

PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



Themes in World Literature

Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

Language Arts Literacy Curriculum Guide

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

Language Arts Literacy Curriculum Guide

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:

Reading 7 Curriculum Guide

Michelle Muller revised:

English 7 Curriculum Guide

Melissa Quackenbush revised:

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:

Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:

SAT Preparation for Reading and Writing

Maria Papadopoulos, High School Language Arts Literacy Supervisor

Administration:

Troy Lederman, Principal, Park Ridge High School
Dr. Cathy Timpone, Director of Curriculum and Instruction
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

PARK RIDGE SCHOOL DISTRICT
Park Ridge, NJ

ENGLISH DEPARTMENT, 2012-2013

CCOURSE TITLE/GRADE & SUBJECT: Themes in World Literature/gr. 12 English **COURSE #** 1510

PREREQUISITE: successful completion of British Literature—gr. 11 English

TIME ALLOCATION: one year - five days per week (44 minutes per day) – 5 credits

TEXTS:

<i>World Literature</i>	National Textbook Co.
<i>Expository Writing</i>	EMC Publishing
<i>Sound and Sense</i>	Laurence Perrine, Thomas R. Arp
<i>Things Fall Apart</i>	Achebe
<i>The Stranger</i>	Camus
<i>Siddhartha</i>	Hesse
<i>A Doll's House</i>	Ibsen
<i>Into the Wild</i>	Krakauer
<i>No Exit</i>	Sartre
<i>Snow Flower and the Secret Fan</i>	See
<i>Macbeth</i>	Shakespeare
<i>Othello</i>	Shakespeare
<i>Oedipus the King</i>	Sophocles
<i>Antigone</i>	Sophocles
<i>Guide to MLA Documentation</i>	Trimmer

(for additional supplementary titles/resources see units of study)

COURSE PHILOSOPHY:

Themes in World Literature, a college preparatory course, is designed for senior students. This course will provide the participants with the opportunity to examine other cultures, both ancient and modern, in order to increase their understanding of major themes that contribute to the universality of all literature that touches on the human experience. Through the study of great literature, students will

improve their skills in reading comprehension, critical thinking, written communication, and oral expression. Readings will include works by Sophocles, Shakespeare, Sartre, Achebe, and Ibsen, among others. This course emphasizes critical thinking skills, expository writing, editing, and research techniques in preparation for college readiness. Vocabulary and grammar work emphasize preparation for the SAT and career/college readiness.

OVERARCHING ENDURING UNDERSTANDINGS:

Reading: Proficient readers use different strategies before, during, and after reading to construct meaning.
Effective communicators can employ sophisticated and appropriate vocabulary in written and oral expression.
Proficient readers use author perspective to comprehend character, setting, plot, and theme.
Active readers recognize recurring themes across literary texts.
Literary criticism can enhance and extend meaning.
Effective readers employ knowledge of literary techniques and elements to analyze text.
Author study allows readers to deepen their understanding and appreciation of style, purpose, and perspective.
Effective researchers access information and evaluate sources purposefully.

Writing: Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.
Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.
Successful writers can employ the most effective writing forms depending on their purpose for writing.
Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.
Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.

Speaking: Oral language is a powerful tool for communicating, thinking, and learning.
Discussions have various purposes and formats and allow individuals to develop a position and acknowledge opposing views.
The questioning of ideas, viewpoints, and opinions allows for clarification, illustration, definition, and elaboration.
Successful oral presentations serve various purposes, requires varied organizational and delivery strategies, and necessitate audience feedback and self-assessment.

Listening: Effective communicators can use listening skills to understand the ideas being communicated by others.

Viewing: Media literacy provides students with a framework for understanding and critically thinking about media in their world as a basis for communication.
Different media (i.e. text, film, video, television, theatrical performance) require different analytical strategies for viewers to effectively construct meaning.

Critical thinkers must be able to evaluate the purpose and the validity of media in their lives since Media products express the values of the culture that produced them.

Technology: A variety of technology resources can be used to access, manipulate, and present information.
Effective readers, writers, speakers, and viewers can use varied technologies to enhance their learning.

21st Century

Life Skills: The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
Gathering and evaluating knowledge and information from a variety of sources fosters creativity and innovative thinking.
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
Ethical behaviors support human rights and dignity in all aspects of life.

The Arts: Cultural and historical events impact art-making as well as how audiences respond to works of art.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.

OVERARCHING ESSENTIAL QUESTIONS:

Why is literacy important?

Why do we read?

How does literature reflect the values of culture?

How does literature transform a reader?

Why do we write?

How do writers improve expression?

How does writing capture and transform culture?

What can we learn about ourselves and the world from reading literature?

How do effective readers respond to and analyze text?

How do effective writers engage audiences and communicate ideas logically and ethically?

What does effective communication look like?
Why is effective communication important?
How does the historical context of a text impact one's understanding of character, setting, plot, symbol, conflict, and theme?
How do filmmakers take creative license with text?
How are works of art and literature appreciated as expressions of truth?
How is our understanding of culture, society, and ourselves constructed through and by language?
How do language and media influence the way we think, act, and perceive the world?
How can we express ourselves through writing and speaking?
How does technology enhance communication and access to information?
How does art reflect the values and experiences of a particular group or time period?
How are art, history and literature interconnected?
How do we "read" and make meaning of art?

TABLE OF CONTENTS:

UNIT 1 Authenticity, Existentialism and the Modern Experience
UNIT 2 Genre Study: Exploring Ancient Tragedy
UNIT 3 Exploring the Dangers of Ambition and Fear
UNIT 4 Cultural Restraints Upon the Individual
UNIT 5 Genre Study: Exploring Poetry
UNIT 6 Genre Study: Exploring the Modern Short Story
UNIT 7 Writing Unit: Writing the College Essay
UNIT 8 Writing Unit: Understanding Arguments and Developing a Position Paper
UNIT 9 Writing Unit: Responding to/Analyzing Literature

UNIT ONE: AUTHENTICITY, EXISTENTIALISM AND THE MODERN EXPERIENCE

UNIT SUMMARY:

Modern life presents many challenges to the individual. Building upon the learning experiences of grade 11 English, this unit will examine how modern life is represented in the literature of the last century. Students will explore issues of modernity, social conformity, life choices and their consequences. They will enhance their understanding of literary/social history, themes and literary devices, as well as Existentialist philosophy and the relationship between Existentialism, modern literature, and modern life.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*,

choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- How do effective readers make meaning?
- What is the meaning of life?

