

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	American Literature					
Author	Caitlin MacLeod-Bluver					
Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	In this course, we will use American literature (narratives, stories, film, poetry, art) and nonfiction to help us deepen our understanding of the human experience and the human experience in American society. Course Goals: This course will help you: 1. Develop and refine your own voice, both in writing and speaking, as well as your critical reading skills. 2. Develop a deeper understanding of the role of literature in our world. 3. Understand and demonstrate that you can use your voice to advocate for a more just world.					
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Unit 1: Narrative Who am I?	Unit 2: Literary Analysis: Poet X	Unit 3: Sci-Fi Short Stories	Unit 4:Open Letter Competition Unit 4: All American Boys	Unit 6: Memoirs (Memoir Task)	
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	What makes me, me? What story do I want to tell about who I am and what matters to me?	How does poetry comment on what it means to be human? How can we use writing to help us navigate the complexities and challenges in our world?	What does science fiction teach us about ourselves and our world? Are you hopeful or hopeless about our future? In what ways does Science Fiction reflect current social issues? How does Science Fiction explore/expose significant political, cultural and environmental concerns?	What is the American Dream? How is it dependent on the exploitation of the Black Body? How do we live in this world?	How do I tell my story? What are the elements of strong storytelling?	
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>	Communication	Communication	Communication	Communication	Communication	
Core Texts	How to Eat a Guava Two Names, Two Worlds My Name	<i>The Poet X</i> and supplemental texts	The Ones Who Walk Away from Omelas The Star The Veldt The Wretched and the Beautiful	<i>Between the World and Me</i> And supplemental texts	Chameleon by Trevor Noah Crying in H Mart by Michelle Zauner	

GP- Content Indicators Clarification: These are the <i>performance indicators you will teach, assess and report on.</i>	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u> ; provide an objective summary of the text.	
	CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	Writing W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	Writing W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	Writing W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	Writing W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	Writing W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	
	W.N.9-10.1 Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen details</u>, and well-structured event sequences.	W.N.9-10.1 Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen details</u>, and well-structured event sequences.	W.N.9-10.1 Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen details</u>, and well-structured event sequences.	W.N.9-10.1 Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen details</u>, and well-structured event sequences.	W.N.9-10.1 Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen details</u>, and well-structured event sequences.	
	SL.CC.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively:	SL.CC.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively:	SL.CC.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively:	SL.CC.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively:	SL.CC.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively:	
	SL.PK.9-10.1 Present information, findings, and supporting evidence clearly,	SL.PK.9-10.1 Present information, findings, and supporting evidence clearly,	SL.PK.9-10.1 Present information, findings, and supporting evidence clearly,	SL.PK.9-10.1 Present information, findings, and supporting evidence clearly,	SL.PK.9-10.1 Present information, findings, and	

American Literature
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	concisely, and logically <u>such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</u>	concisely, and logically <u>such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</u>	concisely, and logically <u>such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</u>	concisely, and logically <u>such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</u>	supporting evidence clearly, concisely, and logically <u>such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</u>	
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Narrative Writing: Poems/Writing	Literary Analysis Socratic Seminar Poetry	Literary Analysis Socratic Seminar Narrative: Short Story	Research and Argumentative: Open Letter Literary Analysis Socratic Seminar	Narrative Writing: Memoir	
Celebrations of Learning	Welcome Back to School Night	Flynn-Poetry Workshop Nov. 21	Poetry Out Loud School Competition	Poetry Out Loud State Semifinals Vermont Youth Poet Laureate due Feb 28	National Poetry Month Showcase Open Letter Contest NYT due April 16 Fighting Words-Pultizer due May 11	
Link to Unit <i>Clarification: This is the link to your unit plan.</i>	Unit 1: Narrative Who am I?	Unit 2: Literary Analysis: Poet X	Unit 3: Sci-Fi Short Stories	Unit 4:Open Letter Competition Unit 4: All American Boys	Unit 6: Memoirs (Memoir Task)	