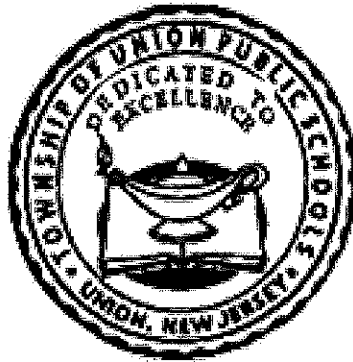


# TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



**English Department**

**EN360**

**English 11 AP Literature and Composition**

**Adopted 06/19/2018**

Updated 12/18/18

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

AP Literature is a year-long course designed for the highly-motivated high school junior who is planning on taking the AP Exam in English Literature and Composition. It covers the equivalent of a college freshmen literature class in that it will enable the students to have a critical understanding of genre, theme and style, focusing on British, including Post-Colonial, American and world literature. In addition, students will be instructed in the process of writing expository and analytical essays, as well as proper MLA documentation. Composition skills emphasize the refinement of personal expression and critical analysis.

The focus of this course is to train students how to read and analyze quality literature from a wide gamut of genres and historical periods. Students will be able to explain various writing styles, themes, literary elements and literary merit. This understanding will be demonstrated through class discussions, student developed presentations, practice tests and three types of literary writing: writing to understand (discovering their own reader's response), writing to explain (interpreting the literature), and writing to evaluate (examining the literary merit of a work). These writing exercises will include formal extended analyses, timed in-class responses and informal reading logs.

The students in this course must read actively and deliberately, making careful observation of details, drawing conclusions from inferences leading to interpretive conclusions, establishing the value and merit of a literary piece and most importantly, establishing connections between pieces of literature among their observations.

The required writing for the course is more than just a mere reinforcement to the study of pieces of literature. The elements include essay questions, some timed, as required of college-level writers. There are at least two extended essays requiring research and documentation. Emphasis is placed on helping students develop their own stylistic maturity through thoughtful revision and is characterized by containing the following:

- A wide-ranging vocabulary used with denotative accuracy and connotative inventiveness.
- A variety of sentence structures, including the appropriate use of subordinate and coordinate constructions
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions and emphasis.

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RL.11-12.1-7,10 RI11-12.1, 10	W11-12.1, 2, 5-10	SL.11-12.1,2, 4, 5, 6	L11-12.1-6
<b>Unit 2</b>	RL 11-12 1-4, 6-7, 9-11	W11-12 1-10	SL 11-12 1-6	L11-12 1-4
<b>Unit 3</b>	RL.11-12.1-6, 7, 9, 10	W.11-12.1-4, 6, 8, 9	SL 11-12 1-6	L11-12 1-4
<b>Unit 4</b>	RL.11-12.2-5,9 RI.4,6,7	W.11-12.1,1a,2, 3, 3a-e, 4, 5, 7, 8, 9a, 9b, 10	SL.11-12.1,1a,1 1b, 2, 4, 5	L.11-12.1, 1a, 2, 2b, 3, 4, 4a-d, 5, 5b, 6,
<b>Unit 5</b>	RL.11-12.1-4, 6,9,10	W11-12.1-4, 6, 9	SL.11.12.1-6	L 11.12.1-6
<b>Unit 6</b>	RL. 11-12. 1,2,4,6,9,10,11	W11-12 1-11	SL. 11-12.1-6	L11-12 1-6
<b>Unit 7</b>	RL. 11-12 1-7	W11-12 1-11	SL. 11-12.1-6	L11-12 1-6

### Additional Standards

Unit	WIDA	Technology	21st Century / Career
<b>1</b>	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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		<ul style="list-style-type: none"> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	organizational cultures.
5	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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7	ELP STANDARD 2: The Language of Language	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and

	Arts	<p>related area for review.</p> <ul style="list-style-type: none"> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	<p>problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
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## Pacing Guide

	Anticipated Length of Time (days)
<b>Unit 1</b>	10 days
<b>Unit 2</b>	30 days-concurrent with other units
<b>Unit 3</b>	34 days
<b>Unit 4</b>	34 days
<b>Unit 5</b>	34 days
<b>Unit 6</b>	34 days
<b>Unit 7</b>	34 days

## Overview of Required Activities

	Required Activities	Reading--Various Genres
<b>Unit 1</b>	Unit Activities:	from summer reading:

	<p><b>Introductory Essay Project</b>  <b>Introductory Video</b>  <b>Project-About Me</b></p> <p><b>Junior Memory Book--will be completed throughout the year</b>  OR  Literary Journal Assignment</p>	<p><i>The Stranger</i>, Albert Camus  <i>King Lear</i>, Shakespeare</p>
<b>Unit 2</b>	<p><b>Unit Activities:</b>  Literary Devices--September-April  Mnemonic Devices as a Study Aid  Cornell Notes  Metacognitive Letters</p>	
<b>Unit 3</b>	<p><b>Unit Activities:</b>  Short Stories  Literary Annotations  Individual and Group projects  Literary Analysis  Changing POV in Short Stories  Writing original short story  Answering Open Ended Prompts  Understanding Diction, Tone and Syntax  Writing in the Literary Present Tense  Active vs Passive Voice  Connotation and Denotation  Cornell Notes  Metacognitive Letters  Study of Prose Passages for Exam Preparation</p>	<p>Suggested Short Stories may include:  Guy DeMaupassant, "The Necklace"  Herman Melville—"Bartleby the Scrivener"  Katherine Mansfield--"Miss Brill"  Toni Cade Bambara – "The Lesson"  Andre Dupus "Killings"  William Faulkner—"A Rose for Emily"  James Joyce—"Eveline"  Flannery O'Connor - A Good Man is Hard to Find  Eudora Welty- A Worn Path  Charlotte Perkins Gillman  Nathaniel Hawthorne Study in Bedford Series</p> <p><b>Optional-Prentice Hall Selections</b></p>
<b>Unit 4</b>	<p><b>Unit Activities:</b>  Novels  Literary Analysis  Individual and Group projects  The Hero's Journey  Comparison Essay  Literary Annotations  Answering Prose Prompts  Pronoun/Antecedent Referent  Cornell Notes  Metacognitive Letters  Figurative Language  Author's Style</p>	<p>Required - Choice of: (2)  <i>Pride and Prejudice</i>, Jane Austen  <i>Tom Jones</i>, Henry Fielding  <i>Great Expectations</i> - Charles Dickens  <i>Their Eyes Were Watching God</i>- Zora Neal Hurston  <i>The Great Gatsby</i>- F. Scott Fitzgerald</p>



<b>Unit 5</b>	<b>Unit Activities:</b> Poetry Answering Poetry Prompts Scansion Literary Analysis Figurative Language Cornell Notes Metacognitive Letters	
<b>Unit 6</b>	<b>Unit Activities:</b> Drama-Tragedy Literary Analysis Practice AP Tests Polonius Letter	Required: <i>Hamlet</i> , William Shakespeare  Optional: <i>The Crucible</i> - Arthur Miller <i>A Raisin In the Sun</i> --Lorraine Hansberry
<b>Unit 7</b>	<b>Unit Activities:</b> <b>Drama-Comedy</b> Literary Analysis Junior Year Scrapbook-From Unit 1	Required- Choice of 1 <i>Lysistrata</i> , Aristophanes The Taming of the Shrew- William Shakespeare

## Unit 1: To Represent by Words Written or Spoken: Description

### Unit Summary

This unit is included because all students have to learn how to write effective introductory college essays as well as eventually introduce themselves to random strangers for job interviews. The technique here is to have a good self-introduction essay/memoir and video presentation to allow them to feel comfortable in front of their teacher and peers.