UNIT ENDURING UNDERSTANDINGS:

- Proficient readers use authors' perspectives to comprehend elements related to character, setting, topic and theme.

<ul style="list-style-type: none"> ▪ What is expectation, and why does it exist in our lives? ▪ What is philosophy? What is Existentialism? ▪ How is Existentialism necessary in understanding modern literature? ▪ What is an author’s philosophy and how is it revealed in the development of characters in a particular text? ▪ What are some personal things one may feel drawn to or compelled to do in life? ▪ Why do people challenge themselves to go beyond their comfort zones? ▪ What makes an adventure reckless? Foolhardy? Challenging? ▪ How do different people deal with disappointment? A sense of being lost? A feeling of not being understood or fitting in? ▪ What are ways in which one can gain wisdom? ▪ What are the basic tenets of Buddhism? ▪ How is balance achieved in life? ▪ How does the journey of life impact an individual’s search for identity? ▪ How do the life experiences on an author influence the meaning of a text? ▪ What is the meaning of time? ▪ What is the nature of the self? ▪ What is the significance of human beings’ loving attachments to others? ▪ How does one find truth, wisdom and the way to perfected being? ▪ How does one find nirvana? 	<ul style="list-style-type: none"> ▪ Active readers recognize recurring themes across literary texts. ▪ Active readers use textual evidence to support an interpretation of the text. ▪ Philosophy can enhance and extend meaning in literature. ▪ Characters influence the progression and development of plot. ▪ Literature reflects the experiences of authors and the concerns/ideas of the time period in which they lived. ▪ Literature reflects the challenges faced by people in real life and death situations and can be used to better understand human nature and the human condition. ▪ People are prompted to challenge themselves to leave their comfort zones for a variety of reasons. ▪ There is a thin line between being adventuresome and being reckless. ▪ At some point each individual is totally responsible for only himself and his actions. ▪ Personal situations in life can impact actions individuals take in response. ▪ Buddhism is a way of life. ▪ Life is lived most successfully in balance. ▪ Knowledge can be taught, but wisdom comes from experience.
--	---

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
6-7 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short

	<ul style="list-style-type: none"> ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology: The tenets of Existentialism</p>	<ul style="list-style-type: none"> ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Making judgments of reality or fantasy ▪ Differentiate between fact and opinion, worth and acceptability 	<p>answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips</p> <ul style="list-style-type: none"> ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Complete webquests and use note taking skills to learn historical background information ▪ Presentations ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis (multiple text comparison of characters, conflict and/or theme); 2) argumentative or expository commentary ▪ Creative Writing Project— tbd ▪ Style Emulation— tbd
--	---	---	---

		<ul style="list-style-type: none"> ▪ Verbalize an emotional response to a selection ▪ React to the author's use of language ▪ Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. ▪ Analyze quotations for character development/conflict/theme ▪ View critically and analyze performance on the basis of body language and gesture ▪ Analyze texts from a variety of perspectives—reader response, author's purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one's writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy 	
--	--	---	--

		<p>communities.</p> <ul style="list-style-type: none"> ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
--	--	---	--

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Novel</p> <ul style="list-style-type: none"> ▪ <i>The Stranger</i> (Camus) ▪ <i>Siddhartha</i> (Hesse) ▪ <i>Into the Wild</i> (Krakauer) ▪ <i>Metamorphosis</i> (Kafka) ▪ <i>Ordinary People</i> (Guest) <p>Independent Reading:</p> <ul style="list-style-type: none"> ▪ <i>The Things They Carried</i> (O’Brien) ▪ <i>One Day in the Life of Ivan Denisovich</i> (Solzhenitsyn) <p>Short fiction</p> <ul style="list-style-type: none"> ▪ Related short stories from <i>World Lit Anthology</i> <p>Drama</p> <ul style="list-style-type: none"> ▪ <i>No Exit</i> (Sartre) <p>Film</p> <ul style="list-style-type: none"> ▪ <i>Grizzly Man</i> (documentary/Timothy Treadwell) <p>Weblinks</p> <ul style="list-style-type: none"> ▪ Biography of Albert Camus— http://nobelprize.org/nobel_prizes/literature/laureates/1957/camus-bio.html ▪ Excerpt from the Myth of Sisyphus— http://history.hanover.edu/courses/excerpts/111camus.html ▪ Jean Paul Sartre website including biographical info, interviews, pictures, related articles including “On Sartre’s God Problem” by Norman Mailer and “The Vanishing Intellect” by Steven Fuller-- http://www.sartre.org/ 	

handouts and lecture notes on Existentialism Laptops GoogleDocs Microsoft PowerPoint or SmartBoard software LCD projector or SmartBoard	
---	--

UNIT 2: GENRE STUDY: EXPLORING ANCIENT TRAGEDY

UNIT SUMMARY:

Ancient Greek drama is foundational to theatre as an institution in Western Civilization. In this unit, students will explore the complexities of man/woman when faced with dilemma through a close study of two seminal works, *Oedipus the King* and *Antigone*. Students will expand their knowledge of the development of drama, and they will gain an appreciation for the universality of drama in the lives of individuals as they evaluate the personal choices of characters.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- What is tragedy?

UNIT ENDURING UNDERSTANDINGS:

- Literature can serve as a guide to help people find purpose in

<ul style="list-style-type: none"> ▪ Why read tragedies? ▪ What can we learn from the suffering of others? ▪ How do the choices we make affect us and those around us? ▪ Can individuals avoid consequences? ▪ How can we fix an almost unfixable situation? ▪ If we make mistakes in life that effect people, what must we do to make restitution? ▪ Are our lives dictated by a destiny/ fate? ▪ How do we know how to make good decisions? 	<p>their lives.</p> <ul style="list-style-type: none"> ▪ Drama serves two purposes—to entertain and to instruction. ▪ Moral responsibility challenges individuals to go against society and accept the consequences. ▪ Hubris is both a blessing and a curse. ▪ One’s perception of the world, one’s self and the situation that one finds oneself in all impact how an individual makes decisions and takes action. ▪ The determination to resolve conflict and challenging circumstances often motivates individuals, even when the situation may be deemed “unfixable”. ▪ Individuals take action, sometimes with forethought and sometimes without thinking. ▪ Human beings are social beings who both influence and are influenced by relationships and the decisions and actions of others. ▪ Conflict forces individuals to take action, hopefully towards resolution.
---	---

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
5 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Complete webquests and use note taking skills to learn historical background information

