



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

American Literature

See extensions in the Unit Planner for Honors

Unit title	Unit 4: <i>American Success through Symbolism, Characterization, and Theme Intersection</i>	MYP year	N/A	Unit duration (hrs)	12 WEEKS
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards

DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p>Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p>Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p>STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts</p> <p>STANDARD 9-12.L.GC.2: Syntax Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</p> <p>STANDARD 9-12.L.V.1: General Academic, & Specialized Vocabulary Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.</p> <p>STANDARD 9-12.L.V.2: Word Analysis Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.</p>

Published: 12/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

		<p><u>STANDARD 9-12.L.V.3: Meaning & Purpose</u> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes</p>
<p style="text-align: center;">TEXTS</p>	<p><u>Context (C)</u> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.</p> <p><u>Structure & Style (SS)</u> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis (RA)</u> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p>	<p><u>STANDARD 9-12.T.C.1: Purposes & Audiences</u> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><u>STANDARD 9-12.T.C.2: Authors & Speakers</u> Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD: 9-12.T.SS.1: Organization</u> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><u>STANDARD 9-12.T.SS.2: Craft</u> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.3: Argumentative Techniques</u> Evaluate and apply argumentative techniques to enhance text’s appeal to audiences.</p> <p><u>STANDARD 9-12.T.T.4: Poetic Techniques</u> Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.RA.1: Research & Inquiry</u> Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.</p> <p><u>STANDARD 9-12.T.RA.2: Curating Sources & Evidence</u> Reference parts of texts to address a specific topic or question</p>

	<p>Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period</p>	<p>and explore various sources of information to make connections across a broad range of topics.</p> <p>STANDARD 9-12.T.PM.1: Periods & Movements Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<p>PRACTICES</p>	<p>Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p> <p>Author’s Craft (AC) Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p> <p>Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</p> <p>Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p>	<p>STANDARD K-12.P.ST. 1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p>STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p> <p>STANDARD K-12.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.</p> <p>STANDARD K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.</p>

MCS Gifted Standards
(applicable to advanced content course level only)

- MCS.Gifted.S1C.** Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.
- MCS.Gifted.S3A.** Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.
- MCS.Gifted.S4E.** Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.
- MCS.Gifted.S4D.** Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.
- MCS.Gifted.S6B.** Establish and work toward short and long term goals.

Unit Vocabulary

Academic

(frequently encountered terms in academic contexts derived from ELA standards)

analyze
evaluate
context
perspective
implications
significance
synthesis
interpretation
complexity
evidence

Specialized

(Discipline-specific terms to ELA Content within the standards)

symbolism
characterization
theme
motif
protagonist
antagonist
direct characterization
indirect characterization
tragic hero
dramatic irony
stage directions
dialogue
monologue
foreshadowing
imagery

General

(critical terms taught from unit text (s) and concepts to aid in comprehension)

deferred (dream deferred)
assimilate
dignity
oppression
perseverance
aspirations
illusion
disillusionment
materialism
legacy

Essential Questions

- What is the American Dream, and how has it evolved throughout American literary history?
- How do authors use symbolism to reveal deeper meanings about success and identity?
- In what ways do character development and characterization techniques reveal themes?
- How do multiple themes intersect within a single text to create complex meaning?
- What role does historical and cultural context play in shaping characters' pursuit of their dreams?

Assessment Tasks

Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating.

Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.

- 3- 6 constructed texts (at least 1 of which is an extended constructed text-essay)
- 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)
- 2 selected response and new read assessments for skills application to new text (s)
- 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria).

