, generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (CR) | |
| SPEECH | | |
| LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message. | | |
| LA11. Research, organize, and present a timed speech. | | |
| WRITING | | |
| LA12. Use a variety of sentence structures in properly punctuated, complete sentences. | | |
| LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use. | | |
| LA14. Write focused paragraphs that use transitions. | LAA56 Write descriptive, narrative, inductive and deductive, comparison/contrast, and cause and effect paragraphs LAA57 Support assertions with evidence from the text in a paragraph | 1x/wk |
| LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion. | LAA59 Develop thesis statements LAA60 Construct multi-paragraph outlines for both persuasive and expository compositions | 1x/wk |
| LA16. Compose business documents. | | |
| LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech. | | |
| LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic. | | |
| Teacher-chosen End Products | Students will create an additional dramatic scene for the end of the play <i>The Crucible</i> as a synthesis of learned concepts/skills and the content of the play. Students will be assessed on their mastery of tone, figurative language, and Students will additionally construct a "Scarlet Letter" of their own choosing and expound in a reflective 5-paragraph essay about its implication in their own lives. Students will also show mastery of vocabulary and content through quizzes and reflections upon thematic elements of stories and nonfiction texts. | Interim Assessment Attached |

Circle One
 Yes
 No

Lindsay Oliver 7/15/11 12:56 PM

Comment [1]: I have no idea what an ESF descriptor is. Help!

Campus: Howard Area Leadership Academy

Course: 11th Grade Amer. Literature: Immigration and Migration

Weeks: 6-9

Unit Number 2

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| YCCS UNIT PACING CHART | <i>Campus-chosen</i> Big Idea | What does it mean to be human? What does it mean to be free? How does mental and physical freedom interplay? How do they preclude/influence each other? How does education aid in the further spread of enslavement? Can one be enslaved in body but not in spirit, and vice versa? | Topic | <i>Of Slavery and Humanity: Human Rights and the Slave Narrative.</i> Students will understand the effects of slavery on the human psyche and the atrocities committed therein from the true accounts of former slaves in biographical literature and poetic spirituals. |
| | <i>Campus-chosen</i> Content within Topic | Forced migration/diasporas, Transatlantic Slave Trade, voice, slavery and slave culture, humanity, dehumanization and degradation, integration and mixing of blacks and whites, | | |
| | <i>Campus-chosen</i> Key Content Vocabulary | Forced migration (diaspora), Transatlantic Slave Trade, Gold Coast, dehumanization, humane, plantation, slave spiritual, characterization, overseer, mulatto, and buck. | | |
| | Anchor Texts(s) | <i>The Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> by Frederick Douglass | | |
| | YCCS Essential Skills Benchmarks: Language Arts READING | Skill Descriptors (<i>Teacher-chosen descriptors answer the question: How will my students attain the benchmark?</i>) | | # of Days/Classes |
| | LA1. Apply word analysis and vocabulary skills to comprehend selections. | LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations | | 5x/wk |
| | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose. | | | |
| | LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text. | LAA9 Analyze the structure of different genres and describe how genre affects the meaning and function of a text. (CR) | | 1x/wk |
| | LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details. | LAA11 Identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR) LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR) LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) | | 2x/wk |
| | LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate. | LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR) | | 5x/wk |
| LA6. Determine the sequence of events and other organizational patterns in text. | | | | |
| LA7. Identify and evaluate patterns in fiction in relation to an author's purpose. | | | | |
| LA8. Make connections from text-to-text, text-to-self, and text-to-world in | LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR) LAA29 Evaluate an author's argument through the eyes of personal experience and logic (CR) LAA30 Evaluate the influence of historical context on form, style, and point of view for a variety of literary works (CR) | | 5x/wk | |

