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| <b>Unit 2: Discourse</b>                 | <b>UEQ:</b> How does the creation and exchange of ideas about texts contribute to a deeper understanding? How does a reader talk about a text?                                                                                              |
| <b>Approximate Timeline:</b><br>12 weeks | <b>Identified Resources:</b><br>Novels of teacher's choosing. Suggestions: <i>Catcher in the Rye</i> , <i>Lord of the Flies</i> , <i>Frankenstein</i> , <i>1984</i> , <i>On the Beach</i> , <i>Anthem</i><br>Research completed by students |

| <b>PA Focus Standards</b>                                                                                                                                                                                              | <b>Common Core Learning Statements (Transposed to LEQs on Lessons)</b>                                                                                                                                                                                                                                                                                       | <b>Student Activity</b>                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Reading Informational Text 1.2</b><br>Students read, understand, and respond to information text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (RL.11-12.4) | <b>2b.</b> Isolate a passage in the novel. Analyze the connotation and denotation of the words and the structure of the text to explain how this passage is indicative of the style and purpose of the novel as a whole.                                                                                                                                                                 |
| <b>Reading Literature 1.3</b><br>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.                   | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)                                                                                                                                                           | <b>1b.</b> Socratic Seminar: How does the author's point of view (PURPOSE) of the text create and distort the meaning of the work? Identify a conflict in the text. Analyze the same conflict from the perspective of two different characters. Use elements of language (satire, sarcasm, irony, or understatement) to determine the author's views on the topic presented in the text. |
| <b>Writing 1.4</b><br>Students write for different purposes and audiences. Students write clear and                                                                                                                    | By the end of grade 12, read and comprehend literature, including stories, dramas and poems in the grades 12-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.11-12.10)                                                                                                                                   | <b>3.</b> Incorporating information on point of view, structure, language, and tone of the novel, organize textual evidence to support an original thesis regarding the personal meaning these components help you gain from the text. TIE INTO SOCRATIC SEMINAR                                                                                                                         |

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| <p>focused text to convey a well-defined perspective and appropriate content.</p> <p><b>Speaking and Listening 1.5</b><br/>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | QUESTIONS?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                   | 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). (RL.11-12.3; SL. 11-12.5)                                                                                                                                                                                                     | <b>1a.</b> Research the author of the novel and the time period in which he/she lived and wrote. Apply what you learn about the author to the novel by using a note-taking strategy to trace the positive and negative aspects of the author's point of view and bias as it affects the content and style of the novel. Using your notes, create an original thesis statement regarding the effect of the author's choices on the novel. Prepare textual evidence to defend the thesis in a class discussion.                     |
|                                                                                                                                                                                                                                                                                   | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</p> | <p><b>2a.</b> Participate in discussions by answering an open-ended question and preparing textual support through close reading before the discussion and applying knowledge to peer's comments and questions during the discussion. Use content of discussion to revise and refine original response.</p> <p><b>5.</b> Reflect on content of each peer presentation by generating questions based on the content of the presentation and writing journal-style reflections regarding the connections they have made between</p> |

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|  | <p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a 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.</p> <p>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)</p> | <p>texts and the effect they have on your personal understanding of the novel. Include specific examples from the presentations in your questions and reflections.</p>                                                                                                                                                                                                                                                                                                                      |
|  | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)</p> <p>d. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the</p>                                                                                                                                                                                                                                                                                                                                 | <p><b>4a.</b> After determining important topics and background information on the novel, research a significant aspect of the novel to find a related essay, poem, song, short story, or artistic composition. In a digital presentation, organize a summary of the new text, an explanation of its connection to the novel, and an evaluation of its presentation of the same topic as the novel. Include references from the new text and the novel within the digital presentation.</p> |

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|  | data. (SL.11-12.2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |
|  | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.) (SL.11-12.6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>4b.</b> Use formal language and presentation skills in the delivery of the connected text. Respond to peer inquiry in respectful and conversational dialect.                                                                                                                                                             |
|  | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>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.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and</li> </ul> | <b>6.</b> Based on the content of the presentations, write an original thesis for the novel based on how you feel it captures a universal human experience. Consider the wide range of texts that have been applied to the novel's topics throughout the class's presentations. Support your thesis with specific examples. |

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|  | <p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1)</p> |  |
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