

English 12: Culture & Craft Curriculum



Grade Level(s): 12; Honors & College Prep

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Course Description:

The world around us is a tapestry of voices, images, and sound. This course will task students with examining the complexities of this world through the lens of their own culture, artistic interests, and unique passions. Students will be asked to think critically about the world around them using a wide range of mediums such as print text, digital media, film analysis, and collaborative tools that help us to foster new ideas. This class will hone student abilities in crafting and presenting effective arguments that hinge on the foundations of polished and recursive written/spoken communication. The course will also ask that students consider modes of professional and technical writing as a means of modern communication such as public speaking, expository writing, and argumentative prose. Students will bring their own perspectives to the course which will help create an environment where students can share, collaborate, challenge, and support multiple viewpoints. All writers have a voice that's exclusive to them. This course will help them find it.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner “I Can” Statements</u>
<u>Writers' Culture: Reflective Writing & The Personal Narrative</u>	How is reflective writing a cathartic and meaningful experience?	Storytelling transcends simple entertainment and operates as a method for working through challenging experiences.	TCC1(9-12); TCC2(9-12); CCE4(9-12); DE1(9-12); DE2(9-12); TI3(9-12); TI4(9-12).
<u>Writing with Purpose: Breaking the Formula</u>	How does a writer prepare to write the most effective and convincing argument possible?	Writers seek out credible evidence about a topic before forming an argument.	TCC1(9-12); TCC2(9-12); TCC3(9-12); CCE1(9-12); CCE4(9-12); DE1(9-12); DE2(9-12); TI3(9-12);
<u>Societal Commentary: A Study of Dystopia</u>	How does studying dystopian works enable us to make judgments about society?	Fiction, even works of science fiction or fantasy, can reveal universal truths about the time in which they were written and about the human experience.	AA4(9-12); TCC2(9-12); TCC4(9-12); CCE2 (9-12); CCE4(9-12); DE1(9-12); P4 (9-12); TI1(9-12); TI2(9-12)
<u>Cultural Literacy: The Influences of the Modern Day Era</u>	Why is it important to study the past in order to prepare for the future?	The most compelling literature transcends time and space.	AA2(9-12); AA4(9-12); TCC2(9-12); CCE4(9-12); DE4 (9-12); P2 (9-12); P3 (9-12); TI3(9-12); TI4(9-12)

Unit 1 - Writers' Culture: Reflective Writing & The Personal Narrative

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- CCSS.ELA-LITERACY.W.11-12.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.11-12.3.D
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.11-12.2.D
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC: THINK CRITICALLY AND CREATIVELY

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

DE: DEMONSTRATE EMPATHY

DE1: Seek, listen to, and understand multiple perspectives.

DE2: Recognize and respect their own feelings and those of others.

TI: TAKE INITIATIVE

TI3(9-12): I can formulate and investigate probing questions to further my learning.

TI4(9-12): Reflect to understand oneself, anticipate challenges, and drive self-improvement.

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Their experiences to communicate a written draft that responds to a selected rhetorical situation. • Exploring ways in which they can craft a written voice can make their work more unique and authentic. • The most successful ideas use mature and effective syntactical forms. • Authors use unique approaches in exploring cathartic experiences (<i>The Things They Carried</i>--or other similarly themed text). 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How is reflective writing a cathartic and meaningful experience? • What does reflective writing look like? • How can we craft language that reflects a mature and professional voice? • When is it expected that we use professional diction and tone? • Why is it important to convey their experiences through writing? • When should writing break free of 5-paragraph essay form?
<p>Students will know...</p> <ul style="list-style-type: none"> • How to self edit and revise written work • The difference between constructive feedback and feedback that is merely praise-based • How to utilize and apply process feedback • To recognize deliberate shifts in tone or style when used by an author to convey ideas or attitudes • How to pull specific text evidence from a source or passage to support a claim 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Organize thoughts and ideas using mature and grammatically accurate sentences. • Provide apt and specific feedback to classmates • Establish a unique written voice in the creation of reflective writing • Appropriately cite or reference the location of source material • Adhere to standards and conventions of writing conventions
<p>Key Vocabulary: Author's voice, exigence, revision and recursive language, flashback, memoir, creative nonfiction, point of view, trustworthy vs untrustworthy narration, figurative language, rhetorical situation</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Summative #1: Narrative: Students will write a Reflective/College essay employing characteristics of narrative writing.</p> <p>Summative #2: Literary Analysis: of <i>The Things They Carried</i> (or similar text).</p>	<p>Other Evidence: Formative Assessment:</p> <ol style="list-style-type: none"> 1) Teacher conference 2) Graphic Organizer for Personal Narrative 3) Graphic Organizer/Brainstorm for Literary Analysis 4) Review of literary devices and narrative writing techniques <p>Interim Assessments:</p> <ol style="list-style-type: none"> 1) Reading quiz 2) Narrative Essay First Draft 3) Literary Analysis essay First Draft
<p>Learning Plan</p>	

