

Pequea Valley School District

English

Unit 4: Literature Circles (Memoir)

Course: ELA 11

Grade: 11

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Content Specific

- How does literature reveal the values of a given culture or time period?
- What makes a narrative compelling?
- What are the characteristics of a memoir?
- What characteristics make for a strong college entrance essay?
- What is the relevance of studying multicultural texts?

Thematic

- How do we define our identities?
- Who am I? How did I become the person I am today?
- In the face of adversity, what causes some individuals to prevail while others fail?
- How are people transformed through their relationships with others?
- How does conflict lead to change?

Common Core Standards

C.1.2.11–12.A-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-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-Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.D-Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.F-Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11–12.I- Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11–12.L-Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.5.11-12.A-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.D- Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task

Keystone Eligible Content

- | | |
|-----------|---|
| L.N.1.1.1 | Identify and/or analyze the author's intended purpose of a text. |
| L.N.1.1.2 | Explain, describe, and/or analyze examples of a text that support the author's intended purpose. |
| L.N.1.1.3 | Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. |
| L.N.1.1.4 | Explain how an author's use of keywords or phrases in text informs and influences the reader. |
| | |
| L.N.1.3.1 | Identify and/or explain stated or implied main ideas and relevant supporting details from a text. |
| L.N.1.3.2 | Summarize the key details and events of a nonfiction text, in part or as a whole. |
| L.N.1.3.3 | Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. |
| | |
| L.N.2.1.1 | Make inferences and/or draw conclusions based on analysis of a text. |
| L.N.2.1.2 | Cite evidence from a text to support generalizations. |
| L.N.2.3.1 | Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:
Note: Character may also be called narrator, speaker, or subject of a biography. <ul style="list-style-type: none">• The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfiction text• The relationship between characters and other components of a text• The development of complex characters and their roles and functions within a text |
| L.N.2.3.2 | Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: <ul style="list-style-type: none">• The relationship between setting and other components of a text (character, plot, and other key literary elements) |

L.N.2.3.3	<p>Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</p> <ul style="list-style-type: none"> • Elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • The relationship between elements of the plot and other components of a text • How the author structures plot to advance the action
L.N.2.3.4	<p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • The relationship between the theme and other components of a text • Comparing and contrasting how major themes are developed across genres • The reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • The way in which a work of literature is related to the themes and issues of its historical period
L.N.2.3.5	<p>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • The relationship between the tone, style, and/or mood and other components of a text • How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • How diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.N.2.3.6	<p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • The point of view of the narrator as first person or third person point of view • The impact of point of view on the meaning of a text as a whole
L.N.2.4.1	Identify, analyze, and evaluate the structure and format of complex informational texts.
L.N.2.4.2	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
L.N.2.4.3	Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
L.N.2.4.4	Make connections between a text and the content of graphics and charts.
L.N.2.4.5	Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
C.IE.1.1.1	Write with a sharp controlling point and an awareness of the audience and task.
C.IE.1.1.5	Write with control of grammar, mechanics, spelling, usage, and sentence formation.
C.IE.2.1.1	Use a variety of sentence structures.
C.IE.2.1.2	Use precise language to create clarity, voice and tone.
C.IE.2.1.3	Revise to eliminate wordiness and redundancy.
C.IE.2.1.4	Revise to delete irrelevant details.
C.IE.2.1.5	Use the correct form of commonly confused words; use logical transitions.
C.IE.2.1.6	Combine sentences for cohesiveness and unity.
C.IE.2.1.7	Revise sentences for clarity.
C.IE.3.1.1	Spell all words correctly.
C.IE.3.1.2	Use capital letters correctly.

Pacing: Approximate number of class sessions per unit

- 20 class sessions (4 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)

- Analysis
- Cite
- Textual Evidence
- Cultural Theme
- Universal Theme
- Climax
- Conflict (internal/external)
- Characterization
- Connotation/Denotation
- Emotion
- Context
- Flashback
- Stream of Consciousness
- Memoir
- Author's Purpose
- Perspective

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Figurative language vs literal language
- Textual Evidence
- Citation
- Purpose
- Point of view
- Perspective
- Tone
- Diction/Word Choice
- Text structure
- Text Organization

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Author's Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Tone, Diction/Word choice impact meaning
- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author's message.
- Literature mirrors a culture's perspective and history
- Through writing, we can express and discover our identities.
- The search for personal identity is never ending because we are constantly evolving and growing.
- Compelling memoir/narrative writing speaks to who we are as human
- Empathy is imperative to understanding other cultures