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| <i>both modern and historical contexts.</i> | | LAA31 Evaluate the treatment of issues in works from varying historical periods and cultural perspectives | |
| <i>LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.</i> | | LAA32 Use reasoning and logic to draw conclusions and make generalizations (CR) LAA35 Draw simple and complex, or subtly stated, generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (CR) LAA36 Understand and generalize about portions of a complex literary narrative (CR) | 5x/wk |
| SPEECH | | | |
| <i>LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.</i> | | LAA37 Analyze, synthesize, and evaluate information from printed material and live presentations | 5x/wk |
| <i>LA11. Research, organize, and present a timed speech.</i> | | | |
| WRITING | | | |
| <i>LA12. Use a variety of sentence structures in properly punctuated, complete sentences.</i> | | | |
| <i>LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.</i> | | | |
| <i>LA14. Write focused paragraphs that use transitions.</i> | | LAA56 Write descriptive, narrative, inductive and deductive, comparison/contrast, and cause and effect paragraphs LAA57 Support assertions with evidence from the text in a paragraph | 1x/wk |
| <i>LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.</i> | | | |
| <i>LA16. Compose business documents.</i> | | | |
| <i>LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.</i> | | | |
| <i>LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.</i> | | LAA71 Create an argument from hypothesis to conclusion (CR) | 1x/wk |
| <i>Teacher-chosen</i> End Products | Students will create a literary analysis essay (assessed by the ACT writing rubric) based on assertions put forth in the Narrative of Frederick Douglass on the implications and effects of slavery. General topics are given, and students must come up with their own opinions and the direction of their essays from these topics. Finished product will be a 2-3 page essay analyzing the arguments Frederick made in the novel. Students will also show mastery of vocabulary and content through quizzes and reflections upon thematic elements of stories and nonfiction texts. | | Circle One Yes <input checked="" type="checkbox"/> No |
| | | Interim Assessment Attached | |

Campus: Howard Area Leadership Academy

Course: 11th Grade Amer. Literature: Immigration and Migration

Weeks: 10-13

Unit Number 3

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| YCCS UNIT PACING CHART | <i>Campus-chosen</i> Big Idea | Is there equal justice for all? Are some people better than others? How do we learn right from wrong? Is there a right way to learn? | Topic | <i>Blacks, Whites, and Mockingbirds: Race Relations and the Black Diaspora.</i> Students will understand the effect Puritan ideals mixed with slavery had on Americans and its representation in and effect on literature, both from the time period and contemporary. |
| | <i>Campus-chosen</i> Content within Topic | Racism, class warfare and economics, justice and governance, caste/class/citizenship, racial identity and agency, the notion of "the other," the development of morality, moral relativism, child vs. adult ethics. | | |
| | <i>Campus-chosen</i> Key Content Vocabulary | Mockingbird, lynch, Jim Crowe laws, caste, class, economics, diaspora, rape, disability, segregation, race riots, human rights, additional vocabulary as needed for class needs and as brought up in discussion and reading. | | |
| | Anchor Text(s) | <i>To Kill a Mockingbird</i> by Harper Lee | | |
| | YCCS Essential Skills Benchmarks: Language Arts <i>READING</i> | Skill Descriptors (<i>Teacher-chosen descriptors answer the question: How will my students attain the benchmark?</i>) | # of Days/Classes | |
| | LA1. Apply word analysis and vocabulary skills to comprehend selections. | LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations | 15 min 5x/wk | |
| | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose. | LAA6 Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. (CR) | 5x/wk | |
| | LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text. | LAA8 Summarize and paraphrase short passages and poems (CR) | 3x/wk | |
| | LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details. | LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR) | 1x/wk | |
| | LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate. | LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words | 2x/wk | |
| LA6. Determine the sequence of events and other organizational patterns in text. | LAA21 Understand both clear and implied, or subtly stated, cause-effect relationships in uncomplicated passages (CR) | 2x/wk | | |
| LA7. Identify and evaluate patterns in fiction in relation to an author's purpose. | LAA23 Determine how the point of view of a piece of fiction affects the meaning of the work as a whole LAA24 Identify and discuss the role of symbolism, metaphor, and theme in works of fiction, non-fiction, poetry, and drama | 1x/wk | | |
| LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts. | LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR) | 5x/wk | | |
| LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on. | LAA32 Use reasoning and logic to draw conclusions and make generalizations (CR) | 5x/wk | | |
| SPEECH | | | | |
| LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message. | LAA38 Critique the relationship between verbal and nonverbal messages | 1 | | |
| LA11. Research, organize, and present a timed speech. | | | | |
| WRITING | | | | |
| LA12. Use a variety of sentence structures in properly punctuated, complete sentences. | LAA46 Use action verbs and modifiers to write lively, descriptive sentences. LAA47 Write properly punctuated complex sentences within each composition | 1 | | |
| LA13. Edit for and use appropriate writing conventions, including | LAA53 Proofread effectively | 1 | | |