TCC: THINK CRITICALLY AND CREATIVELY

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

Summative #1: Narrative Essay

Graphic Organizer - Narrative Essay

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Summative #2: Literary Analysis Essay

Graphic Organizer - Literary Analysis Essay

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE4(9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

Review of literary devices and narrative writing techniques

Teacher conferences/discussion of texts studied

Writing Conferences

DE: DEMONSTRATE EMPATHY

- DE1(9-12): Seek, listen to, and understand multiple perspectives.

Thesis Workshop

- DE2(9-12): Recognize and respect their own feelings and those of others.

Brainstorm Narrative Essay

TI: TAKE INITIATIVE

- TI3(9-12): I can formulate and investigate probing questions to further my learning.

Interim #1: Narrative Essay First Draft

Interim #2: Literary Essay First Draft

- TI4(9-12): Reflect to understand oneself, anticipate challenges, and drive self-improvement.

Brainstorm/Outline of Literary Analysis and Narrative Essay

Teacher Resources:

- The Common App Essay Questions (annually published; students can connect their “Letter to My Younger Self” to their selected Common App question--optional)
- Exemplars (student essays, excerpts)
- Flawed College/Reflective Essays (feedback & revision strategy practice)
- *The Things They Carried* by Tim O’Brien or a similar personal narrative
- Clips from films such as “Forrest Gump”

Unit 2 - Writing with Purpose: Breaking the Formula

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.SL.11-12.1.B

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

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC: THINK CRITICALLY AND CREATIVELY

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE1(9-12): Engage others in meaningful conversations while respecting multiple perspectives.

CCE4(9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

DE: DEMONSTRATE EMPATHY

DE1(9-12): Seek, listen to, and understand multiple perspectives.

DE2(9-12): Recognize and respect their own feelings and those of others.

TI: TAKE INITIATIVE

TI3(9-12): I can formulate and investigate probing questions to further my learning.

Understandings: Students will understand that...

- The inclusion of particular rhetorical strategies can enrich an argument.
- A range of views on a particular topic is more substantial than seeing a mere two sides to a writer's claim.
- An audience plays a critical role in the building of a piece of writing

Essential Questions:

- How can a writer establish a unique and powerful voice?
- What makes a writer's voice authentic and distinctive?
- What are the qualities of a writer or speaker who captivates an audience?
- Why might rhetorical techniques help a writer or speaker communicate ideas? What determines the validity of a claim?
- Why is a counterclaim a necessary part of an argumentative speech?
- What are the hallmarks of effective argumentation?

Students will know...

- How to recognize an author's rhetorical techniques, why they are being used, and their effectiveness
- Determine how to assemble a counterclaim based on understanding an opponent's argument
- How to avoid plagiarism when synthesizing research
- That writers can hold differing perspectives on a topic
- There are strengths and limitations to one's argument
- A substantiated argument is immeasurably stronger than one without credible support

Students will be able to...

- Embed rhetorical techniques to help deliver a line of reasoning
- Organize an argument that flows in a thoughtfully designed manner
- Anticipate an opponent's view and build a rebuttal in response
- Integrate researched material to support a claim
- Establish his/her credibility through authentic sources and careful documentation
- Establish and support a valid claim
- Consider a counter-claim and its evidence
- Produce a finished document
- Take part in a civil, thoughtful, and productive debate where speakers hold opposing fundamental views on a topic

Key Vocabulary: Alliteration, anaphora, anastrophe, cacophony, counter-argument/counterclaim, diction, epistrophe, ethos, hyperbole, kairos, logos, metaphor, pathos, personification, rebuttal, rhetorical question, simile

Assessment Evidence

<p>Performance Tasks: Summative 1: Argumentative Essay/Opinion-Editorial: Student selected contemporary topic</p> <p>Summative 2: Podcast/Ted Talk: Student selected topic related to Op-Ed OR new idea</p>	<p>Other Evidence: Formative Assessment:</p> <ol style="list-style-type: none"> 1) In-class debate 2) Op-Ed Workshop 3) Graphic Organizer for Op-Ed 4) Brainstorm Sheet for Podcast 5) Peer Editing Workshop <p>Interim Assessments:</p> <ol style="list-style-type: none"> 1) Rhetorical Strategies Quiz 2) Research and Notetaking for Arg. Essay 3) Research and Notetaking for Op-Ed 4) First Draft - Op-Ed 5) Script - Podcast
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Learning Plan