Students will describe themselves with as many vivid descriptive details as possible.

Student presentations of such will include a piece of music, an art work, and a poem that describes them. Junior Memory Book: All Year Project (due at the end of second semester). Students will write a variety of essays evaluating their high school experience thus far, making predictions about their future. It shall include photos and other relevant information.

**Or**

Students will write a Literary Journal, outlining the plays, novels and poems that have shaped their passion for literature and the tools that help an author create each piece of writing. They will utilize a variety of literary elements to show their level of literary analysis.

### Essential Questions

1. How are we alike?
2. How are we different?
3. What are basic needs & wants?
4. How do I fit in my classroom & school?
5. What are the essential tools that make a great piece of literature?

6. How does literature help up make connections to our daily lives and decisions?  
 7. How can literature shape us and the world around us?

<b>READING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
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.	RL 11-12.2
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).	RL 11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL 11-12.4
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RL 11-12.5
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).	RL 11-12.6
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at	RL 11-12.7

<p>grade level text-complexity or above with scaffolding as needed.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>	<p>RL.11-12.10.</p> <p>RI.11-12.1</p> <p>RI.11-12.10.</p>
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**Suggested Materials/Educational Resources**

[http://rwjms.umdnj.edu/departments\\_institutes/boggscenter/projects/documents/Chapter04-1.pdf](http://rwjms.umdnj.edu/departments_institutes/boggscenter/projects/documents/Chapter04-1.pdf)

<https://www.developgoodhabits.com/self-awareness-activities/>  
<https://studybay.com/blog/self-introduction-essay-sample/>  
<https://news.essayontime.com/how-to-write-a-self-introduction-essay>  
<chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalx/views/app.html>

**Various Novels**

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1. Introduce precise, knowledgeable claim(s),</p>	<p>W.11-12.1</p>

<p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is</p>	<p>W11-12.2</p>
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<p>most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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.</p> <p>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. (MLA or APA Style Manuals).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>W.11-12.5</p> <p>W.11-12.6</p> <p>W.11-12.7</p> <p>W.11-12.8</p> <p>W.11-12.9</p> <p>W.11-.10</p>
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<b>Suggested Materials/Educational Resources</b>
<a href="https://writemyessay4me.org/blog/essay-about-yourself">https://writemyessay4me.org/blog/essay-about-yourself</a> <a href="https://www.vanderbilt.edu/writing/wp-content/uploads/sites/164/2016/10/Literary-present-tense.pdf">https://www.vanderbilt.edu/writing/wp-content/uploads/sites/164/2016/10/Literary-present-tense.pdf</a>
<b>Purdue Writing Owl / MLA Guidelines</b>

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SL.11-12.1</p>

<p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.2.</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p> <p>SL.11-12.6</p>
<b>Suggested Materials/Educational Resources</b>	
<b>Previous Student Samples</b> <a href="https://www.youtube.com/watch?v=uWEWVkcgsMM">https://www.youtube.com/watch?v=uWEWVkcgsMM</a> <a href="https://www.youtube.com/watch?v=aGEFtRwPhE4">https://www.youtube.com/watch?v=aGEFtRwPhE4</a>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Conventions of Standard English</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L11-12.1</p> <p>L.11-12.2</p> <p>L11-12.3</p>

<p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L11-12.4</p> <p>L11-12.5</p> <p>L.11-12.6</p>
<b>Suggested Materials/Educational Resources</b>	
<b><a href="https://study.com/academy/lesson/using-language-vividly.html">https://study.com/academy/lesson/using-language-vividly.html</a></b>	

**Suggested Modifications**



- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

**Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Class/small group discussions/presentations</li> </ul>	Personal Narrative or Introductory Videos or Literary Journal	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
	<a href="https://writemyessay4me.org/blog/essay-about-yourself">https://writemyessay4me.org/blog/essay-about-yourself</a> Student samples	
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Write a personal narrative (self introduction) or	Level of interest, creativity and focus	Language Conventions

Introductory Videos or Literary Journal		
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**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

[https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/IHLA\\_PDFs/SelfIntroductions\\_IHLAArticle.pdf](https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/IHLA_PDFs/SelfIntroductions_IHLAArticle.pdf)

## **Unit 2: An Identifiable Rule of Thumb, Convention or Structure: Literary Devices**

### **Unit Summary**

Understanding literary elements is necessary for literary analysis.

Using mnemonic devices, students will devise their own memory aids, such as creating a song, rap or poem to remember literary devices and be able to give concrete and specific examples. Students will cooperatively teach each other the literary terms.

### **Essential Questions**

**How do the literary elements contribute to the meaning of a selection?**

<b>READING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
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.	RL 11-12.2
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).	RL 11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL 11-12.4
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	

<p>provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>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).</p>	<p>RL 11-12.6</p>
<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	<p>RL 11-12.7</p>
<p>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.</p>	<p>RL 11-12.9</p>
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>RL 11-12.10</p>
<p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RL 11-12.1</p>
<p>Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<p>RL 11-12.1</p>
<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL 11-12.2</p>
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how</p>	

<p>an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>RL 11-12.3</p>
<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>RL 11-12.4</p>
<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>RL 11-12.5</p>
<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>RL 11-12.6</p>
<p>Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>RL 11-12.7</p>
<p>Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>RL 11-12.8</p>
<p>By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>	<p>RL 11-12.9</p>
	<p>RL 11-12.10</p>

<b>Suggested Materials/Educational Resources</b>	
<a href="https://classroom.google.com/o/NTA4NDgwODIzNlpa">https://classroom.google.com/o/NTA4NDgwODIzNlpa</a>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1. 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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>W11-12.1</p>

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.

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.

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.

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.