Do - What do students need to be able to **do** by the unit's end? *List skills and competencies*

- Analyze the impact of the author's literary choices in a memoir.
- Apply effective narrative techniques including but not limited to reflection and descriptive language in their writing.
- Cite textual evidence to support their analysis of what the text says explicitly and what is inferred.
- Create discussion prompts that elicit insightful conversations and encourage the expression of multiple perspectives.
- Determine an author's point of view in an informational text and/or purpose for writing the text.
- Effectively engage in a range of class discussions including one-on-one, small group, and whole class.
- Evaluate the effectiveness of literature circle discussions.
- Identify appropriate and inappropriate online literature circle behavior.
- Rewrite and edit their narrative based on peer and self-evaluations.
- Substantiate written and verbal arguments and analyses with textual evidence.
- Understand the different types of questions/prompts that may occur in a literature discussion.
- Write a personal narrative that develops a real experience or event in their lives.
- Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Unit Assessments

- Formal literature circle discussions
- Weekly, rotating role activities
- Collins Type III
 - Identify one theme in your novel and how the author carried that theme through the novel
- Personal Essay Narrative – Students will write a narrative essay for a college admissions committee that details an experience, event, or memory from their lives that is telling about who they are as an individual.

Literature:

- *A Long Way Gone* by Ishmael Beah
- *A Hope More Powerful than the Sea* by Melissa Fleming
- *The Translator* by Daoud Hari
- *Funny in Farsi* by Firoozeh Dumas
- *Glass Castle* by Jeannette Walls
- *Tuesdays with Morrie* by Mitch Albom
- *Into the Wild* (honors) by Jack Krakauer.

Software/Resources:

- Voice Record Application

Pequea Valley School District

English

Unit 1: Power, Reputation, and Truth

Course: English 11

Grade: 11

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Content-Specific

- How do authors use various techniques to create mood, tone, character, point of view and theme?
- How do dramatic elements impact the story?
- How is *The Crucible* an allegory?
- What was Arthur Miller's purpose in writing *The Crucible*?

Thematic

- To what extent does power or lack of power affect individuals?
- To what extent does greed and hypocrisy of those in authority affect individuals?
- What is the importance of reputation?
- What does it mean to be an insider or an outsider?
- Why is it important to recall our past, even if it is difficult?
- What impact do herd mentality, vengeance, and mass hysteria have on a community?
- Can lying ever be justified? What if the lie could save a life?
- How is character shaped by our actions and inactions (what we do, and what we don't do)?

Common Core Standard

Reading Literature

CC.1.3.11–12.A-Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.2.11-12.B-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.1.3.11–12.C-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.2.11-12.D -Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.G-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.1.3.11–12.H-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.K-Read and comprehend literary fiction on grade level, reading independently and proficiently.

Keystone Eligible Content

L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- the relationship between the theme and other components of a text.
- comparing and contrasting how major themes are developed across genres.
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

Pacing: Approximate number of class sessions per unit

- 40 class sessions (8 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)

- Analysis
- Textual Evidence
- Citation
- Recurring Theme
- Characterization
- Dramatic Elements
- Allegory
- Biblical Allusion
- Tone
- Literary Device
- Stage Direction
- Dramatic Dialogue
- Author’s Purpose
- Historical Fiction
- Literary Criticism.
- Dramatic Irony

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Elements of Drama
- Theme
- Allegory
- Allusion
- Figurative Language
- Literary analysis
- Techniques for literary analysis writing
- Analyzing Relationships Between Themes/Central Ideas
- Faustian Legend
- Salem Witch Trials
- Puritan Ideals
- McCarthyism

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Content-Specific

Reading

- Author’s Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Tone, Diction/Word choice impact meaning
- Inferencing is an Active Reading skill

Thematic

- Marginalized groups of people are specifically vulnerable to abuse of power, and responsible citizens should fight oppression of those marginalized groups.
- Preservation of your personal integrity is more important than preservation of your reputation.
- Mass hysteria blinds people to reason.
- When a person's actions are driven by desires to preserve their reputation rather than do the morally right thing, there can be extremely dire consequences.
- The desire to preserve and gain power can lead to disastrous consequences.
- Convenient lies can build on one another to create a universally accepted truth even in the absence of any real evidence.

