

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level : 12AP

Textbook(s)/Instructional Materials Used:

- *Literature: An Introduction to Reading and Writing 4th edition*; Prentice Hall; ISBN:0-130975109
- *King Lear* by William Shakespeare-Washing Square Press, Folger Shakespeare; SBN:0-7434-8276-X
- *Wuthering Heights* by Emily Bronte; Bantam Books; ISBN: 0-553-21258-3
- *Antigone* by Sophocles; Dover Publications, Inc.; ISBN:0-486-27804-2
- *The Heart of Darkness and the Secret Sharer* by Joseph Conrad; Bantam Books; ISBN:0-553-21214-1
- *The Metamorphosis* by Franz Kafka; Bantam Books; ISBN: 0-553-21369-5
- *Things Fall Apart* by Chinua Achebe; Anchor Books (Double Day); ISBN: 0-385-47454-7

Dates: Beginning – Middle September

Unit Plan: Poetry – Character and Setting

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multi-media when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content

Understanding(s):

Students will understand:

- Literature provides insight into the human condition*
 CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Essential Question(s):

- How can literature help us understand our world, past and present, and ourselves?*
 CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

2. *A text's structure and its author's style help a reader to understand its meaning*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

3. *Literary themes help us to understand our own lives and feelings*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and main idea to the reader*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *Characters in a poem help to establish point of view, tone, and theme*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Settings in a poem help to establish theme, tone, and mood*

■ *How can we know what an author means?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

■ *How can an author use literary elements, structures, titles, and devices to communicate theme and purpose in his work?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

■ *How does an author's life and times influence his writing style and themes?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

■ *How can a title reveal the theme and purpose of a work of literature?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

7. *A title of a work is a good clue to the author's theme and purpose*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

8. *Effective poetry analysis involves a strategy to interpret the text*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Define and identify examples of literary elements: character, inside/outside speaker, persona, listener, participant, setting, point of view, theme, tone, purpose, style
- Define and identify uses of literary devices: simile, metaphor, personification, allusion, synecdoche, hyperbole, metonymy, synaesthesia, paradox, irony, onomatopoeia, pun, alliteration, imagery
- Define and identify uses of literary structures: stanza, couplet, rhyme scheme, juxtaposition, enjambment, parallelism, repetition
- Determine the theme and purpose of a poem by employing the strategy of Title-Structure-Character-Setting-Language devices
- State the theme of a poem in universal terms and use specific evidence from the poem to support the theme
- State the author's tone and purpose in a poem and use specific evidence from the poem to support them
- Write and revise informative and/or persuasive essays that analyze the theme, purpose, tone, and style of an author's poem, focusing on his characters, setting, structure, title, and devices.

Stage 1 – Desired Results**PA Core State Assessments/Standards:****CC.1.2.11-12.A Key Ideas and Details – Main Idea**

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B Key Ideas and Details – Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.C Key Ideas and Details – Text Analysis

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.

CC.1.2.11-12.D Craft and Structure – Point of View

Evaluate how an author's point of view or purpose shapes the context and style of a text.

CC.1.2.11-12.E Craft and Structure – Text Structure

Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G**Integration of Knowledge and Ideas****Diverse Media**

Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.H**Integration of Knowledge and Ideas****Evaluating Arguments**

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I Integration of Knowledge and Ideas – Analysis Across Text

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K**Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.11-12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A**Key Ideas and Details – Theme**

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

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CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

1. *Literature provides insight into the human condition*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

2. *A text's structure and its author's style help a reader to understand its meaning*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

3. *Literary themes help us to understand our own lives and feelings*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C,

Essential Question(s):

- *How can literature help us understand our world, past and present, and ourselves?*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

- *How can we know what an author means?*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

- *How can an author use literary elements, structures, and devices to communicate theme and purpose in his work?*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C,

CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and themes to the reader*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *Use of multiple narrators establishes multiple points of view and tones*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Motifs employed throughout the novel provide unity and develop the themes and purpose of the author*

CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can multiple narrators and motifs further the themes, purpose, and unity of a novel?*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