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| <i>capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.</i> | | | |
| <i>LA14. Write focused paragraphs that use transitions.</i> | | LAA57 Support assertions with evidence from the text in a paragraph | I |
| <i>LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.</i> | | LAA59 Develop thesis statements | I |
| <i>LA16. Compose business documents.</i> | | | |
| <i>LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.</i> | | LAA68 Paraphrase and directly quote a source within the text of a persuasive or expository piece of writing and cite the source with a parenthetical citation | I |
| <i>LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.</i> | | LAA71 Create an argument from hypothesis to conclusion (CR) | I |
| <i>Teacher-chosen</i> End Products | Students will write a literary analysis essay (assessed using the ACT writing rubric) on the development of views of race and class in the characters of Jem and Scout in the novel, complete with original thesis and supporting statements from the novel. Students will also write an in-depth reflection of the nature of the relationships and themes in the novel based upon their own experiences and opinions. Students will also show mastery of vocabulary and content through quizzes and reflections upon thematic elements of stories and nonfiction texts. | Interim Assessment Attached | Circle One Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

Campus: Howard Area Leadership Academy

Course: 11th Grade Amer. Literature: Immigration and Migration

Quarter: 14-16

Unit Number 4

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| YCCS UNIT PACING CHART | <i>Campus-chosen</i> Big Idea | Who are we? How are we shaped by our surroundings and our families? How are we fulfilled, both personally and as a family unit? | TOPIC | <i>From Mother to Daughter: Chinese Migration and Intergenerational Struggles.</i> Students will understand the reasons and effects of the Chinese diasporic migration to America and the effects of split identity on Chinese American families. |
| | <i>Campus-chosen</i> Content within Topic | Chinese immigration to America, integration and assimilation, preservation of heritage and culture, appearance vs. reality, mother-daughter relationships, war/violence as generational grief/identity, rebirth and redemption, personal vs. familial/cultural identity, personal fulfillment/self-actualization, past vs. present, etc. | | |
| | <i>Campus-chosen</i> Key Content Vocabulary | Kweillen ,Shanghai, Mah Jong, concubine, embezzlement, community property, honor., old world, new world, Chinese American, identity, femininity, heritage, customs, native, dignity, unification, group morality, spirit, additional vocab as necessary for class needs and based on discussion. | | |
| | Anchor Text(s) | <i>Joy Luck Club</i> by Amy Tan | | |
| | YCCS Essential Skills Benchmarks: Language Arts READING | Skill Descriptors (<i>Teacher-chosen descriptors answer the question: How will my students attain the benchmark?</i>) | # of Days/Classes | |
| | LA1. Apply word analysis and vocabulary skills to comprehend selections. | LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations LAA2 Use idioms, analogies, metaphors and similes to extend vocabulary development (CR) | 15 min 5x/wk | |
| | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose. | LAA4 Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text and explain how they are used for the author's overall purposes. LAA7 Analyze the meaning of abstract concepts and the effects of particular word and phrase choices (CR) | 5x/wk | |
| | LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text. | LAA10 Evaluate how an author argues a point in fiction, non-fiction, drama, and poetry | 3 | |
| | LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details. | LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) LAA14 Use details from many sources to support a thesis | 3 | |
| | LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate. | LAA17 Recognize similarities and differences when presented with varying styles or points of view (CR) | 5x/wk | |
| LA6. Determine the sequence of events and other organizational patterns in text. | LAA22 Identify, analyze, and compare ideas and impressions communicated through a variety of literary words (CR) | 5x/wk | | |
| LA7. Identify and evaluate patterns in fiction in relation to an author's purpose. | LAA25 Identify the commonly used terms and movements in literature such as realism, romanticism, transcendentalism, modernism, post-modernism, colonialism, coming of age story, carpe diem, etc. | 5 | | |
| LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts. | LAA31 Evaluate the treatment of issues in works from varying historical periods and cultural perspectives | 5x/wk | | |
| LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on. | LAA36 Understand and generalize about portions of a complex literary narrative (CR) | 5x/wk | | |
| SPEECH | | | | |
| LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message. | | | | |
| LA11. Research, organize, and present a timed speech. | LAA42 Organize, edit, and revise information for a presentation to an audience. LAA44 Perform a speech using appropriate intonation, volume, eye contact, and body language | 5 | | |
| WRITING | | | | |
| LA12. Use a variety of sentence structures in properly punctuated, | LAA45 Vary the sentence structures used within a paragraph and entire composition LAA46 Use action verbs and modifiers to write lively, descriptive sentences. | 2 | | |