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

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W11-12.2

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

1. 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

W11-12.3

<p>progression of experiences or events.</p> <ol style="list-style-type: none"> <li>2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>3. 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).</li> <li>4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	
<p><b>Production and Distribution of Writing</b> 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.)</p>	W11-12.4
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	W11-12.5
<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	W11-12.6
<p><b>Research to Build and Present Knowledge</b> 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</p>	W11-12.7



<p>sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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. (MLA or APA Style Manuals). Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., <i>The Federalist</i>, presidential addresses]”).</p> <p><b>Range of Writing</b></p> <p>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.</p>	<p>W11-12.8</p> <p>W11-12.9</p> <p>W11-12.10</p>
<b>Suggested Materials/Educational Resources</b>	
<p>Teaching Literary Elements with Short Stories</p>	

The Best American Short Stories  
Short Stories for Teaching Theme  
Short Stories for Teaching Irony  
Short Stories for Teaching Symbolism  
Short Stories for Teaching Conflict  
Short Stories for Teaching Foreshadowing  
Short Stories for Teaching Imagery  
Short Stories for Teaching Characterization

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p><b>Comprehension and Collaboration</b></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12</i> topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Integrate multiple sources of information presented</p>	<p>SL:11-12.1</p> <p>SL11-12.2</p>

<p>in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.3</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p> <p>SL.11-12.6</p>
<b>Suggested Materials/Educational Resources</b>	
<a href="https://literaryterms.net/mnemonic/">https://literaryterms.net/mnemonic/</a>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p><b>Conventions of Standard English</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Demonstrate command of the conventions of</p>	<p>L11-12.1</p> <p>L11-12.2</p>

<p>standard English capitalization, punctuation, and spelling when writing.</p>	
<p>A. Observe hyphenation conventions.</p>	
<p>B. Spell correctly.</p>	L11-12.3
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	L11-12.4
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p>	
<p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	
<p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>	
<p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	
<p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	L11-12.5
<p>B. Analyze nuances in the meaning of words with similar denotations.</p>	
<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	L11-12.6

<b>Suggested Materials/Educational Resources</b>
<a href="https://www.mnemonic-device.com/literature/">https://www.mnemonic-device.com/literature/</a>

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
Mnemonics	Application Tests -Literary Devices Use of Literary Devices in Essays	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
	Literary Terms	
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Literary Analyses	Answering the Prompt	Using Literary Devices Effectively

<b>Suggested Modifications</b>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> </ul>

## INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

<https://theeducatorsroom.com/literary-elements/>

<https://www.bespokeclassroom.com/blog/2017/1/10/acronyms-for-literary-analysis>

### Unit 3:

#### Unit Summary

Literary analysis is a skill in which the elements that make up a whole unit are examined. The unit can be a poem, a short story, an essay, a novel, an advertisement, artwork, or a film. Consider that authors (and their editors) make many choices that result in what the audience sees, how the work can be interpreted, and how it affects readers. Analysis helps readers to understand how a piece of literature works and how it conveys specific ideas or creates specific effects on readers.

In this unit, students will study short stories of various lengths with emphasis on characterization, point of view, author's purpose and tone. They will review and perform deep analysis of literary devices. Students will complete interpretative essays on the selections as well as private journal writing and reading logs. Students will be required to write their own short story, imitating the style of one of the authors they read. This can be an individual or paired project.

#### Essential Questions

*Writings as a Process (prewriting, drafting, revising, editing, post-writing)*

How do good writers express themselves?

How does process shape the writer's product?

*Writing as a Product (resulting in a formal product or publication)*

How do writers develop a well written product?

*Mechanics, Spelling, and Handwriting*

How do rules of language affect communication?

*Writing Forms, Audiences, and Purposes (exploring a variety of forms)*

Why does a writer choose a particular form of writing?

*Discussion*

How can discussion increase our knowledge and understanding of an idea(s)

*Word Choice*

How does the choice of words affect the message?

*Oral Presentation*

How does a speaker communicate so others will listen and understand the message?

*Understanding Short Stories*

How do authors order events of a text?  
 How do authors manipulate time in a text?  
 How is plot structured in multiple texts?  
 How does the setting influence the characters and action?  
 How do characters evolve throughout text?  
 How is language used in a text?  
 How does the cultural experience of an author impact a text?  
 How do literary elements convey theme?  
 What does theme reveal about human nature?  
 How can a narrative element work in a film?

READING	
Critical Knowledge and Skills	Standards
<p>Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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.</p> <p>Analyze a case in which grasping a point of view</p>	<p>RL 11-12.1</p> <p>RL 11-12.2</p> <p>RL 11-12.3</p> <p>RL 11-12.4</p>

<p>requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>RL 11-12.6</p>
<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	
<p>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.</p>	<p>RL 11-12.7</p>
	<p>RL 11-12.9</p>
	<p>RL 11-12.10</p>

**Suggested Materials/Educational Resources**

**Suggested Short Stories**

Guy DeMaupassant, “The Necklace”

Herman Melville—“Bartleby the Scrivener”

Katherine Mansfield--”Miss Brill”

Toni Cade Bambara – “The Lesson”

Andre Dupus “Killings”

William Faulkner—“A Rose for Emily”

James Joyce—“Eveline”

Flannery O’Connor -” A Good Man is Hard to Find”

Eudora Welty- A Worn Path

Charlotte Perkins Gillman

Nathaniel Hawthorne Study in

**Optional-Prentice Hall Selections**

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an	W11-12.1



analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. 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.

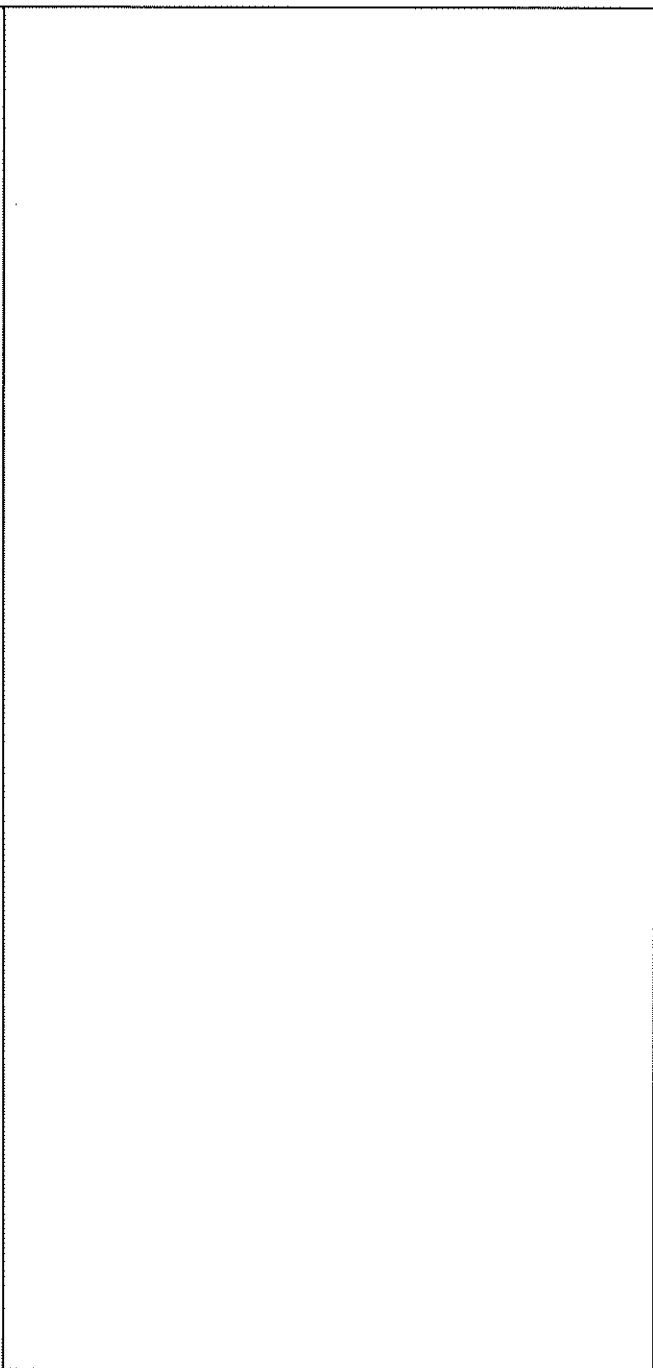
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible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