Add additional rows as necessary

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i>	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i>
<p>Title: Annotation Analysis Tracking Journal</p> <p>Description: Throughout reading and studying each text, students will keep a text analysis journal where they will track the symbolism, characterization, and theme in each text citing evidence that connects author, audience, context, and purpose across texts. Students will be required to produce a response (written, multimodal, or oral) to assess skills and understanding throughout their reading and study of each work.</p> <p>Honors Extension: Students will read <i>The Great Gatsby</i> independently to include as a 3rd text for the comparative analysis.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>11.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>11.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p>11.T.SS.2.a Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.</p> <p>11.T.T.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>11.T.T.1.d Analyze how literary works draw on themes, event patterns, or character types from different time periods.</p>
<p>Title: Vocabulary Assessment</p> <p>Description: Students demonstrate mastery of academic, specialized, and general vocabulary through selected response questions that require recall and application of academic and specialized languages.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>11.L.V.1.a Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.</p> <p>11.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</p> <p>11.L.V.2.a Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.</p> <p>11.L.V.2.b Determine the meanings of words and phrases in context by analyzing the function of parts of speech.</p> <p>11.L.V.2.c Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.</p> <p>11.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>11.L.V.3.b Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts.</p> <p>11.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation.</p> <p>11.L.V.3.d Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.</p> <p>11.L.V.3.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.</p>

<p>Title: New Read Assessment</p> <p>Description: Students analyze a new excerpt and identify examples of symbolism, characterization, character motivations, and how characterization and symbolism reveal themes.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>11.TT.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.TT.1.b Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.</p> <p>K-12.P.AC.1.a Identify, apply, and analyze the literary elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>
<p>Title: New Read and Selected Response Assessment</p> <p>Description: Students will apply skills by reading an unfamiliar poem or short text about dreams/success and answer multiple-choice and constructed response questions identifying symbols, themes, and characterization techniques.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>11.TT.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.TT.1.b Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.</p> <p>11.TT.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>11.TT.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p>
<p>Title: Short Constructed Responses (3)</p> <p>Description: Throughout the reading and studying of the two major works, students will construct written or oral responses to each of these topics and prompts below.</p> <ol style="list-style-type: none"> Symbolism: Analyze how a central symbol in each text (Ex: <i>A Raisin in the Sun</i> - Mama's plant, the house, sunlight/darkness) develops themes throughout the text. Support analysis with textual evidence and explain how the symbol's meaning evolves. Characterization: Argue which character from each text undergoes the most significant transformation. Use direct and indirect characterization techniques to support your claim with textual evidence. Theme: Explain how the play and the film each develop a shared theme of the American Dream. Identify one central theme (e.g., hope, ambition, sacrifice, disillusionment, generational conflict) and analyze how both texts present it through their characters. 	<p>11.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p>11.TT.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.TT.1.b Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.</p> <p>11.TT.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p> <p>K-12.P.AC.1.a Identify, apply, and analyze the literary elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>

<p>Use one specific example from each text and clearly compare how the theme is shaped similarly or differently in the two works.</p> <p>Honors Extension: Students will include in their constructed responses analysis and evidence from <i>The Great Gatsby</i> as a 3rd text for the comparative analysis.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	
<p>Title: Socratic Seminar Student Discourse</p> <p>Description: Students will engage in a structured academic discussion analyzing how different texts portray the American Dream. During the seminar, students must:</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support their ideas • Build on, challenge, or clarify the ideas of others • Use academic language and maintain collaborative, respectful discourse • Compare how authors develop the theme of the American Dream through characterization, symbolism, or conflict in the selected texts <p>Honors Extension: Honors students will deepen the comparative analysis by integrating a third text, <i>The Great Gatsby</i>, into the Socratic Seminar. In addition to analyzing <i>A Raisin in the Sun</i> and <i>Death of a Salesman</i>, honors students will:</p> <ul style="list-style-type: none"> • Provide textual evidence from <i>The Great Gatsby</i> • Compare how all three works explore the American Dream, noting convergences and divergences in themes, symbols, and character motivations • Extend the discussion by evaluating how historical context and literary period influence each author’s perspective on success, aspiration, and disillusionment <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p>	<p>11.TT.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.TT.1.b Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.</p> <p>11.TT.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p>K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.</p> <p>K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>