	<p>greed) or external (e.g., poverty, an accident)</p> <ul style="list-style-type: none"> ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends <ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p> <ul style="list-style-type: none"> ▪ Historical background: theatre in Classical Greece (how it developed, what purpose it served, enduring influence on Western Civilization) ▪ Elements of tragedy: <ul style="list-style-type: none"> ▪ Tragic hero ▪ Dilemma ▪ Flaw/hamartia ▪ Peripeteia ▪ Anagnorisis ▪ Catharsis ▪ Aristotle’s <i>Poetics</i> 	<ul style="list-style-type: none"> ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Making judgments of reality or fantasy ▪ Differentiate between fact and opinion, worth and acceptability ▪ Verbalize an emotional response to a selection ▪ React to the author’s use of language ▪ Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. ▪ Analyze quotations for character development/conflict/theme 	<ul style="list-style-type: none"> ▪ Presentations ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis (multiple text comparison of characters, conflict and/or theme); 2) argumentative or expository commentary on the choices made by characters/issue of negligence and what they reveal about human nature ▪ Debate the personal choices of characters and their impact on the community ▪ Creative Writing Project— tbd ▪ Style Emulation— tbd
--	---	---	---

	<ul style="list-style-type: none"> ▪ Irony—verbal, situational, dramatic 	<ul style="list-style-type: none"> ▪ View critically and analyze performance on the basis of body language and gesture ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one’s writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
--	---	---	--

<p>TEACHER RESOURCES</p> <p>Drama</p> <ul style="list-style-type: none"> ▪ <i>Oedipus the King</i> (Sophocles) ▪ <i>Antigone</i> (Sophocles) 	<p>TEACHER NOTES/REFLECTIONS</p>
---	---

<p>Art</p> <ul style="list-style-type: none"> ▪ Images of Oedipus and the Sphinx <p>Film</p> <ul style="list-style-type: none"> ▪ <i>Oedipus the King</i> (directed by Tyrone Guthrie, 1957) ▪ <i>Antigone</i> (directed by Yorgos Javellas, 1961) <p>Weblinks</p> <ul style="list-style-type: none"> ▪ Outline of Aristotle's Theory of Tragedy in the <i>POETICS</i> http://www2.cnr.edu/home/bmcmanus/poetics.html ▪ Sophocles: Lesson plans for <i>Oedipus & Antigone</i> http://www.webenglishteacher.com/sophocles.html ▪ Sophocles: The Complete Plays Teaching Guide (Signet/Penguin) http://us.penguin.com/static/pdf/teachersguides/PlaysOfSophoclesTG.pdf ▪ “On Teaching Oedipus Rex” (K.O. Chong-Gossard) http://classics-archaeology.unimelb.edu.au/CAV/iris/volumes16-17/chonggossard.pdf <p>Laptops</p> <p>GoogleDocs</p> <p>Microsoft PowerPoint or SmartBoard software</p> <p>LCD projector or SmartBoard</p>	
---	--

UNIT 3: EXPLORING THE DANGERS OF AMBITION AND FEAR

UNIT SUMMARY:

Human beings are complex, emotional creatures who are motivated by ambition to succeed. However, when faced with challenges, conflict, and dilemma, human beings do not always behave rationally. In this unit, students will focus on two seminal works, one by Shakespeare, and one by the modern internationally acclaimed author, Chinua Achebe. Although written at very different historical eras and featuring very different cultural contexts, both works examine the impact of ambition and fear on character development and decision-making. Therefore, in this unit, students will explore the relationship between personal success and social responsibility and will gain an appreciation for the cathartic effect of great literature.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures
- Demonstrate knowledge and understanding of society's impact on the natural world

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set,

how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing

what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- How do the elements of tragedy impact the development of a story?
- How do the actions of individuals lead to tragic circumstances?
- How does fate impact the lives of individuals?
- How does feuding and intolerance affect society and the individual?
- Why are extreme emotions (rage and love/lust) dangerous?
- Why is moderation necessary?
- How are quick decisions dangerous?
- How is an individual affected by volatile emotions?
- How can the loyalty between two individuals help and hurt their relationship?
- What is power?
- How does one attain power?
- What is imagination? How can the imagination be a blessing and a curse?
- Can imagination ever be a negative quality?
- What makes tragedy universal?

UNIT ENDURING UNDERSTANDINGS:

- The seeking and amassing of power can corrupt an individual.
- One's imagination can be used for creative purposes.
- One's imagination can be used for destructive purposes.
- William Shakespeare is one of the world's foremost playwrights whose works speak to people through all ages.
- Regardless of culture, individuals are linked to their communities, for better and for worse.
- Ambition is both a blessing and a curse.
- Even the most powerful and successful of individuals can be paralyzed by fear.
- Successful readers comprehend texts by reading fluently, strategically, and accurately.
- Successful readers understand that authors use various methods of characterization to depict the essence of human nature and relationships.
- Successful readers read a wide range of literature and respond in personal, interpretive, and critical ways.
- Successful writers understand that a deliberate process is necessary for effective writing (prewrite, revise, edit, and publish).
- Successful writers understand that effective writing has a clear purpose and is focused, organized, fluent, and uses appropriate writing conventions.
- Conflict can breed change, for better and for worse.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
6-7 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic

	<ul style="list-style-type: none"> ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p>	<p>vocabulary, author background</p> <ul style="list-style-type: none"> ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Making judgments of reality or fantasy ▪ Differentiate between fact and opinion, worth and acceptability ▪ Verbalize an emotional response to a 	<p>organizers; Do Now’s/Exit Slips</p> <ul style="list-style-type: none"> ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Complete webquests and use note taking skills to learn historical background information ▪ Presentations ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis (multiple text comparison of characters, conflict and/or theme); 2) argumentative or expository commentary relating the themes of ambition and fear to life in the 21st century ▪ Creative Writing Project— tbd ▪ Style Emulation— tbd
--	--	---	--

		<p>selection</p> <ul style="list-style-type: none"> ▪ React to the author's use of language ▪ Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. ▪ Analyze quotations for character development/conflict/theme ▪ View critically and analyze performance on the basis of body language and gesture ▪ Analyze texts from a variety of perspectives—reader response, author's purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one's writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. 	
--	--	---	--

		<ul style="list-style-type: none"> Use spoken, written, and visual language to accomplish one's own purposes 	
--	--	---	--

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Novel</p> <ul style="list-style-type: none"> <i>Things Fall Apart</i> (Achebe) <p>Short Fiction</p> <ul style="list-style-type: none"> “Marriage is a Private Affair” (Achebe) <p>Drama</p> <ul style="list-style-type: none"> <i>Macbeth</i> (Shakespeare) <i>Othello</i> (Shakespeare) <p>Film</p> <ul style="list-style-type: none"> <i>Macbeth</i> (directed by Orson Welles, 1948) <i>Macbeth</i> (directed by Roman Polanski, 1971) <i>Macbeth</i> (directed by Rupert Goold, 2010) <i>Throne of Blood</i> (directed by Akira Kurosawa, 1951) <i>Othello</i> (directed by Oliver Parker, 1995) <p>Weblinks</p> <ul style="list-style-type: none"> Chinua Achebe: Lesson plans for teaching <i>Things Fall Apart</i> http://www.webenglishteacher.com/achebe.html Chinua Achebe's <i>Things Fall Apart</i>: Teaching Through the Novel http://edsitement.neh.gov/lesson-plan/chinua-achebes-things-fall-apart-teaching-through-novel Things Fall Apart Teaching Guide http://www.randomhouse.com/acmart/catalog/display.pperl?isbn=9780385474542&view=tg Who are the Igbo People? http://www.stfrancis.edu/content/en/student/achebe/chinua/igbo.htm Transcript of Interview with Chinua Achebe http://www.conjunctions.com/archives/c17-ca.htm <p>Laptops GoogleDocs/ Microsoft PowerPoint or SmartBoard software/LCD projector or SmartBoard</p>	

UNIT 4 CULTURAL RESTRAINTS UPON THE INDIVIDUAL

UNIT SUMMARY:

The goal of this unit is to explore literature that illustrates the importance of finding purpose in our lives and the challenges placed on the individual by culture/society. Extending upon previous focus on the importance of the search for self/personal authenticity, students will examine the experiences of women in their socially ascribed roles and trace feminist ideology and realism in literature and dramatic performance. This unit will enhance students' understanding of literary/social history, drama as a form of modern expression, the connections between literature, self and the world. Students will also expand their appreciation of literature about/by modern women.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

WORLD HISTORY/GLOBAL STUDIES STANDARD

6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period (1900-1945)

UNIT ESSENTIAL QUESTIONS:

- In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic to her/himself?
- How does gender impact the life experiences of individuals?
- How do we maintain our sense of Self despite the constraints placed on us by society?
- How do we maintain our sense of Self when life takes unexpected turns?
- Why is friendship important?
- Why are secrets problematic?
- How do we rid ourselves of guilt and remorse when we hurt others?
- How do the expectations of society affect the lives of individuals?
- How does a society’s sense of beauty affect a woman’s sense of worth?
- How does a society’s sense of beauty affect a man’s sense of worth?
- How do the characters’ choices affect their lives?
- Who is responsible for the end of a friendship?
- How do the elements of tragedy impact the development of a story?
- How do the actions of individuals lead to tragic circumstances?
- How does fate impact the lives of individuals?
- How does feuding and intolerance affect society and the individual?
- Why are extreme emotions (rage and love/lust) dangerous?
- Why is moderation necessary?
- How are quick decisions dangerous?
- How is an individual affected by love?
- How can the loyalty between two individuals help and hurt their relationship?

UNIT ENDURING UNDERSTANDINGS:

- Successful readers understand that authors use various methods of characterization to depict the essence of human nature and relationships.
- Literature can serve as a guide to help people find purpose in their lives.
- Society can ascribe gender roles that limit and constraint an individual’s personal growth and sense of self.
- In many cultures gender roles impact all aspects of an individual’s life.
- Most cultures contain a process/ceremony in which one transitions from childhood to adulthood.
- When denied the opportunity to effectively communicate, people will creatively overcome obstacles in order to share their fears, needs and desires.
- Loyalty to family, to self and to friends can sometimes be at odds.
- Marriage and women’s roles in society/home have changed over time.
- Women’s abilities to make their own decisions have changed over time.
- The challenges of modern life can be too much for some individuals to handle.
- Personal happiness may come at great personal loss.
- Drama has the power to entertain and to instruct.
- Society and the individual do not always coexist in a harmonious and symbiotic relationship.
- One’s perception of the world, one’s self and the situation that one finds oneself in all impact how an individual makes decisions and takes action.
- The determination to resolve conflict and challenging circumstances often motivates individuals, even when the situation may be deemed “unfixable”.

<ul style="list-style-type: none"> ▪ How are stories conveyed through poetry? ▪ What is the impact of gender roles on young people today? ▪ What is the importance of loyalty in the life of an individual? ▪ What is a stereotype? ▪ What is objectification of women? Where is it found? Why? ▪ What is feminism? What caused women’s roles to change? 	<ul style="list-style-type: none"> ▪ Individuals take action, sometimes with forethought and sometimes without thinking. ▪ Human beings are social beings who both influence and are influenced by relationships and the decisions and actions of others. ▪ Conflict forces individuals to take action, hopefully towards resolution.
--	--

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
6 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends ▪ writing strategies and different 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Complete webquests and use note taking skills to learn historical background information ▪ Presentations ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. ▪ Summative Assessments ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis (multiple

	<p>writing process elements</p> <ul style="list-style-type: none"> ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p> <ul style="list-style-type: none"> ▪ literary terms—foreshadowing, verbal/situational/dramatic irony, dramatic monologue ▪ historical background: the changing cultural values that drove the feminist movement; the cultural values associated with foot binding and the nu shu language 	<ul style="list-style-type: none"> ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Making judgments of reality or fantasy ▪ Differentiate between fact and opinion, worth and acceptability ▪ Verbalize an emotional response to a selection ▪ React to the author's use of language ▪ Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. ▪ Analyze quotations for character development/conflict/theme ▪ View critically and analyze performance on the basis of body language and gesture ▪ Recognize indirect and direct methods of characterization as a means to analyze character ▪ Understand the purpose of stage direction in a play script ▪ Use the elements of plot development to analyze the meaning of a story ▪ Recognize the importance of 	<p>text comparison of characters, conflict and/or theme); 2) argumentative or expository commentary ; 3) research paper</p> <ul style="list-style-type: none"> ▪ Creative Writing Project— tbd ▪ Style Emulation— tbd
--	---	--	---

		<p>foreshadowing to enhance meaning in a story</p> <ul style="list-style-type: none"> ▪ Recognize the types of irony employed by the author to enhance meaning in text ▪ Analyze how works of a given period reflect historical and social conditions ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one’s writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
--	--	---	--

TEACHER RESOURCES

Novels

- *Snow Flower and the Secret Fan* (See)

