



Grade 11 Real and Unreal - Unit 1 - Real-Life Magic

Unit Focus

Students have experienced many ancient works of literature at this point in the course, and have experienced the human condition through the ages. This is a perfect time to reflect on who they are through the writing of a college essay /personal narrative. Students will look back on the journal writings they did in Trimester 1 and focus on audience, purpose, and message as they figure out what aspects of themselves to share with the world. The writing of a first draft happens in this unit, while the revisions occur in the next unit after students have had some time away from their writing pieces.

Students who found new appreciation for the fantastical throughout the ancient texts like *The Odyssey* and *The Epic of Gilgamesh* will now move forward in time to modern versions of the fantastical. While we will no longer discuss the gods and mythology, we will dive deep into a world like our own with elements beyond our comprehension. Students will consider a text for its superficial meaning, as well as its subversive commentary on the author's society. With the fantasy genre, students will encounter fictionalized stories that act as criticisms on society as a whole. This requires research and background knowledge, which will act as an integral part of their analysis and understanding.

PLEASE NOTE: This is the first unit in the thematic course offering Real and Unreal. Students will continue to work on skills, strategies, and concepts from the first trimester version of World Literature, but will not focus on thematic representations of human courage, the importance of hope, and overcoming adversity.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer			
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 11-12<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RL.11-12.1)Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.11-12.2)Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.ELA-LITERACY.RL.11-12.3)By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T3 Compare and contrast literary patterns across texts. T4 Research and identify credible resources to expand knowledge and understanding of a topic or issue.			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i> U1 Readers use appropriate strategies to construct meaning from texts. U2 Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony).</td><td><i>Students will keep considering...</i> Q1 What's my strategy for reading this text? How do I know if it is working? Q2 What does close reading require? Q3 What is this text really about? (e.g. theme, main idea, moral)?</td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> U1 Readers use appropriate strategies to construct meaning from texts. U2 Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony).
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Stage 1: Desired Results - Key Understandings

<p>high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.11-12.10)</p> <ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.11-12.1) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-LITERACY.W.11-12.1.A) 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. (CCSS.ELA-LITERACY.W.11-12.1.B) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.11-12.3) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELA-LITERACY.W.11-12.3.A) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.11-12.3.B) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (CCSS.ELA-LITERACY.W.11-12.3.C) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-LITERACY.W.11-12.3.D) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA-LITERACY.W.11-12.3.E) Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3.) (CCSS.ELA-LITERACY.W.11-12.4) 	<p>U3 Great literature is intentionally crafted to explore enduring human themes transferable across time and place.</p> <p>U4 Readers ask and answer questions to deepen understanding and promote further thinking.</p> <p>U5 Writing is a process for clarifying as well as expressing one's thinking.</p> <p>U6 Writers gather and evaluate information across texts.</p>	<p>Q4 How do people/characters, events, and ideas develop within the text?</p> <p>Q5 What makes clear and effective writing?</p> <p>Q6 What questions are important to ask? What is worth investigating?</p>
Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 The various elements associated with magical realism, as they are symbols with larger meaning.</p> <p>K2 Symbols in texts are often abstract ways in which authors construct deeper, thematic meaning.</p> <p>K3 That research from quality databases supports our understanding of fictional texts.</p> <p>K4 All conclusions are supported by direct evidence from a text.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying, analyzing, and interpreting elements of magical realism.</p> <p>S2 Analyzing and interpreting symbols as subversive critiques on the author's society.</p> <p>S3 Navigating quality databases to grow their understanding of fictional texts, including the creation of research questions.</p> <p>S4 Reading closely for the purpose of supporting their conclusions with direct evidence from the text.</p>

Stage 1: Desired Results - Key Understandings

- 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. *(CCSS.ELA-LITERACY.W.11-12.5)*
- 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. *(CCSS.ELA-LITERACY.W.11-12.7)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.11-12.2)*
- Observe hyphenation conventions. *(CCSS.ELA-LITERACY.L.11-12.2.A)*
- Spell correctly. *(CCSS.ELA-LITERACY.L.11-12.2.B)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.11-12.5)*
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. *(CCSS.ELA-LITERACY.L.11-12.5.A)*
- Analyze nuances in the meaning of words with similar denotations. *(CCSS.ELA-LITERACY.L.11-12.5.B)*

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- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*