TCC: THINK CRITICALLY AND CREATIVELY

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
In-class debate

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
Interim #2 & #3: Research and Notetaking for Arg. essay and Op-Ed

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
Interim #1: Rhetorical Strategies Quiz
Interim #4: First Draft Argumentative Essay/Opinion-Editorial
Interim #5: Script Podcast/Ted Talk

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1(9-12): Engage others in meaningful conversations while respecting multiple perspectives.
In-class debate
Teacher writing conference

- CCE4(9-12): Express ideas in a variety of ways, according to context, purpose, and audience.
Summative #1: Argumentative Essay/Opinion-Editorial
Summative #2: Podcast/Ted Talk

DE: DEMONSTRATE EMPATHY

- DE1(9-12): Seek, listen to, and understand multiple perspectives.

Op-Ed Workshop

- DE2(9-12): Recognize and respect their own feelings and those of others.

Peer Editing Workshop

TI: TAKE INITIATIVE

- TI3(9-12): I can formulate and investigate probing questions to further my learning.

Selecting topics for summative assessments

Teacher Resources:

- Class notes with definitions + examples of rhetorical techniques and figurative language
- Examples of current Op-Ed's from a variety of sources
- Podcast Recording Technology (Chromebook)
- Film such as "The King's Speech"
- LMC Databases

Unit 3 - Societal Commentary: A Study of Dystopia

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.5

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

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.5

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

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

AA: ADAPT AND ADJUST

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

TCC: THINK CRITICALLY AND CREATIVELY

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE2 (9-12): Seek, accept, and apply actionable feedback

CCE4(9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

DE: DEMONSTRATE EMPATHY

DE1(9-12): Seek, listen to, and understand multiple perspectives.

P: PERSEVERE

P4 (9-12): Engage in responsible risk-taking to grow and achieve.

TI: TAKE INITIATIVE

TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Understandings: Students will understand that...

- An effective piece of writing is the culmination of a series of small choices made by the writer.
- There are differences between a utopia and a dystopia, but there are also similarities.
- Many consider free access to information is vital for the continued evolution and achievement of a society.
- Dystopian/Utopian literature has the power to drive social change.

Essential Questions:

- Is a utopian society achievable?
- Should freedom of information be considered vitally important to a healthy society? Why or why not?
- When can technology become a detriment?
- What is the value of knowledge?
- Has the concept of utopia and dystopia changed over time and/or across cultures or societies?

Students will know...

- That text evidence is vital to supporting one's claim
- To cite apt and specific support in reinforcing a thesis and/or purpose
- Recognize various functions within a text, noting the text as allegorical, ironic, satirical, etc.

Students will be able to...

- Synthesize a collection of materials and determine a common theme among sources
- Craft an assertion statement regarding the connectivity between sources and materials
- Engage with a text in a creative fashion that conveys a thorough understanding of the work

<ul style="list-style-type: none"> How to respond to a prompt using a formal, professional style of prose 	<ul style="list-style-type: none"> Craft a viewpoint on a particular topic while also considering the views of others
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Key Vocabulary: Allusion, claim, counterclaim, rebuttal, range of opinion, dialogue, supporting detail, paradox, theme, motif, symbolism, thesis, qualifying an argument

Assessment Evidence

Performance Tasks:

Summative 1: Creative Project: Based on a text such as *Lord of the Flies* or *Fahrenheit 451*

Summative 2: Synthesis Essay: Students will be asked to develop individual arguments related to themes studied in this unit inspired by a group of texts that are teacher and/or student selected.

Other Evidence:

Formative Assessments:

- 1) Teacher conference
- 2) Socratic Seminar
- 3) Source Collection/Annotation

Interim Assessments:

- 1) Reading quiz
- 2) Proposal for Project
- 3) Compare and Contrast Essay on text and film
- 4) Graphic Organizer for Synthesis Essay

Learning Plan

AA: ADAPT AND ADJUST

- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Teacher conference and Socratic Seminar

TCC: THINK CRITICALLY AND CREATIVELY

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Source Collection/Annotation

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

Interim #1: Reading Quiz

Interim #2: Graphic Organizer for Synthesis Essay

- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Project Proposal

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE2 (9-12): Seek, accept, and apply actionable feedback

Teacher conference

- CCE4(9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

Summative #1: Creative Project

DE: DEMONSTRATE EMPATHY

- DE1(9-12): Seek, listen to, and understand multiple perspectives.

Socratic Seminar

P: PERSEVERE

- P4 (9-12): Engage in responsible risk-taking to grow and achieve.