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| <i>complete sentences.</i> | LAA47 Write properly punctuated complex sentences within each composition | |
| LA13. <i>Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.</i> | LAA53 Proofread effectively | 2 |
| LA14. <i>Write focused paragraphs that use transitions.</i> | LAA57 Support assertions with evidence from the text in a paragraph | 1 |
| LA15. <i>Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.</i> | LAA63 Edit and revise to maintain a consistent voice, tone, and a focus through out a piece of writing | 1 |
| LA16. <i>Compose business documents.</i> | LAA64 Create a resume | 1 |
| LA17. <i>Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.</i> | | |
| LA18. <i>Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.</i> | LAA71 Create an argument from hypothesis to conclusion (CR) | 1 |
| <i>Teacher-chosen</i> End Products | Students will write a 5 page paper (assessed using the ACT writing rubric) based on a provided prompt or on the topic of their choosing in the area of literary analysis of the unit's novel. Students will also create a yaya box, which will be realia in the form of an abstract visual representation (assessed for correct use of metaphor, symbolism and characterization) of one of the 8 characters, which represents how the characters presents herself to others on the outside of the box, and how she really is on the inside of the box. Students will also show mastery of vocabulary and content through quizzes and reflections upon thematic elements of stories and nonfiction texts. | Circle One Yes <input checked="" type="checkbox"/> No |
| Interim Assessment Attached | | |

Howard Area Leadership Academy **11th Grade Amer. Literature:**
Campus: _____ **Course:** Immigration and Migration **Weeks:** 17-20 **Unit Number** 5

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| YCCS UNIT PA | <i>Campus-chosen</i> Big Idea | Where does our identity come from? Are we a product of our surroundings, or does our heritage play a role? What does it mean to be an American in this day and age? What does an American look like? | Topic | Spanglish is My Language: Growing Up in Two Worlds. Students will understand the obstacles, difficulties and enrichment of being multicultural in contemporary American society, as well as compare current political climates towards multiculturalism with previous ones (especially in terms of immigration) in both fiction and non-fiction texts. |
| | <i>Campus-chosen</i> Content within Topic | Peruvian migration, illegal immigration, cultural identity, assimilation and integration, language as identity, justice (ethical, moral, and legal), education, citizen's rights. | | |
| | <i>Campus-chosen</i> Key Content Vocabulary | Peru, Hispanic, cross-cultural, multi-cultural, working-class, Irish, biculturalism, bilingualism, Spanglish, memoir, genre, cultural gap, culture shock, customs, norms, mores, social expectations, additional vocabulary as needed based on class needs and discussion. | | |
| | Anchor Text(s) | <i>American Chica</i> by Marie Arana | | |
| | YCCS Essential Skills Benchmarks: | Skill Descriptors (<i>Teacher-chosen descriptors answer the question: How will my students attain the benchmark?</i>) | | # of Days/Classes |
| | Language Arts READING | | | |
| | LA1. <i>Apply word analysis and vocabulary skills to comprehend selections.</i> | LAA2 Use idioms, analogies, metaphors and similes to extend vocabulary development (CR) | | 15 min 5x/wk |
| LA2. <i>Identify and interpret tone, diction,</i> | LAA4 Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text and explain how they are used | | 5x/wk | |