Do - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities*

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly.
- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Describe characters (traits, motivations, feelings using his/her thoughts, words, actions) and draw conclusions about how they develop throughout the text; identify character types, with a focus on complex characters (e.g., with multiple or conflicting motivations).
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims
- Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument
- Develop an argument using claims, evidence, and elements of rhetoric.

Assessment:

- Reading Comprehension Quizzes for each Act
- Type 3 - False Confessions (FCA #1: Collins Format; FCA #2: use a specific number of content vocabulary words; FCA #3: Explain ideas with specific/relevant details)
- Type 3 - Textual Evidence of Character Development (FCA #1: Introduce; FCA #2: Cite; FCA #3; Explain)
- Type 4 - Theme (FCA #1: Theme Statement; FCA #2: Three reasons/textual evidence explained; FCA #3; four vocabulary terms)

Non-fiction Articles:

- "Herd Behavior"- Common Lit
- "On Tragedy" by Aristotle -Common Lit
- "McCarthyism"- Common Lit
- "The Salem and Other Witch Hunts" -Common Lit

Literature:

- *A Lesson Before Dying* by Ernest J. Gaines (Honors)
- Arthur Miller's *The Crucible*

Suggested Supplemental:

- John Winthrop's "City on a Hill"
- "Half-Hanged Mary" by Margaret Atwood
- "The Devil and Tom Walker" by Washington Irving

Pequea Valley School District

English

Unit 2: Literary Analysis Writing

Course: CP ELA 11

Grade: 11th

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Content Specific:

- What are the elements of literary analysis?
- How can I craft a quality literary analysis essay?
- What are the rules for proper MLA formatting?

Thematic:

- What is a literary theme?
- How do I identify literary themes in literature?
- What themes are presented in Arthur Miller's *The Crucible*?
- In what sense is *The Great Gatsby* an autobiographical novel?
- How do the conditions and attitudes of the 1920s impact the themes in *The Great Gatsby*?

Common Core Standard/Keystone Eligible Content

CC.1.3.11–12.A---Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

C.1.3.11–12.D--Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E--Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.H--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.1.4.11–12.A--Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B--Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C--Develop and analyze 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; include graphics and multimedia when useful to aid comprehension.

CC.1.4.11–12.D--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 link 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--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--Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Keystone Eligible Content

C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.

C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.

C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis)

C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.

C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.

C.IE.2.1.1 Use a variety of sentence structures.

C.IE.2.1.2 Use precise language to create clarity, voice and tone.

C.IE.2.1.3 Revise to eliminate wordiness and redundancy.

C.IE.2.1.4 Revise to delete irrelevant details.

C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.

C.IE.2.1.6 Combine sentences for cohesiveness and unity.

C.IE.2.1.7 Revise sentences for clarity.

C.IE.3.1.1 Spell all words correctly.

C.IE.3.1.2 Use capital letters correctly.

C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).

C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun agreement, modifiers and transitions, word order and syntax).

C.IE.3.1.5 Demonstrate correct sentence formation.

Pacing: Approximate number of class sessions per unit:

3 weeks in the fall semester; to be taught following completion of *The Crucible*.

3 weeks in the spring semester; to be taught following completion of *The Great Gatsby*

Tier 3 Vocabulary (Content specific vocabulary)

- Analysis
- Textual Evidence
- Cite
- Recurring Theme
- Dialogue
- Literary Criticism
- Context
- Plagiarism
- Thesis
- Primary Source
- Secondary Source
- American Literature
- Works Cited
- Modern Language Association

Know - What do students need to know in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis
- Creating a Thesis
- Point of View
- Text Structure
- Focus for Writing
- Content for Writing
- Organization for Writing
- Citing Evidence
- Analyzing Literary Theme

Understand - What do students need to understand? What is the big idea? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Writing

- Strong literary analysis needs support.
- Citations are imperative for the purposes of attribution.
- Conclusions (in an argument) should be supported with evidence.
- Text Organization & Structure impact the effectiveness & delivery of an author’s message.
- Transitions are imperative for linking ideas.
- A solid understanding of the text is imperative for quality literary analysis.