C. Use transitions (e.g. words, phrases, clauses) 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.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the

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

Introduce precise, knowledgeable



**Suggested Materials/Educational Resources**

Whole-Class learning tasks

Small Group learning tasks

Independent learning tasks

<https://astearnseng101.wordpress.com/2013/12/01/metacognitive-letter-assignment/>

<https://www.youtube.com/watch?v=i5eeiN2xX2Q>

<https://owl.english.purdue.edu/owl/resource/539/02/>

<https://classroom.google.com/c/NTA4NDgwODIzNlpa/t/NzMxNzMzNjY3OVpa>

<https://classroom.google.com/c/NTA4NDgwODIzNlpa/t/NzMxNzMzNjY3OVpa>

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and</p>	<p>SL:11-12.1</p>

<p>evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL11-12.2</p> <p>SL11-12.2</p> <p>SL11-12.3</p> <p>SL11-12.4</p> <p>S11-12.5</p> <p>SL11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	

Whole- Class Learning Texts

Small- Group Learning Texts

Independent Learning Texts

<https://penandthepad.com/change-point-narrative-20211.html>

<http://www.bucks.edu/media/bcccmecialibrary/tutoring/documents/writingareahandoutrevision/literature/HowToWriteLitAnalysis.pdf>

<http://www.otterbein.edu/Files/pdf/Education/JTIR/Volumell/VanAlstineshort.pdf>

[https://www.csun.edu/~krowlands/Content/Academic\\_Resources/Literature/Instructional%20Strategies/Short-Literature%20Discussion%20Strategies.pdf](https://www.csun.edu/~krowlands/Content/Academic_Resources/Literature/Instructional%20Strategies/Short-Literature%20Discussion%20Strategies.pdf)

## LANGUAGE

Critical Knowledge and Skills	Standards
Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L11-12.2
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	L11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	

<p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L11-12.4</p> <p>L11-12.5</p> <p>L11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Whole-Class Learning Texts  Small-Group Learning  Independent</p>	

Learning <https://www.bespokeclassroom.com/blog/2017/1/10/acronyms-for-literary-analysis>  
<https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/>

### Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

### Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent

### ASSESSMENT PLAN

District/School Formative  
Assessment Plan

District/School Summative  
Assessment Plan

<p>Student performance is assessed formatively in various ways to attain mastery learning.</p> <ul style="list-style-type: none"> <li>Class work /Homework</li> <li>Bookmarks</li> <li>Post-It Note Strategies</li> <li>KWL Rubrics</li> <li>Synthesis Essays</li> <li>Analysis Essays</li> <li>Reports</li> <li>Projects</li> <li>Close Reading</li> <li>Cornell Notes</li> <li>Annotations/Analyzing the Text</li> <li>Reflections on Writing</li> <li>Evidence logs (evaluating strength of evidence)</li> <li>Analyzing craft and structure</li> <li>Analyzing author's style, tone, diction and syntax</li> <li>Open-Ended Responses</li> <li>Performance Assessment</li> <li>Pairs/Groups Independent Work</li> <li>Teacher Reflection</li> <li>Metacognitive letters</li> <li>Active Reading Strategies</li> <li>Story Mapping</li> <li>Impromptu Writing</li> <li>Graphic Organizers</li> <li>Rubrics</li>   <li>Practice Standardized AP Multiple Choice (optional)</li> </ul>	<ul style="list-style-type: none"> <li>District Benchmark</li> <li>Open Ended Essays</li> <li>Short Story Test</li> <li>Individual/Paired Short Story</li> <li>Or</li> <li>Literary Journal</li> <li>Project/Presentations</li> </ul>
<p>District/School Texts</p>	<p>District/School Supplementary Materials</p>

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Open Ended Essays	answering the prompt in a well focused analysis -content, style, mechanics	language conventions
Original Short Story	Develop strong characters Dialogue that will help reveal the characters Setting – the time and location of the story Story is told from a specific point of view Plot, or series of events that leads to the climax Theme that is revealed by the story's end Write for a specific audience	language conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<a href="https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam">https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam</a> <a href="http://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/HowToWriteLitAnalysis.pdf">http://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/HowToWriteLitAnalysis.pdf</a> <a href="http://www.mcps.shs.net/ourpages/auto/2014/10/16/55578486/stylenotes.pdf">http://www.mcps.shs.net/ourpages/auto/2014/10/16/55578486/stylenotes.pdf</a> <a href="chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalx/views/app.html">chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalx/views/app.html</a> <a href="https://www.albert.io/blog/how-to-get-a-9-on-the-open-question-in-ap-english-literature/">https://www.albert.io/blog/how-to-get-a-9-on-the-open-question-in-ap-english-literature/</a> <a href="https://thewritepractice.com/how-to-write-a-short-story/">https://thewritepractice.com/how-to-write-a-short-story/</a> <a href="#">Close Reading and Annotation Guide</a> <a href="#">Evidence Log Guide</a> <a href="#">Word Network Model</a> <a href="#">Writing Informational/Explanatory Grades 11-12</a>

**Unit 4: Creating Living Characters: Novel Unit**



### **Unit Summary**

In this unit, students will be reading and comparing and contrasting two novels, *Pride and Prejudice* and *Tom Jones*. Students will be meeting the original lovable “bad boy,” and considering the first open-minded liberated woman

Students will be thoughtfully discussing character analysis, style, historical and social contexts, themes and motifs. A suggested assignment will be a comparison/contrast essay as well as extended response with documentation.

Or

Students will be reading and analyzing *Great Expectations* , *Their Eyes were Watching God*. or *The Great Gatsby*.

With each novel, students will be analyzing the author’s style and use of literary elements as well as dissecting the social and historical backgrounds of each.

Students will explore the similarities and differences of each novel and the time period from which it comes.

### **Essential Questions**

#### ***Pride and Prejudice*--Jane Austen**

What can literature teach us about time period and culture?

How does Austen use point of view to develop characters?

How does an author use setting to develop theme?’

What is the importance of first impressions?

#### ***Tom Jones*--Henry Fielding**

What is the purpose of the prefatory chapters to each book?

How does Fielding;s dramatic entrances and exits shape the structure of the novel?

How does the author use irony throughout the novel?

How does the author contrast characters?

What do we learn about Tom and his progress from his affairs?

What is the relationship between Sophia’s ideal characteristics and her nature as a rounded character?

How does Fielding use food as a motif?. What do you think are the functions of the image?

What is the significance of the long interpolated stories (*The Man on the Hill*--Harriet Fitzpatrick)? How are they connected to the central action?

Readers of *Tom Jones* have sometimes complained that the ending is hasty, contrived, artificial, and generally unsatisfactory? What are the grounds on which such a judgment can be made? Do you agree with it? Does the possible weakness of the end undermine the meaning of the novel as a whole?

#### ***Hero’s Journey*--Joseph Campbell**

**Do the attributes of a hero remain the same over time?**

**When does a positive personality trait become a tragic flaw?**  
**What is the role of a hero or “sheroe” (coined by Maya Angelou) in a culture?**  
**How do various cultures reward / recognize their heroes and “sheroes”?**  
**Why is it important for people and cultures to construct narratives about their experience?**  
**How does the media shape our view of the world and ourselves?**  
**In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?**

or

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### **Essential Questions**

#### ***Pride and Prejudice--Jane Austen***

**What can literature teach us about time period and culture?**  
**How does Austen use point of view to develop characters?**  
**How does an author use setting to develop theme?’**  
**What is the importance of first impressions?**  
How can a narrative element work in a film?

#### **Great Expectations**

**What expectations does society have on an individual?**  
**How does the geographical and historical setting affect plot and conflict?**  
**How does the author’s language influence the reader’s understanding of the text?**  
**How are people motivated to change the power structure in society?**  
**What is the role of heritage and culture in shaping a person’s perspective?**  
How can a narrative element work in a film?

#### **Their Eyes Were Watching God**

**What is acceptable behavior in a healthy relationship?**

**How do our families affect our behavior and our relationships?**

**What does society expect of men and women in their relationships?**

**How do these expectations impact society?**

**How do the choices we make affect our lives and our relationships?**

**Compare/Contrast journeys of Elizabeth Bennet and Janie.**

How can a narrative element work in a film?

**The Great Gatsby**

**How does the historical context of when a text is written, or historical setting of the narrative, affect current reader's interpretation? To what extent is Fitzgerald's message sustained or lost to present-day audience?**

How can a narrative element work in a film?

**How does Fitzgerald's description of setting influence understanding character motivation and influence.**

**What role does disillusionment play in this novel?**

READING	
Critical Knowledge and Skills	Standards
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.	RL.11-12.2.
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).	RL.11-12.3.
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	RL.11-12.4.

(e.g., Shakespeare as well as other authors.)	
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.	RL.11-12.5.
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.	RL.11-12.9.
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4.
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6.
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7.

**Suggested Materials/Educational Resources**

**Tom Jones-Henry Fielding**  
**Pride and Prejudice-Jane Austen**  
**Great Expectations - Charles Dickens**  
**Their Eyes were Watching God- Zora Neale Hurston**  
**The Great Gatsby - F. Scott Fitzgerald**  
<http://mythologyteacher.com/documents/TheHeroJourney.pdf>

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	W.11-12.1.a.
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.	W.11-12.2.
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3.
<p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	W.11-12.3.a-e.
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.)	W.11-12.4.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new	W.11-12.5.

approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	
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.	W.11-12.7.
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. (MLA or APA Style Manuals).	W.11-12.8.
A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).	W.11-12.9.a.
Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., <i>The Federalist</i> , presidential addresses]”).	W.11-12.9.b.
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.	W.11-12.10.
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>● <a href="chrome-extension://bpmcpldpdmajfigpchkicefoigmkfac/views/app.html">chrome-extension://bpmcpldpdmajfigpchkicefoigmkfac/views/app.html</a></li> <li>● <a href="https://www.youtube.com/watch?v=ivfhPleh3F4">https://www.youtube.com/watch?v=ivfhPleh3F4</a></li> <li>● DIDLS strategy</li> <li>● SOAPSTONE strategy</li> <li>● <a href="https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam">https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam</a></li> <li>● MLA or APA Style Handbook</li> <li>● Purdue Owl:</li> </ul>	

o <https://owl.english.purdue.edu/owl/>

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	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.	SL.11-12.1.a.
A. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	SL.11-12.1.b.
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2.
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4.
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5.
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="https://classroom.google.com/c/NTA4NDIzMzUwNVpa/t/ODEwOTgwMDE0OVpa">https://classroom.google.com/c/NTA4NDIzMzUwNVpa/t/ODEwOTgwMDE0OVpa</a></li> </ul>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.
A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1.a.
Demonstrate command of the conventions of standard English capitalization, punctuation, and	L.11-12.2.

spelling when writing.	
A. Spell correctly.	L.11-12.2.b
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4.
<p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	L.11-12.4.a-d.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5.
B. Analyze nuances in the meaning of words with similar denotations.	L.11-12.5.b
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6.
<b>Suggested Materials/Educational Resources</b>	
DIDLS strategy SOAPSTONE strategy <a href="https://docs.google.com/document/d/1IEsYxhsRhoaitsJytjL9mROlqvXQb7TVzaFU5jHNgWE/edit">https://docs.google.com/document/d/1IEsYxhsRhoaitsJytjL9mROlqvXQb7TVzaFU5jHNgWE/edit</a>	



<b>Suggested Modifications</b>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> </ul>

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>Student performance is assessed formatively in various ways to attain mastery learning.</p> <ul style="list-style-type: none"> <li>Class work /Homework</li> <li>Bookmarks</li> <li>Post-It Note Strategies</li> <li>KWL Rubrics</li> <li>Synthesis Essays</li> <li>Analysis Essays</li> <li>Reports</li> <li>Projects</li> </ul>	<ul style="list-style-type: none"> <li>Mid term exam</li> <li>Unit tests-Pride and Prejudice/Tom Jones</li> <li>Hero's Journey essay</li> <li>Prose Essay prompts</li> </ul> <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> <li>Midterm Exam</li> <li>Prose Prompts</li> <li>Hero's Journey Essay</li> <li>Various Essays exploring Social and Historical influences.</li> <li>Unit Tests on various novels</li> </ul>

<p>Close Reading          Cornell Notes          Annotations/Analyzing the Text          Reflections on Writing          Evidence logs (evaluating strength of evidence)          Analyzing craft and structure          Analyzing author's style, tone, diction and syntax          Prose Prompt Performance Assessment          Pairs/Groups          Independent Work          Teacher Reflection          Metacognitive letters          Active Reading Strategies          Story Mapping          Impromptu Writing          Graphic Organizers          Rubrics</p> <p>Practice Standardized AP Multiple Choice (optional)</p>		
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p><i>Adventures of Tom Jones, A Foundling</i>-Henry Fielding  <i>Pride and Prejudice</i>-Jane Austen</p> <p>or</p> <p>Great Expectations - Charles Dickens          Their Eyes were Watching God- Zora Neale Hurston          The Great Gatsby</p>	<ul style="list-style-type: none"> <li>• Hero's Journey-Joseph Campbell</li> <li>• Prentice Hall Writing Coach</li> </ul>	
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Literary Analysis	Occasion Methods of Revealing Characters Major Themes and Motifs	mechanics

<p>Prose Prompts</p>	<p>Significance of setting Key moral/ethical problems Satirical elements? mood/tone Imagery Symbolism Figurative language</p> <p>answering the prompt in a well focused analysis -content, style, mechanics</p>	<p>language conventions</p>
<p>Hero's Journey Essay  or</p>	<p>analysis basis of either Tom Jones or Elizabeth Bennet in relation to Hero's Journey</p>	<p>language conventions</p>
<p>Various Essays exploring Social and Historical influences.</p>	<p>exploration of Social and Historical influences.</p>	

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<p><a href="https://classroom.google.com/c/NTA4NDIzMzUwNVpa/t/NTc4MzAxNjQ1NVpa">https://classroom.google.com/c/NTA4NDIzMzUwNVpa/t/NTc4MzAxNjQ1NVpa</a>  <a href="https://classroom.google.com/c/NTA4NDIzMzUwNVpa/t/NTEyMTE3MDUwM1pa">https://classroom.google.com/c/NTA4NDIzMzUwNVpa/t/NTEyMTE3MDUwM1pa</a>  <a href="https://docs.google.com/document/d/1fqma05tVt7YWr1Ny6BKnbLH0kool7pQsUX-u_3Y70Q/edit">https://docs.google.com/document/d/1fqma05tVt7YWr1Ny6BKnbLH0kool7pQsUX-u_3Y70Q/edit</a>  <a href="http://plmartinwrite.blogspot.com/2007/07/how-to-improve-your-literature-and.html">http://plmartinwrite.blogspot.com/2007/07/how-to-improve-your-literature-and.html</a>  <a href="https://docs.google.com/document/d/1DHOHPBF9HO1tJ5CIGYKDekVZTqXJTQjKHDoZzGCL3tk/edit">https://docs.google.com/document/d/1DHOHPBF9HO1tJ5CIGYKDekVZTqXJTQjKHDoZzGCL3tk/edit</a>  <a href="http://plmartinwrite.blogspot.com/2007/07/how-to-improve-your-literature-and.html">http://plmartinwrite.blogspot.com/2007/07/how-to-improve-your-literature-and.html</a></p> <p><a href="#">Research Guides 9-12</a>  <a href="#">Close Reading and Annotation Guide</a>  <a href="#">Evidence Log Guide</a>  <a href="#">Word Network Model</a></p>



## Unit Summary

Students will be introduced to what poetry entails. They will master poetry through practice, literary terms having to do with poetic forms and devices, such as: symbol, tone, meter, stress, foot, free verse, blank verse, couplet, dramatic monologue, elegy, epic, iamb, trochee, ode, sonnet, stanza, villanelle, caesura, enjambment, couplet, iambic pentameter, metaphor, simile, personification, euphony, cacophony, imagery, tone, mood, syntax, allusion, apostrophe, hyperbole, synecdoche, understatement, onomatopoeia, etc.

Students will complete a research project involving poetry as well as group and individual multi-media presentations.

Renaissance Poetry: Students will study the works of such poets as Shakespeare, Milton, Donne, Dryden, Jonson, Herrick, Marlowe, Herbert and Pope through class reading as well as private journal writing. They will discuss the historical and social context of the writing.

Romantic Poetry: Students will study the works of such Romantic poets as Wordsworth, Coleridge, Keats, Shelley and Byron through class readings and discussion as well as private journal writings. They will discuss the historical and social context of the writing.

Modern Poetry: Students will study the works of poets such as Eliot, Yeats, Auden, Hughes, Dickinson through class reading and discussion, as well as private journal writing. They will discuss the historical and social context of the writing.

## Essential Questions

How can poetry be defined?

What are poetic devices?

How are poetic devices used to engage readers?

What is scansion?

Why is imagery and symbolism as a poetic/literary device important to the understanding/appreciation of poetry?

How have dominant pieces of literature been inspired by poets and how can poems written in different eras and genres be compared?

Who were some of the prominent figures in multiple poetry movements and

how did they influence the creative flow and process of writing poetry?  
 What does learning about ourselves teach us about others?  
 Is creative flair a learned process or is it an inspired desire?  
 Why is the presentation of poetry an important skill learned?  
 How can one utilize life experiences as a foundation for creative and expressive thinking?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
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.	RL 11-12.2
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL 11-12.4
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.	
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets	RL 11-12.6

<p>the source text. (e.g., Shakespeare and other authors.)</p> <p>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.</p>	<p>RL 11-12.9</p>
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>RL 11-12.10</p>
<p>Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events in</p>	<p>RL 11-12.11</p>
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>RL 11-12.3</p>
<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>RL 11-12.4</p>
<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>RL 11-12.5</p>
<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve</p>	

a problem.	<p>RL 11-12.6</p> <p>RL 11-12.7</p>
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Suggested Materials/Educational Resources

<p>Whole -Class learning texts          Small-Group learning texts          Independent learning  <a href="https://literarydevices.net/scansion/">https://literarydevices.net/scansion/</a>  <a href="https://www.youtube.com/watch?v=Bj6NrUHHxHk">https://www.youtube.com/watch?v=Bj6NrUHHxHk</a>  <a href="https://docs.google.com/presentation/d/1t72yIV_5cUN9caqQ9-n6sNygVAnECojScNXcVxJXK2s/edit">https://docs.google.com/presentation/d/1t72yIV_5cUN9caqQ9-n6sNygVAnECojScNXcVxJXK2s/edit</a>  <a href="https://docs.google.com/document/d/1dcHQSP0HeCvKRptPdwNTPicYInM8xvSytdFKmuhe718/edit">https://docs.google.com/document/d/1dcHQSP0HeCvKRptPdwNTPicYInM8xvSytdFKmuhe718/edit</a></p>
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WRITING

Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1. Introduce precise, knowledgeable claim(s), establish the significance of the</p>	<p>W11-12.1</p>



claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) 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.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

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),

W11-12.2

- graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

1. 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.

W11-12.3

2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. 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).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W11-12.4

**Production and Distribution of Writing**

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.)

W11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W11-12.6

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

<p><b>Research to Build and Present Knowledge</b></p> <p>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.</p> <p>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. (MLA or APA Style Manuals).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., <i>The Federalist</i>, presidential addresses]”).</p>	<p>W11-12.7</p> <p>W11-12.8</p> <p>W11-12.9</p>
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<p><b>Range of Writing</b></p> <p>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.</p>	<p>W11-12.10</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Whole-Class learning texts  Small-Group learning texts  Independent learning  TPCASTT Strategy  <a href="https://docs.google.com/presentation/d/1H3moZE5G6k4WI_wVE_8NnKt8XuGCtZ9ZeRiq9ByZqcs/edit">https://docs.google.com/presentation/d/1H3moZE5G6k4WI_wVE_8NnKt8XuGCtZ9ZeRiq9ByZqcs/edit</a>   <a href="http://education.seattlepi.com/shift-poem-5036.html">http://education.seattlepi.com/shift-poem-5036.html</a>  <a href="https://docs.google.com/document/d/1O8lu5jM0l0Tgn4omJ90yhUia95KX0ddNfEvsNDNAN6g/edit">https://docs.google.com/document/d/1O8lu5jM0l0Tgn4omJ90yhUia95KX0ddNfEvsNDNAN6g/edit</a></p>	

<p><b>SPEAKING AND LISTENING</b></p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p><b>Comprehension and Collaboration</b></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range</p>	<p>SL:11-12.1</p>

<p>of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SL11-12.2</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL11-12.3</p>
<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL11-12.4</p>
<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL11-12.5</p>

	SL11-12.6
<p>Suggested Materials/Educational Resources</p> <p>Whole-Class learning texts</p> <p>Small-Group learning texts</p> <p>Independent learning</p>	
<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<b>Conventions of Standard English</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L11-12.1
A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L11-12.2
A. Observe hyphenation conventions.	
B. Spell correctly.	L11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	L11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).	
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	

<p>pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L11-12.5</p> <p>L11-12.6</p>
<p style="text-align: center;">Suggested Materials/Educational Resources</p> <p style="text-align: center;">Whole-Class learning texts Small-Group learning texts Independent learning</p>	

**Suggested Modifications**



- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

**Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>

<p>Student performance is assessed formatively in various ways to attain mastery learning.</p> <ul style="list-style-type: none"> <li>Class work /Homework</li> <li>Bookmarks</li> <li>Post-It Note Strategies</li> <li>KWL Rubrics</li> <li>Synthesis Essays</li> <li>Analysis Essays</li> <li>Reports</li> <li>Projects</li> </ul>	<ul style="list-style-type: none"> <li>District Benchmark</li> <li>Poetry Analysis Essays</li> <li>Poetry Research Paper</li> <li>Poetry Videos</li> </ul>
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Close Reading Cornell Notes Annotations/Analyzing the Text Reflections on Writing Evidence logs (evaluating strength of evidence) Analyzing craft and structure Analyzing author's style, tone, diction and syntax Poetry Prompt Performance Assessment Pairs/Groups Independent Work Teacher Reflection Metacognitive letters Active Reading Strategies Story Mapping Impromptu Writing Graphic Organizers Rubrics  Practice Standardized AP Multiple Choice (optional)					
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>			
<b>District/School Writing Tasks</b>					
Task	Primary Focus		Secondary Focus		
Poetry Analysis Essay	I answering the prompt in a well focused analysis -content, style, mechanics		language conventions		
Poetry Research Paper	primary and secondary sources		language conventions		

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam">https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam</a>

Research Guides 9-12  
Close Reading and Annotation Guide  
Evidence Log Guide  
Word Network Model  
Writing Informational/Explanatory Grades 11-12

## **Unit 6: All the World's a Stage: Intro to Plays**

### Unit Summary

Students will read and discuss William Shakespeare's Hamlet while completing formal comprehension assignments and informal journal assignments. They will discuss the historical and social context of the writing.

Literary terms introduced in this unit include aside, catastrophe, tragedy, tragic flaw, catharsis, soliloquy, crisis, denouement, dues ex-machina, comedy, farce, foil, hamartia, hubris, monologue, prologue and epilogue.

Or

Students will read and discuss William Shakespeare's Taming of the Shrew. They will study the difference between Shakespeare's comedy and tragedy.

Students will also read A Raisin in the Sun and compare/contrast the writing style/structure of a Postmodern Play.

### Essential Questions

#### FAMILY/RELATIONSHIPS

Is blood thicker than water? How strong are the ties that bind?

How are strong relationships built up and then destroyed?

#### 2 - REVENGE

To what extent do revenge and vengeance provide satisfaction?

Is justice unattainable in this world?

#### 3- AMBITION

What are the rewards and consequences of ambition?

Can excessive desire lead us to act against our own nature?

#### 4- DECEIT

To what extent is it possible to stay honest in a world engaged in deception and manipulation?

How do humans deal with conflicting elements within their personalities?

5 - MORTALITY

How does death affect the ways in which we construct meaning in life?

To what extent does religious/spiritual/supernatural beliefs motivate our choices?

What does it take to make a dramatic character believable?

What are positives and negatives of a theatrical medium?

Does the scene create a suspension of disbelief and why/why not?

Why do we like some plays and movies and not others?

How can a narrative element work in a film?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
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.	RL 11-12.2
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL 11-12.4
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	

<p>choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	<p>RL 11-12.6</p>
<p>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.</p>	<p>RL 11-12.9</p>
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>RL 11-12.10</p>
<p>Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<p>RL 11-12.11</p>
<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events in</p>	
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>RL 11-12.3</p>
<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>RL 11-12.4</p>
<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content</p>	

<p>contribute to the power, persuasiveness or beauty of the text.</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>RL 11-12.5</p> <p>RL 11-12.6</p>
Suggested Materials/Educational Resources	
Hamlet, by William Shakespeare	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an</p>	<p>W11-12.1</p>

organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) 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.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

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.

W11-12.2

- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- 6. 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.
- 7. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines,

W11-12.3



<p>to develop experiences, events, and/or characters.</p> <p>8. 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).</p> <p>9. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>10. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W11-12.4</p>
<p><b>Production and Distribution of Writing</b></p> <p>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.)</p>	<p>W11-12.5</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>W11-12.6</p>
<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Research to Build and Present Knowledge</b></p>	<p>W11-12.7</p>

<p>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.</p>	<p>W11-12.8</p>
<p>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. (MLA or APA Style Manuals).</p>	<p>W11-12.9</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., <i>The Federalist</i>, presidential addresses]”).</p>	<p>W11-12.10</p>
<p><b>Range of Writing</b></p> <p>Write routinely over extended time frames (time for research, reflection,</p>	

and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	
Suggested Materials/Educational Resources	
<a href="https://www.shmoop.com/hamlet/themes.html">https://www.shmoop.com/hamlet/themes.html</a> <a href="https://classroom.google.com/c/NTA4NDgwODIzNIpa">https://classroom.google.com/c/NTA4NDgwODIzNIpa</a>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p><b>Comprehension and Collaboration</b></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g.,</p>	<p>SL:11-12.1</p>

<p>visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL11-12.2</p> <p>SL11-12.3</p> <p>SL11-12.4</p> <p>SL11-12.5</p> <p>SL11-12.6</p>
<p>Suggested Materials/Educational Resources</p> <p>Whole-Class learning texts</p> <p>Small-Group learning texts</p> <p>Independent learning</p>	
<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>

<b>Conventions of Standard English</b>	
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	L11-12.1
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p>	L11-12.2
<p>B. Spell correctly.</p>	L11-12.3
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	L11-12.4
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole,</p>	L11-12.5

<p>paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L11-12.6</p>
<p style="text-align: center;">Suggested Materials/Educational Resources</p> <p style="text-align: center;">Whole-Class learning texts Small-Group learning texts Independent learning</p>	

<p><b>Suggested Modifications</b></p>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<p><b>Interdisciplinary Connections</b></p>

- Historical influence of time periods in which texts were written and/or represent

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>

<p>Student performance is assessed formatively in various ways to attain mastery learning.</p> <ul style="list-style-type: none"> <li>Class work /Homework</li> <li>Bookmarks</li> <li>Post-It Note Strategies</li> <li>KWL Rubrics</li> <li>Synthesis Essays</li> <li>Analysis Essays</li> <li>Reports</li> <li>Projects</li> <li>Close Reading</li> <li>Cornell Notes</li> <li>Annotations/Analyzing the Text</li> <li>Reflections on Writing</li> <li>Evidence logs (evaluating strength of evidence)</li> <li>Analyzing craft and structure</li> <li>Analyzing author's style, tone, diction and syntax</li> <li>Poetry Prompt Performance Assessment</li> </ul> <p>Pairs/Groups</p> <ul style="list-style-type: none"> <li>Independent Work</li> <li>Teacher Reflection</li> <li>Metacognitive letters</li> <li>Active Reading Strategies</li> <li>Story Mapping</li> <li>Impromptu Writing</li> <li>Graphic Organizers</li> <li>Rubrics</li> </ul>	<p>Hamlet Test</p>
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Practice Standardized AP Multiple Choice (optional)		
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
Hamlet -William Shakespeare		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Hamlet Analysis	Understanding of theme in depth	language conventions