Project Proposal

TI: TAKE INITIATIVE

- TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

Project Proposal

- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Summative #2: Synthesis Essay

Teacher Resources:

- *Lord of the Flies* by William Golding or *Fahrenheit 451* by Ray Bradbury or another text of instructor's choice
- Concept check materials (quizzes, guided reading questions, etc.)
- Various articles and supporting documents that thematically connect to anchor text
- Student and teacher selected independent reading choice text(s) thematically connected to the unit
- Film Study such as "The Truman Show" or "Gattaca"

Unit 4 - Cultural Literacy: The Influences of the Modern Day Era

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-LITERACY.W.11-12.1.B

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

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurate 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.

CCSS.ELA-LITERACY.RL.11-12.3

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

CCSS.ELA-LITERACY.RL.11-12.5

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

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

AA: ADAPT AND ADJUST

AA2(9-12): I can assess my past successes and mistakes to change my approach.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

TCC: THINK CRITICALLY AND CREATIVELY

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE4(9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

DE: DEMONSTRATE EMPATHY

DE4 (9-12): Are inclusive and help others in need.

P: PERSEVERE

P2 (9-12): Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

P3 (9-12): Demonstrate flexibility and acceptance of setbacks to reach success.

TI: TAKE INITIATIVE

TI3(9-12): I can formulate and investigate probing questions to further my learning.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Understandings: Students will understand that...

- Shakespeare’s masterful use of figurative language creates nuance and depth to his dialogue, character development, conflict and themes.
- We see parts of ourselves in the characters in Shakespeare and gain access to a window into the lives of others.
- Creative forms of communication are critical components to expressing ideas in the modern era
- The most compelling literature transcends time and space.
- Language empowers us by expanding the ability to think, to transform experience, to connect to the past and future, to shape how we view ourselves.

Essential Questions:

- What role does our history have in shaping our future?
- Why is it important to understand where we come from in order to understand our future?
- What defines a generation?
- How are belief systems represented and reproduced through history, literature, art, and music?
- What are the characteristics or elements that cause a piece of literature to endure?

Students will know...

- How literary allusions can continue to be relevant long after the works were written.

Students will be able to...

- Analyze the cumulative impact of figurative language on wider themes and meaning of the text
- Connect literary works to historical documents or other works to

<ul style="list-style-type: none"> • That effective literary analysis goes beyond picking out literary techniques from a list and instead considers the intent and impact of the choices that the writer made. • That connecting to an audience is one of the chief goals of any writer. 	<ul style="list-style-type: none"> • show their influence on one another • Actively and critically read a variety of texts (images, short stories, poetry, etc.)
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Key Vocabulary:

Analogy, allusion, internal and external conflict, literacy, monologue, soliloquy, verbal irony, dramatic irony, situational irony, symbolism, poetic terminology such as: stanza, rhyme, meter, iambic pentameter, cliché, structure, speaker’s point of view, irony, satire, tone, figurative and connotative meanings

Assessment Evidence

<p>Performance Tasks:</p> <p>Summative 1: Literary Analysis: Shakespearean text such as Hamlet</p> <p>Summative 2: Creative Application: Students will respond to an overall essential question such as: How can an old text be relevant today? OR What cultural touchstones will continue to be relevant into the future?</p>	<p>Other Evidence:</p> <p>Formatives:</p> <ol style="list-style-type: none"> 1) Socratic seminar 2) Brainstorm: Creative Application 3) Teacher conference <p>Interims:</p> <ol style="list-style-type: none"> 1) Reading quiz 2) Poetic terminology quiz 3) Poetry Collection 4) First Draft: Literary Analysis
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Learning Plan

AA: ADAPT AND ADJUST

- AA2(9-12): I can assess my past successes and mistakes to change my approach.
Teacher conference
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.
Socratic Seminar

TCC: THINK CRITICALLY AND CREATIVELY

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Summative #2: Creative Application

- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.

Interim #1: Reading quiz

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE4(9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

Interim #3: Poetry Collection

DE: DEMONSTRATE EMPATHY

- DE4 (9-12): Are inclusive and help others in need.

Socratic Seminar

P: PERSEVERE

- P2 (9-12): Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

Interim #4: Literary Analysis First Draft

TI: TAKE INITIATIVE

- TI3(9-12): I can formulate and investigate probing questions to further my learning.

Summative #1: Literary Analysis

- TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Brainstorm: Creative Application

Teacher Resources:

Shakespearean works such as *Hamlet* or *Macbeth*

Teacher and student-selected works from contemporary novelists, poets, songwriters, playwrights, etc.