7. *Effective literary analysis requires a set of close reading skills*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Identify the literary elements of the novel: plot, character, setting, theme, tone, mood, point of view and explain their interaction leading to themes
- Identify structural elements of frame, flashback, foreshadowing, interruptions, juxtaposition, parallels, dual narrators, and explain their relevance to themes
- Identify the characterization elements of foil pairs, mirror pairs, stereotypes, symbolic characters and explain their relevance to themes
- Explain the various levels of theme and meaning: political, philosophical, psychological
- Identify the major motifs and their relevance to themes
- Identify elements of figurative language: simile, metaphor, personification, allusion, paradox, synecdoche, metonymy, synaesthesia, hyperbole, understatement and their relevance to themes
- Identify the use of ironies (verbal, dramatic, situational) and their relevance to themes
- Employ the following close reading skills to analyze the novel
 - analyze structure
 - identify speaker
 - analyze diction and syntax choices

- identify and analyze basic literary elements
- identify and analyze imagery and figures of speech
- identify point of view
- identify motifs and relate them to theme
- using the above information, formulate the themes, tone, style of the literary work
- Write and revise informative and/or persuasive essays that analyze themes, tone, purpose, style used in the novel
- State the themes of the work and use textual evidence to support them

Essential Questions:

- How do the author's techniques contribute to our understanding of the novel?
- What is the heart of darkness?
- How is an individual influenced by the people, settings, and situations around him/her?

Dates: End of October – End of January

Unit Plan: Research Project

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

Understanding(s):

Students will understand...

- *Quality research presentations are best crafted through a sequential process.*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H
- *The validity of research is based on the selection and utilization of appropriate sources.*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D,

Essential Question(s):

- *What is effective research?*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H
- *How can research help us learn new things?*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D,

CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H

- *Information and ideas obtained from others must be attributed to them.*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H
- *An effective speaker uses communication skills appropriate to the situation.*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H

CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H

- *How does unethical writing affect us?*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H
- *How can we communicate clearly and effectively?*
CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.2.11-12.M, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.B, CC.1.2.11-12.G, CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.2.11-12.H

Learning Objectives:

Students will know...

- How to select and narrow a research project topic.
- How to locate and use secondary sources.
- How to evaluate the quality of sources.
- How to properly format bibliography cards.
- How to summarize, paraphrase, and directly quote information from sources.
- How to create a thesis statement.
- How to evaluate and notecards for number and quality.
- How to synthesize information through writing an outline.
- How to use MLA format to print a Works Cited page that shows all sources used within the project.
- What plagiarism is and how to avoid it.
- How to format a project to include an introduction, body, and conclusion.
- What goes into a good presentation: posture/gestures, controlled voice, and eye contact.
- The five domains of communication: focus, content, organization, style, and conventions.

and be able to...

- Select and narrow a research project topic.
- Locate and use secondary sources.
- Evaluate the quality of sources.

- Properly format bibliography cards.
- Summarize, paraphrase, and directly quote information from sources.
- Create a thesis statement.
- Evaluate and notecards for number and quality.
- Synthesize information through writing an outline.
- Use MLA format to print a Works Cited page that shows all sources used within the project.
- Utilize skills to avoid plagiarism.
- Format a project to include an introduction, body, and conclusion.
- Demonstrate proficiency in the elements of oral communication: posture/gestures, controlled voice, and eye contact.
- 13. Demonstrate proficiency in the five domains of communication: focus, content, organization, style, and conventions.

Dates: Middle – End November

Unit Plan: Poetry – Diction and Syntax

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content

Understanding(s):

Students will understand...

1. *Literature provides insight into the human condition*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
2. *A text's structure and its author's style help a reader to understand its meaning*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-

Essential Question(s):

- *How can literature help us understand our world, past and present, and ourselves?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *How can we know what an author means?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T,

12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

3. *Literary themes help us to understand our own lives and feelings*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and main idea to the reader*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *Diction choices help to establish theme, tone, and mood*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Syntax choices help to establish theme, tone, and mood*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can an author use literary elements, structures, titles, and devices to communicate theme and purpose in his work?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How does an author's life and times influence his writing style and themes?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can a title reveal the theme and purpose of a work of literature?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can diction and syntax choices help us determine an author's theme and purpose?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

<p>12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G</p> <p>7. <i>A title of a work is a good clue to the author's theme and purpose</i> CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G</p> <p>8. <i>Noticing shifts in diction and syntax can help determine theme and purpose of author</i> CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G</p>	<p>12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G</p>
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Learning Objectives:

Students will know and be able to...

