

**Curriculum Map: Challenge II English
Cochranton Junior-Senior High School
English**

Course Description: This in-depth course is a continuation of the 9th grade challenge course and is designed to provide a challenge for the higher ability level students. Students should possess a thorough knowledge of English grammar, usage, punctuation, and the basic forms of composition before entering this level course. Advanced level grammar will be reviewed in conjunction with writing. The major emphasis of this class will be an in-depth study of American literature involving extensive discussions, writing activities, and research projects. A Shakespeare play, *The Taming of the Shrew* or *A Midsummer Night's Dream*, will also be read.

Unit Title: Early America (Beginnings--1800)

Suggested time frame: 4-6 weeks

Standards: **CC.1.2.9-10: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.4.9-10: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How did the Native Americans view their relationship to the world around them?
What were the major cultural features the Puritans brought with them to New England?
How did the development of society in colonial America lead to the Revolution?

Competency	Vocabulary	Strategy	Resource
Students will be able to: Interpret the possible influences of the historical context on a literary work; Identify and analyze the effect of artistic elements within literary texts; Apply an understanding that language and literature are the primary means by which a culture is transmitted; and	Setting, Plot, Characterization, Theme, Conflict, Resolution, Climax, Falling Action, Diction, Point of View, Connotations, Context Clues, Figurative Language (personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback), Style, Inference, Genre,	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar.	Glencoe Literature” The Reader’s Choice-- American Literature; Native American Myths; <i>The Scarlet Letter</i> ;

Use writing to formulate questions, refine topics, and clarify ideas.	Socratic Seminar, Mood, Tone, Diction, Bias, Voice, Propaganda, Fact/Opinion,		
---	---	--	--

Unit Title: American Romanticism (1800-1860)

Suggested time frame: 4-6 weeks

Standards: **CC.1.2.9-10: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.4.9-10: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How did the big ideas that shaped this period continue to affect American culture today?
Which the writers of this period reflect the positive side of Romanticism? Which reflect the darker side?
In what ways does the Romantic period seem better than the contemporary American period? In what ways does it seem worse?

Competency	Vocabulary	Strategy	Resource
Students will be able to: Analyze recognized works of American literature, Trace the development of American literature, Contrast major periods, themes, styles, and trends in American literature, Evaluate the	Resolution, Climax, Falling Action, Diction, Point of View, Connotations, Context Clues, Figurative Language (personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony,	formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar	Glencoe Literature” The Reader’s Choice-- American Literature;

philosophical, political, religious, ethical, and social influences on the literature of the period, and Interpret graphic information.	foreshadowing, flashback), Style, Inference, Genre, Socratic Seminar, Mood, Tone, Diction, Bias, Voice, Propaganda, Fact/Opinion, Genre, Socratic Seminar		
---	---	--	--

Unit Title: The Civil War Era (1850-1880)

Suggested time frame: 4-6 weeks

Standards: **CC.1.2.9-10: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.4.9-10: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:
How did the slavery question lead to the Civil War?
How was the Civil War reflected in the writing of this period?
What made the poetry of Whitman and Dickinson revolutionary?

Competency	Vocabulary	Strategy	Resource
Students will be able to: Analyze recognized works of American literature, Trace the development of American literature, Contrast major periods, themes, styles, and trends in American literature, Evaluate the philosophical, political, religious, ethical, and social	Resolution, Climax, Falling Action, Diction, Point of View, Connotations, Context Clues, Figurative Language (personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback), Style, Inference, Genre,	formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar	Glencoe Literature” The Reader’s Choice-- American Literature; <i>Huckleberry Finn</i> ; <i>The Red Badge of Courage</i>

influences on the literature of the period, and Interpret graphic information.	Socratic Seminar, Mood, Tone, Diction, Bias, Voice, Propaganda, Fact/Opinion, Genre, Socratic Seminar		
--	---	--	--

Unit Title: Regionalism and Realism (1880-1910)

Suggested time frame: 4-6 weeks

Standards: **CC.1.2.9-10: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.4.9-10: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: How was the United States changing between 1880 and 1910?
What are the basic characteristics of Realism, Regionalism, and Naturalism?
How do the historical and cultural trends of this period continue to affect the United States today?

