

Unit 1: History is Dramatic	UEQ: How can history be dramatic and dramatic literatures bring history to life?
APPROXIMATE TIMELINE: 8-9 weeks Key Vocabulary: theme, tone, setting & character in relationship to historical and cultural context; primary and secondary sources; author's purpose; thesis statement Grammar emphasis: sentence structures Punctuation emphasis: quotation marks and italics	IDENTIFIED CORE RESOURCES: <i>Choices include:</i> • <i>Pygmalion</i> – George Bernard Shaw ○ <i>Elements of Literature</i> Sixth Edition (grey) ○ English books in library • <i>The Importance of Being Earnest</i> – Oscar Wilde ○ English books in library ○ <i>Elements of Literature</i> Sixth Edition (grey) • <i>Julius Caesar</i> – William Shakespeare ○ English books in library ○ <i>Elements of Literature</i> Fourth Course (boat book) • <i>The Tempest</i> – William Shakespeare ○ <i>World Literature</i> book (blue) • <i>A Doll's House</i> – Henrik Ibsen ○ <i>World Literature</i> book (blue) ○ <i>Elements of Literature</i> Sixth Edition (grey) • <i>All My Sons</i> – Arthur Miller • <i>A Midsummer Night's Dream</i> – William Shakespeare ○ <i>Book of Plays</i> (24 in library) SUPPLEMENTAL TEXTS: • <i>The Norton Reader</i> (shorter 13th edition) • <i>Readings in World Literature</i> GRAMMAR & PUNCTUATION EXERCISES: • from various resources, including <i>Language Network</i> textbook (yellow)

PA FOCUS STANDARDS	COMMON CORE LEARNING STATEMENTS (transposed to LEQs on Lessons)	STUDENT LEARNING ACTIVITIES (will vary depending on teacher discretion based upon student ability level)
Reading Informational Text 1.2 Students read, understand, and respond to information text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Reading Literature 1.3 Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Writing 1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Speaking and Listening 1.5 Students present	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)	• Use multiple sources (e.g., historical accounts, documents, artifacts) to enhance the reader’s understanding of a central idea or theme within a text or multiple texts. ○ E.g. secondary resources to accomplish understanding & connections: author biography article & video; time period readings/historical context primary sources; film versions of core resource; connections between historical events/societal trends and modern society ○ Collect quality notes from texts (textual evidence) to use in a culminating Socratic Seminar. (RI.11.-12.7; W.11-12.9)
	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (RI.11-12.2)	• Using the core text and/or supplemental texts provided by the teacher, assess why the author composed this work during that particular moment in time. Analyze what critique/comment about society or history the author is trying to get across to the reader. ○ Collect quality notes from texts (textual evidence) to use in a culminating Socratic Seminar. (RI.11-12.2; SL.11-12.6; W.11-12.9)
	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9) Demonstrate knowledge of foundational works of world	• Read two or more nonfictional texts of historical and literary significance that connect to the unit theme. ○ Do they share similar tones? Why or why not? Use at least three pieces of textual evidence to support your argument. ○ Collect quality notes from texts (textual evidence) to use in a culminating Socratic Seminar.

appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	literature, including how two or more texts from/about the same time period treat similar themes or topics. (RL.11-12.9)	(RI.11-12.9, W.11-12.9b, SL.11-12.1)
	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. (RL.11-12.7)	- Compare a scene from a film adaptation and the same scene from a stage production. - Do you think the film or stage production is faithful to the author's intent? Why or why not? - Cite at least three pieces of evidence to support an original thesis statement. (RL.11-12.7, W.11-12.2, SL.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. (RL.11-12.2)	- Read and analyze two or more poems that connect to the core resource's theme or central idea. - How do those poems communicate this theme or central idea? Students may also incorporate song lyrics to connect to the theme or central idea. - Students will present findings to the class and defend their analysis. (RL.11-12.2, SL.11-12.4, W.11-12.1)
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively: 1) Come to discussions	- Socratic Seminar - Using text evidence gathered throughout the unit, students will reflect on seminar questions as well as focus on theme, setting, character development, and plot structure in primary and supplemental texts. - Students will share notes with a partner for feedback and guidance prior to the seminar. Have you interpreted the text correctly? Is your evidence convincing? Do you need to revise your notes? - Students will take notes on seminar responses during discussion. - Students will reflect on notes and

	prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 2) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 3) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 4) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1)	complete a self- and peer-evaluation. (RL.11-12.1, RL.11-12.10, SL.11-12.1)
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, and resolve issues of complex or contested usage, consulting references as needed. (L.11-12.1) Demonstrate command of the conventions of standard English capitalization, punctuation, and	Students will complete exercises to demonstrate understanding and application of the conventions of standard English grammar and usage when writing or speaking, specifically focusing on sentence structures, quotation marks, and italics.

	spelling when writing: observe hyphenation conventions and spell correctly. (L.11-12.2) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening: vary syntax for effect, consulting references for guidance as needed and apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3) *Specific technique and language standards should be delivered for this activity and throughout the unit in the form of mini-lessons that are driven by student work.	
Throughout the unit, the following reading standards will be on-going: <i>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. (RL.11-12.10)</i> <i>By the end of grade 11, read and comprehend nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.11-12.10)</i> Throughout the unit, the following Writing standards will be on-going: <i>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 tasks, purposes, and audiences. (W.11-12.10)</i> Throughout the unit, the following Language standards will be on-going: <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies</i> <i>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i> <i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</i> <i>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</i> <i>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</i>		

inferred meaning in context or in a dictionary).

(L.11-12.4)

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. (L.11-12.6)

Throughout the unit, the following Speaking and Listening standards will be on-going:

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

ASSESSMENT:

- Socratic Seminar

VOCABULARY: (in addition to various terms deriving from readings)

1. extricate
2. amend
3. ascertain
4. artifice
5. grimace
6. embark
7. epitome
8. facsimile
9. insidious
10. integrity
11. ingenious
12. superficial
13. hypothetical
14. acquire
15. acknowledge
16. ameliorate
17. contextualize
18. ascribe
19. erudite
20. reverberate
21. monologue
22. soliloquy