Independent reading:

- *The Joy Luck Club* (Tan)
- *The Good Earth* (Beck)
- *Nectar in the Sieve* (Markandaya)
- *Like Water for Chocolate* (Esquivel)

Short fiction

- Related short stories from *World Lit Anthology*

Poetry

- Browning, Robert. "My Last Duchess"

Drama

- *A Doll's House* (Ibsen)

Nonfiction

- "I Want a Wife" (Brady)
- "The Halo Effect: When Your Own Mind is a Mystery"
(PsychBlog) <http://www.spring.org.uk/2007/10/halo-effect-when-your-own-mind-is.php>
- "When Beauty May Fail" (Marshall Dermer and Barrel L. Thiel)
https://pantherfile.uwm.edu/dermer/public/vita/dermer_beauty.pdf
- "The Halo Effect in Overdrive" (Kayla Causey and Aaron Goetz,
Psychology Today)
<http://www.psychologytoday.com/blog/natural-history-the-modern-mind/200907/the-halo-effect-in-overdrive>

Art

- 500 Years of Female Portraits in Western Art
<http://www.youtube.com/watch?v=nUDIoN-Hxs>

Film

- *A Doll's House* (Directed by Patrick Garland, 1973)

Weblinks

- On-line resources: EBSCO Points of View & Facts on File

TEACHER NOTES/REFLECTIONS

- [*Snow Flower and the Secret Fan*](#)
- [The Anatomy of Foot Binding](#)
- [What is Foot Binding?](#)
- [Chinese Cultural Issues & Foot Binding on YouTube](#)
- [The Secret Language of Nu Shu](#)
- [Yang Huanyi](#)

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT 5: GENRE STUDY: EXPLORING POETRY

UNIT SUMMARY:

The goal of this unit is to students to explore the voices, experiences and techniques of various international poets. Building upon students' previous experiences with poetry, this unit takes a global look at poetry in the modern world. Poems should be selected for their readability, their use of figurative language and literary technique, their form/structure, and their thematic relevance. Analysis of poetry, i.e. explication, will be modeled by the teacher and practiced by students before they launch upon their own analytical essay/project.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*,

choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- Why have people always written poetry?

UNIT ENDURING UNDERSTANDINGS:

- Literature can serve as a guide to help people find purpose in their

- What universal ideas do poets incorporate into their poems?
- What purposes does poetry fulfill?
- How does the sound and form of a poem impact its meaning?
- How is the sonnet form used to convey emotions, reflect on and resolve problems?
- How are stories conveyed through poetry?
- Why is it important to know poetic techniques and terminology?
- Why do successful writers reflect upon, edit, and revise a writing product?
- What strategies do readers use to facilitate the comprehension of poetry?
- How does writing poetry involve form, audience, and purpose?
- Why is it important to maintain a collection of writing?
- Why write poetry?
- Why read poetry?
- How does poetry reveal what we might not otherwise recognize?
- How is poetry the domain for all human experience?
- How does poetry unify people and culture?
- What similarities exist between great poems and masterpieces of other kinds?
- What techniques do poets rely upon to enhance their creative, poetic expression?

lives.

- Poetry is universal form of personal and imaginative expression.
- Poetry is what makes us human.
- Poetic techniques and terminology help readers to connect with their inner feelings.
- Readers can make connections to their own lives through knowing an author well.
- Writers can use a personal or a public style of writing depending on the purpose and theme they wish to convey.
- Readers can be entertained through narrative or lyrical poetry. Definitions of poetry vary but often highlight the powerful expression of emotion.
- Poetry is a way of seeing and understanding reality; nature's beauty, grief over loss, poke fun at idiosyncrasies, reflect on life's meaning, protest social problems, and celebrate relationships.
- Humans have been inspired to express themselves poetically/lyrically since the dawn of writing.
- Poetry connects humans creatively.
- Experiencing poems can be enjoyable.
- Poetry should be experienced in as many dimensions as possible.
- Poetic tools and techniques are important insofar as they contribute to the overall experience of the poem.
- A poem authentically experienced enriches one's life.
- Reading a poem is more than an act of intellectual criticism; it is an interaction.
- All readers can understand and appreciate something about a poem, regardless of whether they can understand everything about it.
- Word play, figurative language, rhythm, rhyme and meter, form and structure are some of the basic elements that poets manipulate to enhance their creative expression.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
3-4 weeks	<p>Knowledge of...</p> <ul style="list-style-type: none"> ▪ Elements of poetry & poetic forms ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar ▪ MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p> <p>Knowledge of...</p> <ul style="list-style-type: none"> ▪ Elements of poetry: <ul style="list-style-type: none"> ▪ word play ▪ figurative language ▪ rhythm ▪ rhyme ▪ meter ▪ form ▪ structure ▪ Poetic forms: <ul style="list-style-type: none"> Sonnet Lyrical ballad Dramatic monologue (aka persona poem) Free verse Blank verse Villanelle 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one's reading ▪ Use visual clues to inform one's reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now's/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Summative Assessments ▪ Essays– literary analysis (explication essay that compares/contrasts multiple texts and extends discussion of theme by relating to everyday contemporary life, music, poetry) ▪ Creative Writing Project—design a visual representation of a poem ▪ Style Emulation—use an image/real life scene as inspiration for writing a poem that captures a theme featured in the course

	<ul style="list-style-type: none"> ▪ Thinking About Choices Poets Make: <ul style="list-style-type: none"> ▪ Lines and stanzas: Experimenting with line meaning, length and stanzas ▪ Word choice: Using interesting combinations of nouns and verbs; deleting words we don't need ▪ Poem Titles: Method # 1: Surprising or interesting phrase from inside your poem Method # 2: Use the title lead into your poem Method # 3: State the subject of your poem Method # 4: Crafty title ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to poets & their craft <p>Unit Specific Terminology: Sonnet Lyrical ballad Dramatic monologue Free verse Blank verse Villanelle Simile Metaphor</p>	<p>interpret, evaluate, and appreciate texts.</p> <ul style="list-style-type: none"> ▪ Analyze texts from a variety of perspectives—reader response, author's purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one's writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one's own purposes ▪ Compose alternative viewpoints of a selected text ▪ Recognize how other authors use poetic techniques and figurative devices to enhance their writing ▪ Use various poetic techniques and 	
--	---	---	--

	Stanza Rhyme Meter Imagery Allusion Alliteration Word play Repetition Parallelism Persona Symbol Personification	figurative devices	
--	---	--------------------	--