<input type="checkbox"/> Performance Task	
<p>Title: Fishbowl Discussion - Theme Intersection Description: Students participate in a rotating Fishbowl discussion.</p> <ul style="list-style-type: none"> • Inner Circle: Actively discusses how <i>multiple themes intersect</i> in the unit texts • Outer Circle: Listens, takes structured notes, prepares questions/responses • Students rotate so that all students participate <p>Honors Extension: Students will incorporate analysis from <i>The Great Gatsby</i> by explaining how all three texts show intersections among family, identity, dignity, and success. Honors students must:</p> <ul style="list-style-type: none"> • Cite evidence from <i>The Great Gatsby</i> • Compare how Modern/Post-war contexts change the meaning of the American Dream • Explain where themes intersect across all three works <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>11.TT.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.TT.1.b Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.</p> <p>11.TT.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p>K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.</p> <p>K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>
<p>Title: Extended Essay: Research-based Literary Analysis Description: Students will write a Comparative Literary Analysis of the two major works studied. They will analyze the symbolism, characterization, and intersection of themes in each work. Students will research using the research databases to incorporate a literary criticism and a film review.</p> <p>Prompt: Examine how each work uses symbolism, characterization, and theme to explore the complexities of personal ambition, family dynamics, and the pursuit of the American Dream.</p> <p>Honors Extension: In addition to the comparative analysis of <i>A Raisin in the Sun</i> and <i>Death of a Salesman</i>, honors students will expand the scope of their essay by integrating a third major text, <i>The Great Gatsby</i>, as an additional lens for analyzing the American Dream. Honors students must deepen their research, demonstrate more nuanced comparative reasoning, and synthesize ideas across all three works. Use the research databases to incorporate:</p> <ul style="list-style-type: none"> • at least two pieces of literary criticism (covering any of the 	<p>11.TC.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p>11.TT.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.TT.1.b Compare and evaluate how an author uses plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.</p> <p>11.TT.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>11.TC.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p>11.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.</p> <p>11.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.</p>

<p>three texts)</p> <ul style="list-style-type: none"> ● at least one additional scholarly article on the American Dream, Modernism, or post-war American identity ● a film review (for <i>Death of a Salesman</i> or a relevant adaptation) <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>11.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.</p> <p>11.T.RA.2.c Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.</p> <p>K-12.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.</p> <p>K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.</p> <p>K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.</p>
<p>Title: Meeting of the Minds (Cross-Text Multimodal Analysis)</p> <p>Description: Using a primary character from each major work, write an encounter using multiple narrative and poetic text techniques to explain where and how they would meet, the significance of their encounter to the theme of the American Dream, and the integration of a symbol.</p> <p><u>Multimodal Analysis should include:</u></p> <ul style="list-style-type: none"> ● integration of narrative + poetic techniques ● cross-text analysis ● required symbolism ● multimodal product (digital + written + visual/audio elements) <p>Honors Extension: In addition to the required encounter between two major characters, incorporate a third perspective, symbol, or thematic influence from <i>The Great Gatsby</i>. Create a multimodal composition that integrates advanced narrative and poetic techniques, three-text symbolism, and an analysis of how the American Dream shifts across the Jazz Age, postwar America, and the 1950s. Include a reflective commentary explaining your choices and what your encounter suggests about the evolution—and limitations—of the American Dream.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p>	<p>11.T.T.1.a Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>11.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>11.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing.</p> <p>11.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p> <p>11.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.</p> <p>11.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors’ stylistic and thematic choices in text.</p> <p>11.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.</p> <p>K-12.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.</p> <p>K-12.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p> <p>K-12.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.</p> <p>K-12.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet</p>

Performance Task

the needs of the target audience.

Learning Experiences

Add additional rows below as needed.