Competency	Vocabulary	Strategy	Resource
Students will be able to: Analyze recognized works of American literature, Trace the development of American literature, Contrast major periods, themes, styles, and trends in American literature, Evaluate the philosophical, political, religious, ethical, and social	Resolution, Climax, Falling Action, Diction, Point of View, Connotations, Context Clues, Figurative Language (personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback), Style, Inference, Genre,	formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar	Glencoe Literature The Reader's Choice-- American Literature; <i>To Kill A Mockingbird</i> ;

influences on the literature of the period, and Interpret graphic information.	Socratic Seminar, Mood, Tone, Diction, Bias, Voice, Propaganda, Fact/Opinion, Genre, Socratic Seminar		
--	---	--	--

Unit Title:

Beginnings of the Modern Age (1910-1930s)

Suggested time frame:

4-6 weeks

Standards:

CC.1.2.9-10: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.4.9-10: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How did WWI change American’s view of the world?
How was Modernism a departure from the American literary tradition?
What social and cultural forces shaped the Harlem Renaissance?

Competency	Vocabulary	Strategy	Resource
Students will be able to: Analyze recognized works of American literature, Trace the development of American literature, Contrast major periods, themes, styles, and trends in American literature, Evaluate the philosophical, political, religious, ethical, and social	Resolution, Climax, Falling Action, Diction, Point of View, Connotations, Context Clues, Figurative Language (personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback), Style, Inference, Genre,	formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar	Glencoe Literature: The Reader’s Choice--American Literature; <i>A Streetcar Named Desire</i> ;

influences on the literature of the period, and Interpret graphic information.	Socratic Seminar, Mood, Tone, Diction, Bias, Voice, Propaganda, Fact/Opinion, Genre, Socratic Seminar		
--	---	--	--

Unit Title:

From Depression to Cold War (1930s and 1960s)

Suggested time frame:

4-6 weeks

Standards:

CC.1.2.9-10: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.4.9-10: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How did the Depression encourage a revival of the Regionalist literature?
In what different ways did the writers of this period present urban life?
How did the role of the United States in the world change as a result of WWII and the Cold War?

Competency	Vocabulary	Strategy	Resource
Students will be able to: Analyze recognized works of American literature, Trace the development of American literature, Contrast major periods, themes, styles, and trends in American literature, Evaluate the	Resolution, Climax, Falling Action, Diction, Point of View, Connotations, Context Clues, Figurative Language (personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony,	formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar	Glencoe Literature: The Reader’s Choice--American Literature;

philosophical, political, religious, ethical, and social influences on the literature of the period, and Interpret graphic information.	foreshadowing, flashback), Style, Inference, Genre, Socratic Seminar, Mood, Tone, Diction, Bias, Voice, Propaganda, Fact/Opinion, Genre, Socratic Seminar		
---	---	--	--

Unit Title:

Into the 21st Century (1960--Present)

Suggested time frame:

4-6 weeks

Standards:

CC.1.2.9-10: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.4.9-10: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

What political, social, and cultural forces contributed to the rise of protest movements in the 1960s and 1970s?

How has environmentalism affected contemporary American literature?

How have today’s writers reshaped the traditions of Modernism?

Competency	Vocabulary	Strategy	Resource
Students will be able to: Analyze recognized works of American literature, Trace the development of American literature, Contrast major periods, themes, styles, and trends in American literature, Evaluate the philosophical, political, religious, ethical, and social	Resolution, Climax, Falling Action, Diction, Point of View, Connotations, Context Clues, Figurative Language (personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback), Style, Inference, Genre,	formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar	Glencoe Literature: The Reader’s Choice--American Literature;

influences on the literature of the period, and Interpret graphic information.	Socratic Seminar, Mood, Tone, Diction, Bias, Voice, Propaganda, Fact/Opinion, Genre, Socratic Seminar		
--	---	--	--