

# Literary Movements of the Western World:

## When There are no Answers

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to make complex inferences, synthesize ideas, and critique the aesthetic impact of multiple texts in order to make meaning of what has been read.</li> <li>Students will demonstrate the ability to defend an opinion using the most relevant evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases in order to persuade others.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>RL.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.</li> <li>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>RL.11-12.4 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.)</li> <li>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar</li> </ul> | <i>Transfer</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>themes or topics.</p> <ul style="list-style-type: none"> <li>• RI.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.</li> <li>• RI.11-12.2 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.</li> <li>• W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• SL.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 grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• SL.11-12.2 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 data.</li> <li>• SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>• SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• SL.11-12.5 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.</li> <li>• SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> <li>• RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</li> <li>• RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band</li> </ul> | <ul style="list-style-type: none"> <li>• Samuel Beckett, Albert Camus, Sisyphus<br/><u>vocabulary</u>: absurdism, semiotics, women's movement, Social Construction Theory, Magical Realism, alterity, Existentialism, deconstruction, Pop-Art, dystopia, Op-Art, bricolage, catharsis</li> </ul> | <ul style="list-style-type: none"> <li>• critiquing literary works; analyzing and evaluating how structural choices and plot devices advance the plot and affect the meaning and impact of a work of fiction on the reader.</li> <li>• analyzing and evaluating the author's development of characters and other literary elements in light of genre and the author's intent (e.g., whether the character's psychological depth and complexity reflect the level of realism in a novel or whether a relatively simple characterization is appropriate in a comedy)</li> <li>• analyzing and evaluate how the author's choices about setting influence a literary work (e.g., show contrast, reveal character, heighten tension, change the mood)</li> <li>• analyzing the cultural, historical, and social influences of the setting on a work of literature(e.g., analyze a novel such as Jane Austen's <i>Pride and Prejudice</i> from the context of social expectations for young women to marry in nineteenth-century England</li> <li>• applying the most appropriate of efficient strategy needed to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic words and phrases in literary texts at the college-and career-readiness level, including synthesizing information from context, a variety of general or specialized reference material, and knowledge of etymology.</li> <li>• analyzing the connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author's use and refinement of a key term's connotative meaning over the course of a text (e.g., use of <i>honest</i> in <i>Othello</i>).</li> <li>• analyzing and critiquing how structural choices and plot devices advance the plot, affect the meaning, and contribute to its aesthetic impact.</li> <li>• analyzing and critique how structural choices in a poem (e.g., form, meter, sound devices) affect the meaning and contribute to its aesthetic impact.</li> <li>• critiquing how patterns of imagery, symbolism, allusions, and conceits used in a literary text are connected to theme, mood, tone, and the meaning</li> </ul> |
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| <p>independently and proficiently.</p> <ul style="list-style-type: none"> <li>• W.11-12.10 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.</li> <li>• L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.11-12.3 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.</li> <li>• L.11-12.4 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.</li> <li>• L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• L.11-12.6 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.</li> </ul> |  | <p>of the text.</p> <ul style="list-style-type: none"> <li>• analyzing and critique how an author of a literary text uses specific words, devices, and techniques (e.g., style, irony, tone, voice, mood, sound devices) to achieve aesthetic effects.</li> <li>• analyzing the difference between the narrator's point of view and the author's implied point of view especially in a text in which there is ironic distance between the author and narrator.</li> <li>• identifying and analyze satire, sarcasm, irony, and understatement in literary texts to explain the text's underlying meaning.</li> <li>• evaluating a work's commentary and contribution to issues and ideas by comparing and contrasting its theme(s) to other words from the same historical period.</li> <li>• comparing and contrasting how two or more texts from the same period treat similar themes or topics (E.g., Upton Sinclair's <i>The Jungle</i> and Carl Sandburg's poem "Chicago")</li> <li>• synthesizing ideas from close reading of informational texts and secondary sources to support complex conclusions about text meaning and significance.</li> <li>• determining where an informational text's meaning is ambiguous, unclear or open to interpretation and cite text evidence to support this determination.</li> <li>• analyzing and evaluating summaries of grade-level or higher informational texts to determine the main ideas and identify relevant details and potential usefulness of a source (e.g., evaluate an abstract to determine if an article will be useful).</li> <li>• providing a complex analysis of how multiple central ideas develop in an informational text and how these ideas work together.</li> <li>• accurately and objectively summarizing how two or more central ideas of an informational text interact and build one another.</li> <li>• writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• producing clear and coherent writing in which the development, organization, and style are</li> </ul> |
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|                                        |  | <p>appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"><li>• developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li><li>• using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li></ul> |
| <b>Content Area Literacy Standards</b> |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>not applicable</i>                  |  | <ul style="list-style-type: none"><li>• <i>interact effectively with others</i></li><li>• <i>reason effectively</i></li><li>• <i>communicate clearly</i></li><li>• <i>be flexible</i></li><li>• <i>analyze media</i></li><li>• <i>think creatively</i></li></ul>                                                                                                                                                                                                                        |

| Stage 2 - Evidence         |                            |
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| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                      |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|
| Summary of Key Learning Events and Instruction               |                                                              |
| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |