

6--American Modernism

Content Area: **ELA**
Course(s): **Accelerated English 11**
Time Period:
Length: **5 weeks**
Status: **Published**

Course Pacing Guide

Accelerated American Literature explores the forces that constantly (re)shape American identity, taking us from the colonial era to present day, and examines both the noble and problematic aspects of the American experience through literary and nonfiction texts.

Unit	MP	Weeks
American Identity and Creation of the Dream	1	3
Questioning/Corrupting the Dream	1-2	5
American Philosophy: Nature and Transcendentalism	2	4
Trials, Tests, and Manifest Destiny	3	4
		4
The Legacy of Slavery	3	
Modernism/Postmodernism	4	5

Unit Overview

The last unit of the year introduces students to Modernism and the events that led to Postmodernism, allowing students to examine their own beliefs and worldviews.

Enduring Understandings

The idea of Modernism as a rejection of old forms and an interesting psychology/the workings of the human mind

The senselessness of WWI leading to a re-examination of old beliefs

Genocide, the threat of nuclear war and now, mass shooting and terrorism, creating Postmodern beliefs

The hopefulness and sadness of Postmodernism

Essential Questions

What is Modernism? How is it different/similar to traditional realism?

What is Postmodernism? How is it different from Modernism?

What is the overarching worldview of generation Z? Why? Where do you fit into that belief system?

New Jersey Student Learning Standards (No CCS)

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Amistad Integration

Unit text requires that students consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

Holocaust/Genocide Education

- Unit text requires that readers consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

Interdisciplinary Connections

SOC.6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
SOC.6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

Technology Standards

TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.

21st Century Themes/Careers

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
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Financial Literacy Integration

PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.5	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

Instructional Strategies & Learning Activities

Activities

- Socratic seminars/class discussion
- small group work to discuss and analyze literature
- timed writing prompts

- examination of modern media that reflect themes in classic texts
- Class debates and discussions
- Peer editing
- Teacher-made worksheets

Differentiated Instruction

- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Debate
- LMS use
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning

Formative Assessments

- Annotations
- Quick write
- Reading checks
- Open-ended journal entries
- Class discussion
- Close reading questions

Summative Assessment

- Test w/essay structure format
- Final speech
- Self-directed creative project
- Reading journal

Benchmark Assessments

N/A (SGO complete)

Resources & Technology

- Google Docs/Google Drive
- Chromebooks
- Promethan Board

BOE Approved Texts

A Prayer for Owen Meany by John Irving

Slaughterhouse Five by Kurt Vonnegut

Short stories by Hemingway

"The Hollow Men" by T.S. Eliot

Death of a Salesman by Arthur Miller

Choice fiction (see teacher list)

Closure

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade

would get it.

- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Grade spelling separately from content.

- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Use de-escalating strategies
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Tiered learning
- Focus on effort and practice
- Encourage risk taking