Learning Outcome - What do learners need to be able to do by the unit’s end? *List skills and competencies, NOT learning activities.*

- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Determine an author’s point of view and analyze how rhetoric advances the point of view.
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author’s use of theme, imagery, figurative language, and other literary devices
- Identify how audience and purpose influence a writer’s choice of organizational pattern
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.
- Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.
- Construct a solid research paper using information from various reliable sources (primary text)

Unit Assessments:

- Written Response to literature
- Reading Questions
- Discussion

Research Paper - Evaluate the themes in literary fiction and craft an analysis essay.

- Preliminary thesis statement that meets rubric expectations
- 20 note cards that meet rubric expectations
- Minimum of five (5) sources
- Typed outline (MLA format)
- Works cited page (MLA format)
- Rough draft (MLA format)
- 3-5 page final draft (MLA format) with completed work cited page (works cited page is not included in the page count)

Literature:

- *The Crucible*
- *The Great Gatsby*
- Non-fiction literary criticism articles

Software/Resources:---Noodle Tools

Pequea Valley School District

English

Unit 5: Happiness, Dreams, and Wealth

Course: English 11

Grade: 11

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Content Specific:

- How do authors use various techniques to create mood, tone, character, point of view and theme?
- How do I craft a literary analysis?
- How does Fitzgerald use symbols and motifs in *The Great Gatsby*?
- How does Fitzgerald's use diction, characterization, and historical context to develop the themes of memory and social class.
- What is the author's message in *The Great Gatsby*? What was Fitzgerald saying about the 1920s?

Thematic:

- What is the American Dream, and how far should one go to achieve it?
- How far can one go to break boundaries that separate the classes? How far should one go to break boundaries that separate the classes?
- How does wealth impact us?
- How does our past impact us?
- What happens when people lose touch with reality?
- Is "the past" a boundary we cannot overcome (as Nick rationally argues, "you can't repeat the past") or is the future a boundary we cannot overcome (as Nick notes, we are "ceaselessly born back into the past" as the "future recedes before us")?
- How is one's life affected either by the process of self-discovery or by the failure to try to understand oneself? Why do some people have difficulty distinguishing between what is reality and what is illusion

Common Core Standard

CC.1.3.11–12.A-Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B-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.1.3.11–12.B

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.1.3.11–12.D-Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E-Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F-Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.H-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-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.K-Read and comprehend literary fiction on grade level, reading independently and proficiently.

Keystone Eligible Content

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
Note: Character may also be called narrator or speaker.

- The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
- The relationship between characters and other components of a text.
- The development of complex characters and their roles and functions within a text.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:

- the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- the relationship between the theme and other components of a text

- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:

- the point of view of the narrator as first person or third person point of view
- the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

Pacing: Approximate number of class sessions per unit

- 40 class sessions (8 Academic Weeks)

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Tier 3 Vocabulary

- Theme
- Figurative Language
- Analyzing Relationships Between Themes/Central Idea
- Characterization
- Literary Analysis
- Analysis Across Texts
- Organization for Writing
- Conducting Research
- Metaphor
- Irony

- Juxtaposition
- Symbol
- Allusion
- Foreshadowing
- Motif
- Diction

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Content Specific

- Author’s Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Tone, Diction/Word choice impact meaning
- Inferencing is an Active Reading skill
- Good literature makes a statement on culture; great literature is timeless and universal and provides a lens to view our own lives and society.

Thematic

- While the 1920s, Roaring Twenties, were a height of wealth, fashion, and jobs, they were also a time of moral neglect, loss of responsibility, and political activism.
- The discovery of one’s true self or the refusal, inability, or incapacity to accept one’s true self has consequences.
- Reaching for self-identity causes reconciliation between what is real and what is ideal (reality versus illusion).

Do - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities*

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly.
- Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Describe characters (traits, motivations, feelings using his/her thoughts, words, actions) and draw conclusions about how they develop throughout the text; identify character types, with a focus on complex characters (e.g., with multiple or conflicting motivations).
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims
- Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument
- Develop an argument using claims, evidence, and elements of rhetoric.

Literature

- *The Great Gatsby*

Software/Resources:

- *N/A*

Supplemental texts

- Richard Cory & Miniver Cheevy (poems) by Edwin Arlington Robinson
- “Winter Dreams” by Fitzgerald
- “Dice, Brassknuckles and Guitar” by Fitzgerald

Pequea Valley School District

English

Unit 3: Dystopian Literature & Narrative Writing

Course: English 11

Grade: 11

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Content:

- How do readers use textual evidence to create meaning?
- What are the characteristics of a dystopian society?
- How can writers employ narrative writing techniques to craft creative, narrative fiction?