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Poetry</p> <ul style="list-style-type: none"> ▪ <i>Sound and Sense</i> (poetry anthology) ▪ Various selections from <i>World Lit Anthology</i> <p>Weblinks</p> <ul style="list-style-type: none"> ▪ <i>Poetry 180: A Poem A Day for American High Schools</i> (ed., Billy Collins) http://www.loc.gov/poetry/180/ ▪ Famous Poetry Online http://www.poetry-online.org/ ▪ Dodge Poetry Foundation http://www.dodgepoetry.org/ ▪ The Poetry Foundation http://www.poetryfoundation.org/ ▪ poets.org: An online, comprehensive resource from the Academy of American Poets <p>Laptops GoogleDocs Microsoft PowerPoint or SmartBoard software LCD projector or SmartBoard</p>	

UNIT 6: GENRE STUDY: EXPLORING THE MODERN SHORT STORY

UNIT SUMMARY:

This unit provides students with the opportunity to apply their critical reading and writing as independent thinkers while demonstrating that they have indeed developed the academic skills that have been practiced throughout the year. Since this course features world literature, a variety of modern short stories by celebrated international authors have been selected for their thematic relevance. These stories showcase modern life around the world and the universal experienced of individuals. Students will be expected to preview these stories, select which they will feature in their essays, and work independently to produce insightful, well-crafted academic essays.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

UNIT ESSENTIAL QUESTIONS:

- Why read literature? Why read short stories?
- What insights about human nature and the human condition can be revealed through literature?
- How does language influence the way we think, act, and perceive the world?
- How do authors use the resources of language to impact an audience?
- How is literature like life?
- How does literature reveal the values of a given culture or time

UNIT ENDURING UNDERSTANDINGS:

- Literature can serve as a guide to help people find purpose in their lives.
- Literature fuels the imagination and is highly-complex.
- Literature is multi-cultural and provides the reader with insight into the world and the human condition.
- Literature allows every reader to make meaning and come to some deeper or new understanding.

period? <ul style="list-style-type: none"> ▪ How does the study of fiction help individuals construct their understanding of reality? ▪ What are enduring questions and conflicts that writers (and their cultures) grappled with hundreds of years ago and are still relevant today? 	
--	--

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2-3 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends ▪ writing strategies and different 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Complete webquests and use note taking skills to learn historical background information ▪ Presentations ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. ▪ Summative Assessments ▪ Essays– 1) literary analysis (multiple text comparison of characters, conflict and/or theme among the short stories featured in this unit)

	<p>writing process elements</p> <ul style="list-style-type: none"> ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft 	<ul style="list-style-type: none"> ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Making judgments of reality or fantasy ▪ Differentiate between fact and opinion, worth and acceptability ▪ Verbalize an emotional response to a selection ▪ React to the author's use of language ▪ Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. ▪ Analyze quotations for character development/conflict/theme ▪ View critically and analyze performance on the basis of body language and gesture ▪ Analyze texts from a variety of perspectives—reader response, author's purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to 	<ul style="list-style-type: none"> ▪ Creative Writing Project/Style Emulation—develop a short story that reflects a similar conflict or theme
--	---	---	--

		<p>communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one’s writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
--	--	--	--

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Short fiction</p> <ul style="list-style-type: none"> ▪ Speeches Various selections from <i>World Lit Anthology</i>, including but not limited to: <ul style="list-style-type: none"> “The Doctor’s Divorce” (Agnon) “The Shadow” (Andersen) “Rosendo’s Tale” (Borges) “Mista Corifer” (Casely-Hayford) “Paseo” (Donoso) “Prince Huo’s Daughter” (Fang) “Good Climate, Friendly Inhabitants” (Gordimer) “Forty-Five a Month” (Narayan) “The Third Bank of the River” (Rosa) “One Soldier” (Tayama) 	

- *“Girls at War”* (Chinua Achebe)
- *“The Rain Came”* (Grace Ogot)

Weblinks

- Writing in Literature (guidelines)
<http://owl.english.purdue.edu/owl/section/4/17/>

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT 7: WRITING UNIT: WRITING THE COLLEGE ESSAY

UNIT SUMMARY:

The college essay or personal statement is a critical piece of writing for college bound students. In this unit, students will be lead through the writing process so that the end product is a well-written, insight personal statement that could be submitted as part of a college application. Within the writing workshop model, sample essays will be studied for their craft and students will be encouraged to attempt a variety of techniques, including figurative devices, vivid imagery, sensory detail and dialogue, as they find their voices.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story,

the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ Why is the personal essay important? ▪ What strategies should writers use to generate ideas when writing personal essays? ▪ How can vivid imagery and sentence structure be used to enhance meaning? ▪ What can the personal essay teach us about ourselves and the world around us? ▪ Why do effective writers revise and edit their work? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Personal reflection and expression provide insights about the writer. ▪ Effective writers engage readers by using a variety of techniques to enhance meaning and purpose. ▪ Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers. ▪ Successful writers can employ the most effective writing forms depending on their purpose for writing. ▪ Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.
---	---

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 weeks Sept-Oct	Knowledge of... <ul style="list-style-type: none"> ▪ The writing process: <ul style="list-style-type: none"> Freewriting/Brainstorming/Mind Mapping Outlining/organizing Drafting Revising Editing Publishing ▪ Plot development, character development, setting, conflict, and theme. ▪ Literary devices – what they are, 	<ul style="list-style-type: none"> ▪ Read a writing prompt and extrapolate key words ▪ Employ a variety of strategies to write with clarity, for unity of thought, for accuracy of detail, and insightfulness ▪ Engage in brainstorming ▪ Clearly state positions or interpretations. ▪ Use graphic organizers to generate and arrange details ▪ Reflect on purpose and point of view in order to develop a thesis 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ class work and homework ▪ student participation ▪ Teacher-student conferences ▪ Student response to other students' work ▪ Brainstorming worksheets ▪ First/second drafts ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Final drafts of college essay/personal statement ▪ Reflections on the Process