Learning Experiences include **how** students will learn what they need to know and be able to do for **interpreting texts** and **constructing texts** expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
LE1: American Dream Foundation & Historical Context Students explore the concept and evolution of the American Dream through multimodal texts including informational articles, visual art, photographs, audio recordings, and video presentations. Students connect historical contexts to how different groups defined and pursued success.	11.T.PM.1: Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. K-12.P.ST.1: Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events.	SUPPORT: Use visual timeline with key events, vocabulary scaffolds for academic terms, guided notes for videos/audio. CHALLENGE (Honors): Research additional primary sources from specific time periods, create multimedia timeline presentation.	<ul style="list-style-type: none">• Multimodal articles (unit list)• Interactive timeline: Great Migration/Harlem Renaissance• TED Talks on American Dream• Jacob Lawrence Migration Series• Gordon Parks photographs• Jazz music samples
LE2: Symbolism Discovery Students learn to identify and analyze symbolism through poetry. They practice distinguishing between literal and symbolic meaning and track symbols across multiple texts.	11.T.SS.2.a: Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. K-12.P.AC.1.a: Identify, apply, and analyze the literary elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.	SUPPORT: Provide symbol definitions with visual examples, use graphic organizers for tracking symbols, color-code literal vs. symbolic meaning. CHALLENGE (Honors): Analyze how symbol meaning shifts across different poets' perspectives and time periods, create original poem using symbolism.	<ul style="list-style-type: none">• Poetry selections: Hughes, Tupac, Lazarus, Whitman, Bruchac, Serros• Symbol tracker graphic organizer• Visual symbol examples• Poetry annotation guides• Vocabulary support materials
LE3: Characterization Techniques & Analysis Students study direct and indirect characterization techniques through a play. They analyze how authors develop characters through dialogue, stage directions, and character interactions.	11.T.T.1.a: Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence. 11.T.T.1.b: Compare and evaluate how an author uses plot structures, conflict, narrative devices,	SUPPORT: STEAL graphic organizer with examples, character relationship maps, scene-specific character analysis guides with sentence frames. CHALLENGE (Honors): Compare characterization techniques in *A Raisin	<ul style="list-style-type: none">• *A Raisin in the Sun* text• Audio excerpts of staged performances• STEAL method handouts• Character tracker charts• Scene analysis guides• Annotation journal templates

	word choice, and other craft techniques to impact audiences and create purpose in two or more texts.	in the Sun* with *The Great Gatsby*, analyze how characterization reveals theme across texts.	
<p>LE4: Theme Identification & Cross-Text Comparison</p> <p>Students identify central themes in a play and a film, then compare how both texts develop similar themes through different characters, time periods, and cultural contexts.</p>	<p>11.T.T.1.c: Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>11.T.C.2.c: Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p>	<p>SUPPORT: Theme definition cards with examples, guided viewing notes for film, sentence frames for comparison writing, theme identification checklists.</p> <p>CHALLENGE (Honors): Include *The Great Gatsby* in three-way comparison, analyze how historical period affects theme development across Jazz Age, postwar 1940s, and 1950s.</p>	<ul style="list-style-type: none"> • *Death of a Salesman* (1985 film) • Theme comparison organizers (Venn diagrams, T-charts) • Film viewing guides • Short constructed response rubric • Historical context documents
<p>LE5: Symbolism-Characterization-Theme Intersection</p> <p>Students analyze how symbolism and characterization work together to reveal themes. They identify symbol-character-theme connections across texts and practice explaining how these literary elements interact to create complex meaning through structured academic discussions.</p>	<p>11.T.T.1.a: Compare how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) develop and interact across two or more texts, using textual evidence.</p> <p>K-12.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p> <p>K-12.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>	<p>SUPPORT: Visual diagrams showing element connections, partially completed analysis examples, discussion preparation outlines with prompts, fishbowl observation guides.</p> <p>CHALLENGE (Honors): Analyze three-way intersections across all three texts (*Raisin*, *Salesman*, *Gatsby*), serve as inner circle discussion leader.</p>	<ul style="list-style-type: none"> • Key text excerpts (Mama's plant scenes, Willy's symbol moments) • Element intersection graphic organizers • Fishbowl discussion protocols • Academic discussion sentence stems • Outer circle observation guides
<p>Composition & Narrative/Poetic Techniques</p> <p>Students analyze poetic techniques through practice exercises. They explore multimodal composition by examining and creating texts that combine digital, written, visual, and audio elements.</p>	<p>11.T.T.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism.</p> <p>11.T.T.4.b: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.</p>	<p>SUPPORT: Technique definition cards with examples, planning templates with guided prompts, multimodal creation tools/tutorials, sentence/dialogue starters, character voice guides.</p> <p>CHALLENGE (Honors): Integrate characters and symbols from three texts showing American Dream evolution across historical periods (1920s, 1940s,</p>	<ul style="list-style-type: none"> • Narrative technique guides and examples • Poetic technique guides and examples • Multimodal composition examples • Project planning templates • Digital creation tools (Google Slides, Canva, etc.) • "Meeting of the Minds" rubric

	<p>K-12.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques.</p> <p>K-12.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.</p> <p>K-12.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures.</p>	1950s), add reflective commentary analyzing literary choices.	
Unit Texts			
<i>All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.</i>			
Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)	<i>A Raisin in the Sun</i> by Lorraine Hansberry	<i>A Raisin in the Sun</i> by Lorraine Hansberry <i>The Great Gatsby</i> by F. Scott Fitzgerald	Audio and visual supports for each text will be used to provide accessibility and access For Sheltered English Language Learners: Use National Geographic Textbook to read ‘A Raisin in the Sun’ play
Other Prose Texts and Poetry (Reading)	"Harlem (A Dream Deferred)" by Langston Hughes Tupac, The Rose that grew from Concrete Emma Lazarus, The New Colossus Langston Hughes, Let America Be America Again Joseph Bruchac, Ellis Island (great for ESOL) "Mi Problema", from Chicana Falsa, Michelle Serros Whitman, I hear America singing	In addition to the texts listed for on-level, honors will also include: "We Wear the Mask" – Paul Laurence Dunbar "Success is Counted Sweetest" – Emily Dickinson "Sympathy" by Paul Lawrence Dunbar Additional Articles: "The Roaring Twenties" by Mike Kubic "The Lost Generation" by Mike Kubic	Options from the following texts for sheltered English Language Learners: "Harlem (A Dream Deferred)" by Langston Hughes Tupac, The Rose that grew from Concrete Langston Hughes, Let America Be America Again Whitman, I hear America singing

<p>Visual Texts (Viewing)</p>	<p><i>A Death of a Salesman</i> (1985)-film analysis</p> <p>Jacob Lawrence's Migration Series (selected paintings)</p> <p>Gordon Parks photographs (1940s-1960s Civil Rights era)</p> <p>American Dream imagery and advertisements (1950s-1960s)</p>	<p><i>The Great Gatsby</i> (film analysis)</p> <p><i>A Death of a Salesman</i> (1985)-film analysis</p> <p>Norma Rockwell Photos "Four Freedoms" "Freedom from Want" / "Freedom from Fear"</p>	
<p>Auditory Texts (Listening)</p>	<p>TED Talk: 'Is the American Dream Still Possible?' (various speakers)</p> <p>Jazz music from the Harlem Renaissance (contextual listening)</p> <p>NPR "This American Life" - episodes on the American Dream</p> <p>"A Raisin in the Sun" - audio excerpts of staged performances</p> <p>Langston Hughes poetry readings (author's voice when available)</p>		
<p>Multimodal Texts (A single text that includes Integrated Modes)</p>	<p>PBS "American Experience: The Lorraine Hansberry Documentary" with embedded interviews</p> <p>Interactive timeline: The Great Migration and the Harlem Renaissance</p> <p>Digital article with infographics: 'The American Dream Through the Decades'</p> <p>Smithsonian interactive exhibit: 'American Identity and the Dream'</p> <p>'The 'American Dream' is not about getting rich' by Gabriel Nades</p>		

	<p>'What broke the American Dream for Millennials' by Allison Morrow</p> <p>'The Evolution of the American Dream' by Eva Bod</p> <p>'Is The American Dream Over?' By Jack Kelly</p> <p>'American Dream: The History, Evolution, and Definition'</p>		
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Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..