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="https://www.advancementcourses.com/courses/teaching-shakespeare-a-focus-on-hamlet/">https://www.advancementcourses.com/courses/teaching-shakespeare-a-focus-on-hamlet/</a> <a href="https://www.lib.umt.edu/folio/Shakespeare%20Teacher%20Final.pdf">https://www.lib.umt.edu/folio/Shakespeare%20Teacher%20Final.pdf</a> <a href="http://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1062&amp;context=honors201019">http://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1062&amp;context=honors201019</a> <a href="http://d28hgpri8am2if.cloudfront.net/tagged_assets/3932_cg2_859.pdf">http://d28hgpri8am2if.cloudfront.net/tagged_assets/3932_cg2_859.pdf</a>
<u>Research Guides 9-12</u> <u>Close Reading and Annotation Guide</u> <u>Evidence Log Guide</u> <u>Word Network Model</u> <u>Writing Informational/Explanatory Grades 11-12</u>

<b>Unit 7: Seriously Funny--A Study of Comedy</b>
<u>Unit Summary</u> <p>Students will read and discuss the comedy, <i>Lysistrata</i>, while completing formal comprehension assignments and informal journal assignments, such as the idea if anyone can ever truly be “in control” from the daily reading. They will discuss the historical and social context as well as the comedic and modern interpretation of such. There will be a discussion of feminist literary criticism. There will also be a study of the forms of humor, such as the five registers of language (Joos) and why we laugh at certain things.</p>
<u>Essential Questions</u> <p><b><i>Lysistrata</i></b></p> <ol style="list-style-type: none"> <li>1. Do you think Aristophanes realistically expected that a women's sex strike could take place in Athens?</li> <li>2. Can you think of any other protest campaigns like the <i>Lysistrata</i> sex strike</li> </ol>



from other points in history (including the present day)? How are they different or similar?

3. In *Lysistrata*, are women portrayed as equal to men? Why or why not?
4. Is *Lysistrata* a pro-pacifism play? Or does it suggest that war is beneficial?
5. Do you think *Lysistrata* succeeds in delivering a political message, or is it too bawdy to be taken seriously? Why?
6. What does Aristophanes suggest is the single greatest problem with war?

**Comedy**

1. Why do people create humorous texts?
2. What makes something funny?
3. What is the effect of humor on the individual?
4. Is there a social need for humor?
5. Can something be universally humorous or does humor depend on race, age, religion, gender, etc?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
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.	RL 11-12.2
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other	RL 11-12.4

<p>authors.)</p> <p>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.</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>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.</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>.</p> <p>Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events in</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure</p>	<p>RL 11-12.6</p> <p>RL 11-12.9</p> <p>RL 11-12.10</p> <p>RL 11-12.11</p> <p>RL 11-12.3</p> <p>RL 11-12.4</p>
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<p>makes points clear, convincing, and engaging.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>RL 11-12.5</p> <p>RL 11-12.6</p> <p>RL 11-12.7</p>
<p>Suggested Materials/Educational Resources</p>	
<p><i>Lysistrata</i>--Aristophanes</p> <p><a href="https://drsaraheaton.wordpress.com/2012/05/22/language-register-and-why-it-matters-or-why-you-cant-write-an-academic-paper-in-gangsta-slang/chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalcv/views/app.html">https://drsaraheaton.wordpress.com/2012/05/22/language-register-and-why-it-matters-or-why-you-cant-write-an-academic-paper-in-gangsta-slang/chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalcv/views/app.html</a></p> <p><a href="https://busyteacher.org/9199-how-to-teach-register-esl-classroom.html">https://busyteacher.org/9199-how-to-teach-register-esl-classroom.html</a></p>	



<p>audience's knowledge of the topic.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>11. 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.</li> <li>12. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>13. 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).</li> <li>14. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>15. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <p><b>Production and Distribution of Writing</b> 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</p>	<p style="text-align: center;">W11-12.3</p>
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<p>are defined in standards 1–3 above.)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>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.</p> <p>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. (MLA or APA Style Manuals).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., <i>The Federalist</i>, presidential addresses]”).</p> <p><b>Range of Writing</b></p>	<p>W11-12.4</p> <p>W11-12.5</p> <p>W11-12.6</p> <p>W11-12.7</p> <p>W11-12.8</p>
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<p>and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media (e.g., textual,</p>	<p>SL11-12.2</p> <p>SL11-12.3</p>
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<p>graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	SL11-12.4
	SL11-12.5
	SL11-12.6

Suggested Materials/Educational Resources  
 Whole-Class learning texts  
 Small-Group learning texts  
 Independent learning

**LANGUAGE**

Critical Knowledge and Skills	Standards
<p><b>Conventions of Standard English</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an</p>	<p>L11-12.1</p> <p>L11-12.2</p> <p>L11-12.3</p> <p>L11-12.4</p>

<p>understanding of syntax to the study of complex texts.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L11-12.5</p> <p>L11-12.6</p>
<p style="text-align: center;">Suggested Materials/Educational Resources</p> <p style="text-align: center;">Whole-Class learning texts</p> <p style="text-align: center;">Small-Group learning texts</p> <p style="text-align: center;">Independent learning</p>	

<b>Suggested Modifications</b>	
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>	
<b>Interdisciplinary Connections</b>	
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> </ul>	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>

<p>Student performance is assessed formatively in various ways to attain mastery learning.</p> <ul style="list-style-type: none"> <li>Class work /Homework</li> <li>Bookmarks</li> <li>Post-It Note Strategies</li> <li>KWL Rubrics</li> <li>Synthesis Essays</li> <li>Analysis Essays</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Final Exam</li> <li>Junior Year Scrapbook</li> </ul>
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Projects Close Reading Cornell Notes Annotations/Analyzing the Text Reflections on Writing Evidence logs (evaluating strength of evidence) Analyzing craft and structure Analyzing author's style, tone, diction and syntax Pairs/Groups Independent Work Teacher Reflection Metacognitive letters Active Reading Strategies Story Mapping Impromptu Writing Graphic Organizers Rubrics		
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
Lysistrata by Aristophanes		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Comedy Sketch	humor	language conventions

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="https://thecomedycrowd.com/how-to-write-a-comedy-sketch/">https://thecomedycrowd.com/how-to-write-a-comedy-sketch/</a> <a href="http://www.writersdigest.com/whats-new/10-ways-to-improve-your-writing-while-thinking-like-a-comedy-writer">http://www.writersdigest.com/whats-new/10-ways-to-improve-your-writing-while-thinking-like-a-comedy-writer</a>  <a href="#">Research Guides 9-12</a> <a href="#">Close Reading and Annotation Guide</a> <a href="#">Evidence Log Guide</a> <a href="#">Word Network Model</a>

Writing Informational/Explanatory Grades 11-12