	<p>how/why they are used.</p> <ul style="list-style-type: none"> ▪ Knowledge of the multi-paragraph essay structure ▪ Strategies for thesis development ▪ The elements of strong paragraph development—topic sentence; unity, coherence and flow of supporting details; closure ▪ Conventions of grammar, usage, and mechanics. <p>Unit Specific Terminology:</p> <ul style="list-style-type: none"> ▪ Vivid imagery ▪ Sensory detail ▪ Compositional risks: <ul style="list-style-type: none"> ▪ Anecdote ▪ Dialogue ▪ Rhetorical question ▪ Definition ▪ Dialogue ▪ Appeals to audience: <ul style="list-style-type: none"> ▪ Logical appeal ▪ Emotional appeal ▪ Ethical appeal 	<p>statement</p> <ul style="list-style-type: none"> ▪ Utilize clustering, priority ladders, and/or outlining as organizational strategies ▪ Choose language that is appropriate for the writing situation ▪ Appeal to logical, emotional, and/or ethical appeals according to the purpose of the task ▪ Analyze the strengths and weaknesses of one’s writing ▪ Establish criteria for and engage in peer review, model peer review ▪ Conference with peers and teacher ▪ Use suggestions to improve upon one’s writing ▪ Edit and revise final draft ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
--	---	--	--

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>50 Essays that Worked</i> ▪ <i>Expository Composition</i> ▪ Student samples/models ▪ Writing guidelines/notes <p>Weblinks</p> <ul style="list-style-type: none"> ▪ “How to Write a College Admission Essay http://www.collegeview.com/articles/article/how-to-write-a- 	<p>TEACHER NOTES/REFLECTIONS</p>
--	---

[college-admission-essay](#)

- “Writing in College: A Short Guide to College Writing” (by Joseph M. Williams and Lawrence McEnerney, U of Chicago)
<http://writing-program.uchicago.edu/resources/collegewriting/>
- “Laptops10 Tips for Writing the College Application Essay” (By Jeremy S. Hyman, Lynn F. Jacobs)
<http://www.usnews.com/education/blogs/professors-guide/2010/09/15/10-tips-for-writing-the-college-application-essay>

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT 8: WRITING UNIT: UNDERSTANDING ARGUMENTS AND DEVELOPING A POSITION PAPER

UNIT SUMMARY:

College preparedness necessitates that students understand the rhetorical workings of arguments and compose successful arguments themselves. Therefore, this unit focuses on the argument, conducting academic research, and writing an informed position paper on a controversial issues/contemporary social problem. Students will expand their knowledge of argument techniques, including but not limited to author's purpose, tone, connotation/denotation, bias, and loaded language as strategies used by writers when writing persuasively, before practicing how to implement these techniques in one's own writing. Throughout, emphasis will be on the process as well as the product.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures
- Students will be conducting research on issues/topics related to a variety of content areas, including health, civics, the environment, and the economy.

STANDARDS

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ What is argument and what is its purpose? ▪ Why do individuals choose to write arguments? ▪ What strategies to writers use in developing their arguments? ▪ How do arguments impact everyday life? ▪ How does a writer create an engaging, persuasive and influential writing piece? ▪ What is the purpose for research? What are the expectations for the research paper? ▪ Why is plagiarism a crime? What are the consequences to this crime? ▪ How do we know if a topic will yield research? What are the tools for research? ▪ How do you report the findings of your research on a topic, giving proper credit for your sources? ▪ How do you summarize information from many different sources to give credence and validity to a belief or statement? ▪ How do you organize your material into a logical, easy to follow format? ▪ What is a style format and how do you apply it to your writing? ▪ What is the purpose of peer response? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Arguments represent a mode of discourse that allows participants to address issues and multiple points of view. ▪ The purposes of argument include to inform, to negotiate difference, and to bring about change. ▪ Effective writers engage readers by using a variety of techniques to enhance meaning and purpose. ▪ Writers are often called to synthesize information for a specific audience and purpose. ▪ Intellectual property is protected by copyright and must be respected as belonging to someone else. ▪ Good researching requires proper citing of the intellectual property of others. ▪ Information accessed through the use of digital tools assists in generating solutions and making decisions. ▪ Writers are often called to use credible sources for research. ▪ Honesty and precision are essential components of academic research and academic honesty. ▪ A variety of useful resources are available through the media center databases. ▪ Parenthetical and bibliographical citations provide writers and readers useful copyright information. ▪ MLA format is one academic model for good research writing. ▪ Writers rely on feedback to improve their writing.
---	---

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
5 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ VENN diagram--recognize the pros, cons, and common ground in an argument/controversial issue ▪ Appeals to audience: 	<ul style="list-style-type: none"> ▪ Reflect on understandings of plagiarism – legal, ethical, and technical ▪ Determine the undesired consequences of unethical uses of 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Analyses of arguments ▪ Selection of a topic that is manageable under the constraints of the assignment

	<ul style="list-style-type: none"> ▪ Logical appeal ▪ Emotional appeal ▪ Ethical appeal ▪ Rhetorical Strategies: <ul style="list-style-type: none"> ▪ author’s purpose ▪ tone ▪ connotations/denotations ▪ bias ▪ loaded language ▪ Elements of an argument <ul style="list-style-type: none"> ▪ premise/claim ▪ supporting evidence ▪ addressing the opposition ▪ counter-argument ▪ call to action/closure ▪ Definition of plagiarism ▪ Examples of plagiarism (View the film <i>Plagiarism: It’s a Crime</i>) ▪ Print and electronic sources in a media center: <ul style="list-style-type: none"> ▪ BELS ▪ BCCLS ▪ EBSCO ▪ Facts of File ▪ Strategies for data collection: <ul style="list-style-type: none"> ▪ Organizational skills ▪ Note-taking skills ▪ Writing skills ▪ Five paragraphs essay format ▪ Topic sentences/developing a paragraph ▪ MLA style format <ul style="list-style-type: none"> ▪ Parenthetical citations ▪ Works Cited Page 	<p>media</p> <ul style="list-style-type: none"> ▪ Identify and explain persuasive techniques ▪ Identify and explain author’s purpose, tone, connotations/denotations, bias, and loaded language as strategies used by writers when writing persuasively ▪ Identify and explain the use of logical, emotional, and ethical appeals as strategies for writing persuasively ▪ Select a topic of interest to research ▪ Practice taking notes with paraphrases, quotations, and summaries as well as personal connections ▪ Evaluate what logical order to employ in one’s paper ▪ Practice outlining, engaging openers for introductory paragraphs, body paragraph organization, and effective conclusions ▪ Engage in the writing process – planning, drafting, revising, editing, and publishing ▪ Differentiate between sources available in a media center ▪ Differentiate between fact and opinion by using information, coherent arguments and points of view ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. 	<ul style="list-style-type: none"> ▪ Collection of sources from the media center & Note-taking ▪ Formulation of a working thesis statement and a final thesis statement ▪ Organize and outline research in preparation for position paper draft ▪ Citing sources correctly ▪ Engaging in peer review ▪ Summative Assessments ▪ Utilize the strategies of persuasion in original composition of persuasive writing—a position paper ▪ Format the position paper according to MLA standards ▪ Reflections on the Process
--	--	--	--