- Define and identify examples of diction elements: general/specific language; abstract/concrete language; 3 levels of diction; decorum; idiom; jargon; slang; dialect; connotation
- Define and identify examples of syntax elements: rhetoric; repetition; parallelism; antithesis; chiasmus; 4 kinds of sentences; interior punctuation; enjambment; atypical sentence structure (S-V-O aberrations)
- Identify shifts in diction and/or syntax and use it to determine theme and purpose
- Determine the theme and purpose of a poem by employing the strategy of Title-Structure-Character-Setting-Diction-Syntax
- State the theme of a poem in universal terms and use specific diction/syntax evidence from the poem to support the theme
- State the author's tone and purpose in a poem and use specific diction/syntax evidence from the poem to support them
- Write and revise informative and/or persuasive essays that analyze the theme, purpose, tone, and style of an author's poem, focusing on his use of diction and syntax choices.

Essential Questions:

- How can an author use literary elements, structures, titles, and devices to communicate theme and purpose in his work?
- How does an author's life and times influence his writing style and themes?
- How can a title reveal the theme and purpose of a work of literature?
- How can diction and syntax choices help us determine an author's theme and purpose?

Dates: Beginning of December – Beginning of January

Unit Plan: *Things Fall Apart*

PA Core State Assessments/Standards:

CC.1.2.11-12.A Key Ideas and Details – Main Idea

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B Key Ideas and Details – Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.C Key Ideas and Details – Text Analysis

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.

CC.1.2.11-12.D Craft and Structure – Point of View

Evaluate how an author's point of view or purpose shapes the context and style of a text.

CC.1.2.11-12.E Craft and Structure – Text Structure

Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G

Integration of Knowledge and Ideas

Diverse Media

Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.H

Integration of Knowledge and Ideas

Evaluating Arguments

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I Integration of Knowledge and Ideas – Analysis Across Text

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.11-12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.M

Narrative

Write narratives to develop real or imagined experiences or events.

CC.1.4.11-12.N**Narrative Focus**

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11-12.O**Narrative Content**

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11-12.P**Narrative Organization**

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11-12.Q**Narrative Style**

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11-12.R**Narrative Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S**Responses to Literature**

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T**Production and Distribution of Writing / Writing Process**

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.

CC.1.4.11-12.U**Technology and Publication**

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

CC.1.4.11-12.V**Conducting Research**

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.

CC.1.4.11-12.W**Credibility, Reliability, and Validity of Sources**

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 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.

CC.1.4.11-12.X**Range of Writing**

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A**Comprehension and Collaboration****Collaboration Discussion**

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

1. *Literature provides insight into the human condition*
CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Essential Question(s):

- *How can literature help us understand our world, past and present, and ourselves?*
CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

2. *A text's structure and its author's style help a reader to understand its meaning*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

3. *Literary themes help us to understand our own lives and feelings*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and themes to the reader*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-

▪ *How can we know what an author means?*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can an author use literary elements, structures, and devices to communicate theme and purpose in his work?*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *Use of folklore, fables, and proverbs can reveal cultural beliefs of a society*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Use of dialect in a work can immerse the reader in the culture of the fictional society*

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Identify the literary elements of the novel: plot, character, setting, theme, tone, mood, point of view and explain their interaction leading to themes
- Identify the structural elements of flashback, foreshadowing, juxtaposition, parallels and explain their relevance to themes
- Identify the characterization elements of foil pairs, mirror pairs, symbolic characters and explain their relevance to themes
- Identify the forms and purposes of folk literature used in the novel and explain its connection to themes
- Identify the Biblical allusions and explain their use in developing the cultural clash of Ibo and European societies
- Identify the use of situational and dramatic irony in the fate of the major character
- Explain how dialect usage leads to reader immersion in the Ibo society and its effects on understanding the culture clash and irony
- State the themes of the novel and use textual evidence to support them

Dates: Middle – End of January

Unit Plan: Poetry - Imagery

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to lengthen the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

**Comprehension and Collaboration
Collaboration Discussion**

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

**Comprehension and Collaboration
Critical Listening**

Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

**Comprehension and Collaboration
Evaluating Information**

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

**Presentation of Knowledge and Ideas
Purpose, Audience and Task**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

**Presentation of Knowledge and Ideas
Context**

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

**Integration of Knowledge and Ideas
Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content

Understanding(s):

Students will understand...