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| <i>imagery, and figurative language in relation to an author's purpose.</i> | for the author's overall purposes. LAA7 Analyze the meaning of abstract concepts and the effects of particular word and phrase choices (CR) | |
| <i>LA3. Apply pre-, during, and after-reading strategies to analyze, synthesize, and evaluate text.</i> | LAA10 Evaluate how an author argues a point in fiction, non-fiction, drama, and poetry | 3 |
| <i>LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.</i> | LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) LAA14 Use details from many sources to support a thesis | 3 |
| <i>LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.</i> | LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR) LAA17 Recognize similarities and differences when presented with varying styles or points of view (CR) | 5x/wk |
| <i>LA6. Determine the sequence of events and other organizational patterns in text.</i> | LAA22 Identify, analyze, and compare ideas and impressions communicated through a variety of literary words (CR) | 5x/wk |
| <i>LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.</i> | LAA23 Determine how the point of view of a piece of fiction affects the meaning of the work as a whole LAA27 Write literary analysis papers to explain how the author uses literary elements and strategies to achieve the intended effect(CR) | 5 |
| <i>LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.</i> | LAA29 Evaluate an author's argument through the eyes of personal experience and logic (CR) LAA31 Evaluate the treatment of issues in works from varying historical periods and cultural perspectives | 5x/wk |
| <i>LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.</i> | LAA33 Draw conclusions about the author's feelings, opinions, and point of view from character development, plot and conflict, word choice, tone, and metaphorical language in works of fiction, poetry, and persuasive pieces (CR) LAA35 Draw simple and complex, or subtly stated, generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (CR) | 5x/wk |
| SPEECH | | |
| <i>LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.</i> | | |
| <i>LA11. Research, organize, and present a timed speech.</i> | LAA40 Use multiple, reliable sources to develop and support major ideas in an oral or multimedia presentation LAA44 Perform a speech using appropriate intonation, volume, eye contact, and body language | 5 |
| WRITING | | |
| <i>LA12. Use a variety of sentence structures in properly punctuated, complete sentences.</i> | LAA46 Use action verbs and modifiers to write lively, descriptive sentences. LAA47 Write properly punctuated complex sentences within each composition | 2 |
| <i>LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.</i> | LAA49 Edit papers for subject/verb and pronoun/antecedent agreement LAA50 Use commas correctly | 2 |
| <i>LA14. Write focused paragraphs that use transitions.</i> | LAA54 Choose the most appropriate paragraph format for an individual's purpose LAA57 Support assertions with evidence from the text in a paragraph | 1 |
| <i>LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.</i> | LAA58 Analyze your audience before writing a composition LAA61 Write effective concluding paragraphs LAA63 Edit and revise to maintain a consistent voice, tone, and a focus through out a piece of writing | 1 |
| <i>LA16. Compose business documents.</i> | | |

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| <p>LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.</p> | <p>LAA68 Paraphrase and directly quote a source within the text of a persuasive or expository piece of writing and cite the source with a parenthetical citation</p> | <p> </p> |
| <p>LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.</p> | <p>LAA71 Create an argument from hypothesis to conclusion (CR)</p> | <p> </p> |
| <p><i>Teacher-chosen</i> End Products</p> | <p>Students will complete a family tree research project (assessed for research skills, citations, bibliographic correctness and summary/analysis skills) and an in-class final exam (assessed using the ACT writing rubric) with timed essay about the topics discussed in the book. Students will also show mastery of vocabulary and content through quizzes and reflections upon thematic elements of stories and nonfiction texts.</p> | <p>Interim Assessment Attached</p> |
| | | <p>Circle One Yes <input checked="" type="checkbox"/> No</p> |