Thematic:

- Should people sacrifice freedom in the interest of security?
- When does government have the right to restrict the freedoms of people?
- What are the factors that create an imbalance of power within a culture?
- Can complete equality in society ever be achieved?

Common Core Standard

CC.1.3.11–12.A–Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B–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.1.3.11–12.C–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.F– Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.G– Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.1.3.11–12.K– Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11–12.M– Write narratives to develop real or imagined experiences or events.

Keystone Eligible Content

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.F.2.1.2	Cite evidence from a text to support generalizations.
L.F.2.3.1	<p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text. • The relationship between characters and other components of a text. • The development of complex characters and their roles and functions within a text.
L.F.2.3.2	<p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.4	<p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period
L.F.2.3.5	<p>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.3.6	<p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
L.F.2.4.1	Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance
L.F.2.5.1	Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
C.IE.1.1.1	Write with a sharp controlling point and an awareness of the audience and task.
C.IE.1.1.5	Write with control of grammar, mechanics, spelling, usage, and sentence formation.
C.IE.2.1.1	Use a variety of sentence structures.
C.IE.2.1.2	Use precise language to create clarity, voice and tone.
C.IE.2.1.3	Revise to eliminate wordiness and redundancy.
C.IE.2.1.4	Revise to delete irrelevant details.
C.IE.2.1.5	Use the correct form of commonly confused words; use logical transitions.
C.IE.2.1.6	Combine sentences for cohesiveness and unity.
C.IE.2.1.7	Revise sentences for clarity.
C.IE.3.1.1	Spell all words correctly.
C.IE.3.1.2	Use capital letters correctly.
C.IE.3.1.3	Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).
C.IE.3.1.4	Demonstrate correct grammar and usage (e.g., verb and pronoun agreement, modifiers and transitions, word order and syntax).
C.IE.3.1.5	Demonstrate correct sentence formation.

Pacing: Approximate number of class sessions per unit
4 weeks (approx 25 class periods)

Tier 3 Vocabulary (Content specific vocabulary)

- Analysis
- External/Internal Conflict
- Textual Evidence
- Literary Device
- Suspense
- Characteristics of Dystopia
- Tone/Mood
- Point of View
- Theme
- Figurative Language
- Narrative Writing Techniques

Know - What do students need to know in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets.”*

Students will know how to analyze text for:

- Text Structure
- Connotation/Denotation
- Analyzing Perspective/Point of View
- Author’s Purpose
- Imagery
- Tone and Mood

Students will know how to employ:

- Narrative Writing Techniques
- Citing evidence to formulate ideas

Understand - What do students need to understand? What is the big idea? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Content:

- Classics and contemporary works of high literary quality of increasing text complexity offer profound insights into the human condition and serve as models for students’ own reflection and response.

- Wide and deep reading of high quality literature (stories, drama, and poetry) will enable students to gain a reservoir of literary and cultural knowledge and will provide the skills to read increasingly complex texts.
- Analysis of text reveals the author's writing choices and its effect on reader interpretation.
- Readers' understanding of text increases through comparison and contrast of multiple texts and authors.

Thematic:

- Responsible citizens constantly evaluate the actions of their government and take action when they feel that government is abusing their power.
- Everyone shares the responsibility to stand up against oppression.

Do - What do students need to be able to do by the unit's end? *List skills and competencies, NOT learning activities*

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly.
- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Analyze text to uncover important themes and universal significance of text.
- Analyze text to unfold how the author's use of figurative language shapes the overall meaning of text.
- Use appropriate strategies and stylistic effects to write creative, narrative fiction.

Assessment:

- Type 3 - Theme (FCA #1: Theme Statement; FCA #2: Three reasons/textual evidence explained; FCA #3; four vocabulary terms)
- Type 3 - Textual Evidence (FCA #1: Introduce; FCA #2: Cite; FCA #3; Explain)
- Type 4- Creative Narrative Essay to provide prequel or alternate ending to a Ray Bradbury work.

Literature:

- "Harrison Bergeron" by Kurt Vonnegut
- "Minority Report" by Philip K. Dick
- Various Ray Bradbury Short stories (ie "Frost and Fire," or "Sometime Before Dawn").

Software/Resources:

- 2081 (short film)
- Minority Report (film)