	<ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar <p>Unit Specific Terminology:</p> <ul style="list-style-type: none"> ▪ Process ▪ Product ▪ Paraphrasing ▪ Summarizing ▪ Quoting ▪ Argument ▪ Rhetorical Devices ▪ MLA formatting ▪ Plagiarism 	<ul style="list-style-type: none"> ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Conduct research to expand knowledge and provide evidence ▪ Access appropriate information through research and evaluate quality of information ▪ Use a variety of technological and information resources to gather and synthesize information ▪ Synthesize information from various sources in order to display a complete and well-documented understanding of a subject, following a prescribed format ▪ Develop author voice (academic voice) in a research/position paper ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
--	--	---	--

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>Writers Inc</i> (handbook) ▪ <i>Write for College</i> (handbook) 	<p>TEACHER NOTES/REFLECTIONS</p> <p>Model and practice how to read and analyze arguments using contemporary essays that address current issues:</p>
--	--

- *Expository Composition*
- *Opposing Viewpoint Series*
- Ebsco online resources including *Points of View* and *Facts on File*
- *Guide to MLA Documentation*
- Student samples/models
- Writing guidelines/notes

Weblinks

- Purdue Online Writing Lab resources
<http://owl.english.purdue.edu/owl/search.php>
- Plagiarism
<http://www.scanmyessay.com/plagiarism/index.php>

Film

- *Plagiarism: It's a Crime*

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

- “I Want a Wife” by Judy Brady
- “Student-Led Prayer Should Be Permitted” by Jay Alan Sekulow
- “Student-Led Prayer Should Not Be Permitted” by Steven R. Shapiro

UNIT 9: WRITING UNIT: RESPONDING TO/ANALYZING LITERATURE

UNIT SUMMARY:

Students in the twelfth grade need to write to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content and literature; therefore, this unit engages students in the writing process and the use of analytical strategies/ skills. Within the writing workshop model students will get support and practice with writing to explain, culminating in students' demonstration of effective argumentative and expository essay writing.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures
- Demonstrate knowledge and understanding of society's impact on the natural world
- The ability to express ideas, concepts, and information is a preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author's life, the text's setting, and cultural significance of the work is explored using primary and secondary sources and in connection with Social Studies.

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence 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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. 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. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence 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.

RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

RI.11-12.4. 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

RI.11-12.5. 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.

RI.11-12.6. 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.11-12.7. 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.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- b. Develop claim(s) and counterclaims fairly 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 words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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. 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.

SL.11-12.3. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- Why is it important for readers to respond to and analyze literature?
- What strategies should readers/writers use to respond to and

UNIT ENDURING UNDERSTANDINGS:

- By responding to and analyzing texts, readers demonstrate their comprehension and engagement with the texts.
- Effective writers engage readers by using a variety of techniques

<p>analyze literature?</p> <ul style="list-style-type: none"> ▪ What can literature teach us about ourselves and the world around us? ▪ How do effective readers respond to and analyze literature? ▪ Why is the writing process important? ▪ How do writers use the writing process advantageously? ▪ What strategies do writers rely upon when writing? ▪ Why are grammar, usage, sentence structure, and mechanics important? ▪ Why is textual evidence and proper documentation of sources necessary when responding to/analyzing literature? ▪ How do writers improve their craft? ▪ What is the purpose to peer response? 	<p>to enhance meaning and purpose.</p> <ul style="list-style-type: none"> ▪ Literature reflects human experiences and insights into the human condition. ▪ Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts. ▪ Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers. ▪ Successful writers can employ the most effective writing forms depending on their purpose for writing. ▪ Mastery of standard English conventions facilitate clarity of writing and establish a common discourse. ▪ Writers are often called to synthesize information from multiple sources to achieve their purpose. ▪ Honesty and precision are essential components of academic research and academic honesty. ▪ Parenthetical and bibliographical citations provide writers and readers useful copyright information. ▪ MLA format is one academic model for good research writing. ▪ Writers rely on feedback to improve their writing.
--	---

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
Throughout the course	<p>Knowledge of...</p> <ul style="list-style-type: none"> ▪ The writing process: <ul style="list-style-type: none"> Freewriting/Brainstorming/Mind Mapping Outlining/organizing Drafting Revising Editing Publishing ▪ Plot development, character 	<ul style="list-style-type: none"> ▪ Read a writing prompt and extrapolate key words ▪ Employ a variety of strategies to write with clarity, for unity of thought, for accuracy of detail, and insightfulness ▪ Engage in brainstorming ▪ Use graphic organizers to generate and arrange details ▪ Clearly state positions or 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ Brainstorming & outlining worksheets ▪ Student participation ▪ Teacher-student conferences ▪ Student response to other students' work ▪ First draft ▪ Summative Assessments

	<p>development, setting, conflict, and theme.</p> <ul style="list-style-type: none"> ▪ Literary devices – what they are, how/why they are used. ▪ Knowledge of the multi-paragraph essay structure ▪ Strategies for thesis development ▪ The elements of strong paragraph development—topic sentence; unity, coherence and flow of supporting details; closure ▪ Conventions of grammar, usage, and mechanics. 	<p>interpretations.</p> <ul style="list-style-type: none"> ▪ Reflect on an author’s purpose and point of view in order to develop a thesis statement ▪ Utilize clustering, priority ladders, and/or outlining as organizational strategies ▪ Support one’s position with organized and relevant evidence in order to validate an interpretation ▪ Cite quotations correctly ▪ Choose language that is appropriate for the writing situation ▪ Appeal to logical, emotional, and ethical appeals according to the purpose of the task ▪ Write a literary analysis essay with clear audience and purpose ▪ Analyze the strengths and weaknesses of one’s writing ▪ Establish criteria for and engage in peer review, model peer review ▪ Conference with peers and teacher ▪ Use suggestions to improve upon one’s writing ▪ Edit and revise final draft ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	<ul style="list-style-type: none"> ▪ Writing Skills Self Evaluation ▪ Final draft ▪ Reflections on the Process
--	---	---	---

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<ul style="list-style-type: none">▪ <i>Writers Inc</i> (Handbook)▪ <i>Writing For College</i> (Handbook)▪ Student writing samples as models▪ Writing guidelines and notes▪ Teacher created handouts▪ SmartBoard, ELMO, computers with Internet access	