1. *Literature provides insight into the human condition*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
2. *A text's structure and its author's style help a reader to understand its meaning*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-

Essential Question(s):

- *How can literature help us understand our world, past and present, and ourselves?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *How can we know what an author means?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E,

12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

3. *Literary themes help us to understand our own lives and feelings*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and main idea to the reader*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *A title is a good clue to author's theme and purpose*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Imagery used in a work helps to establish theme, tone, and mood*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-

12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can an author use literary elements, structures, titles, and devices to communicate theme and purpose in his work?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can a writer's choices of images reveal theme, tone, and mood in his work?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

7. *Effective poetry analysis involves a strategy to interpret the text*
 CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Define and identify examples of kinds of imagery: visual, auditory, olfactory, gustatory, tactile, kinetic, kinesthetic
- Identify key images in poems and relate how they help establish theme, tone, and mood in the poems
- State the theme of a poem in universal terms and support it with evidence of images from the poem, using the strategy of Title-structure-character-setting- language devices-imagery-- Write and revise informative and/or persuasive essays that analyze the use of imagery in a poem

Dates: End of January – Middle of February

Unit Plan: *Antigone*

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify their relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

1. *Literature provides insight into the human condition*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
2. *A text's structure and its author's style help a reader to understand its meaning*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
3. *Literary themes help us to understand our own lives and feelings*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

Essential Question(s):

- *How can literature help us understand our world, past and present, and ourselves?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *How can we know what an author means?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *How can an author use literary elements, structures, devices to communicate his theme and purpose?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

12.C, CC.1.5.11-12.D, CC.1.5.11-12.E,
CC.1.5.11-12.F, CC.1.5.11-12.G

12.C, CC.1.5.11-12.D, CC.1.5.11-12.E,
CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and theme to the reader*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *The conventions of a drama can affect the way we comprehend the conflicts, characters, and themes*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Tragedies and tragic heroes have specific characteristics that help us understand the theme*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Define and locate the parts of a Greek theater: skene, orchestra, parados
- Define, locate, and explain the contents of the parts of a Greek tragedy: prologue, parados, episode, stasimon, exodos

- Explain the 3 unities of time, place, action
- Define, locate, and explain the characteristics of tragedy as explained by Aristotle in The Poetics: reversal, recognition, flaw, catharsis, tragic dilemma
- Explain the 4 qualities of a tragic hero and apply to hero of play
- Define and locate stichomythy, kommos, and comic relief in the play
- Explain the functions of the chorus in the play
- Identify and explain key images and figures of speech in the play
- Define and locate examples of foil and mirror pairs of characters
- Identify and explain the themes of the play in regard to wisdom and self-knowledge
- Employ the following close reading skills to analyze the play:
 - analyze structure
 - analyze diction and syntax choices
 - identify and analyze basic literary elements
 - identify and analyze imagery and figures of speech
 - identify motifs and relate them to themes
 - identify conventions and explain their uses
 - using the above information, formulate the themes, tone, style of the play
- Write and revise informative and/or persuasive essays that analyze themes, tone, purpose, style, or conventions used in the play

Dates: Mid-February – Beginning of March

Unit Plan: Rhetorical Figures

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content

Understanding(s):

Students will understand...

- Literature provides insight into the human condition*
 CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

Essential Question(s):

- How can literature help us understand our world, past and present, and ourselves?*
 CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

12.C, CC.1.5.11-12.D, CC.1.5.11-12.E,
CC.1.5.11-12.F, CC.1.5.11-12.G

2. *A text's structure and its author's style help a reader to understand its meaning*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

3. *Literary themes help us to understand our own lives and feelings*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and main idea to the reader*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *A title is a good clue to author's theme and purpose*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

12.C, CC.1.5.11-12.D, CC.1.5.11-12.E,
CC.1.5.11-12.F, CC.1.5.11-12.G

▪ *How can we know what an author means?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Figures of speech used in a work help to establish theme, tone and mood*
 CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Define and identify examples of various figures of speech: metaphor, simile, personification, paradox, oxymoron, anaphora, apostrophe, synecdoche, metonymy, synaesthesia, pun, hyperbole, understatement
- Identify figures of speech in poems and relate how they help establish theme, mood, and tone
- State the theme of a poem in universal terms and support it with evidence of figures of speech from the poem
- Compose original figures of speech for an original poem

Dates: End of February until end of March

Unit Plan: *King Lear*

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify they relationships between claim(s) and reasons, between reasons and evidence, and

between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

1. *Literature provides insight into the human condition*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
2. *A text's structure and its author's style help a reader to understand its meaning*
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3. *Literary themes help us to understand our own lives and feelings*
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Essential Question(s):

- *How can literature help us understand our world, past and present, and ourselves?*
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- *How can we know what an author means?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *How can an author use literary elements, structures, devices to communicate his theme and purpose?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

4. *Literary elements, structures, and devices used by the author reveal his purpose and theme to the reader*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

5. *The conventions of a drama can affect the way we comprehend the conflicts, characters, and themes*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

6. *Tragedies and tragic heroes have specific characteristics that help us understand the theme*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

7. *Subplots enhance the themes of the play's main plot through comparisons and contrasts*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D,

▪ *How can dramatic conventions vary and how do they impact our understanding of conflict, character, and theme?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Define and locate the parts of an Elizabethan theater
- Define, locate, and explain the 5-act structure of an Elizabethan tragedy
- Define, locate, and explain the characteristics of tragedy as explained by Aristotle in *The Poetics*: reversal, recognition, flaw, catharsis, tragic dilemma
- Explain the 4 qualities of a tragic hero and apply to hero of play
- Define and locate the use of soliloquies, asides, and comic relief
- Explain the function of the subplot in regard to the main plot, in terms of theme
- Explain the functions of blank verse and prose in the play
- Identify and explain key images and figures of speech in the play
- Define and locate examples of foil and mirror pairs of characters
- Identify and explain the themes of the play in regard to wisdom and self-knowledge
- Write and revise analyses of theme, tone, and style elements of the play
- Employ the following close reading skills to analyze the play:
 - -analyze structure
 - -analyze diction and syntax choices
 - -identify and analyze the basic literary elements
 - -identify and analyze imagery and figures of speech
 - -identify motifs and relate them to themes
 - -identify corresponding or contrasting elements of the plot and subplot
 - -using the above information, formulate the themes, tone, style of the play

Dates: Beginning of April - May

Unit Plan: *Wuthering Heights*

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 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.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content

Understanding(s):

Students will understand...

- *Literature provides insight into the human condition*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E,

Essential Question(s):

- *How can literature help us understand our world, past and present, and ourselves?*
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- *A text's structure and its author's style help a reader to understand its meaning*

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- *Literary themes help us to understand our own lives and feelings*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

- *Literary elements, structures, and devices used by the author reveal his purpose and theme to the reader*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

- *How can we know what an author means?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

- *How can an author use literary elements, structures, devices to communicate his theme and purpose?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

- *How can multiple narrators and motifs further the themes, purposes, and unity of a work?*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-

12.C, CC.1.5.11-12.D, CC.1.5.11-12.E,
CC.1.5.11-12.F, CC.1.5.11-12.G

- *Use of multiple narrators establishes multiple points of view and tone.*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *Motifs employed throughout the novel provide unity and develop the themes and purpose of the author.* CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *Use of dialect in a work can immerse the reader in the culture of the fictional society.*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *A literary movement such as Romanticism can influence the author's choice of content, style, and themes.* CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K,

12.C, CC.1.5.11-12.D, CC.1.5.11-12.E,
CC.1.5.11-12.F, CC.1.5.11-12.G

- *How can dialect make us feel a part of a fictional society?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G
- *How can a literary movement influence the choices that an author makes in content, style, and theme?*
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

- *Effective literary analysis requires a set of close reading skills.*

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G

Learning Objectives:

Students will know and be able to...

- Identify the literary elements of the novel: plot, character, setting, theme, tone, mood, point of view, and explain their interaction leading to themes.
- Identify structural elements of frame, flashback, foreshadowing, interruptions, juxtaposition, parallels, dual and alternate narrators, and explain their relevance to theme.
- Explain the levels of theme: personal, societal, and philosophical.
- Identify the major motifs and explain their relevance to the theme.
- Identify elements of figurative language: metaphor, simile, personification, allusion, and explain their relevance to theme.
- Identify patterns of imagery (nature, supernatural) and relate them to theme.
- Explain how dialect and Yorkshire customs immerse the reader in a fictional society.
- Identify the use of situational and dramatic irony in the fates of the major characters.
- State the themes of the work and use textual evidence to support them.
- Employ the following close reading skills to analyze the novel:
 - analyze structure
 - identify narrator/speaker and point of view
 - analyze diction and syntax choices
 - identify and analyze figures of speech and images
 - identify motifs and relate them to theme
 - identify elements of Romantic literature and their effect of content, style, and theme
 - using the above information, formulate themes, tone, style of the work
- Write and revise informative and/or persuasive essays that analyze theme, tone, style, purpose used in the novel.