

## English 12

### Conformity and Rebellion

<b>Time Frame:</b> 6 Weeks	<b>Unit Title:</b> <i>The Lord Of The Flies</i> + <i>The 57 Bus</i> (Unit 4: Conformity and Rebellion)		<b>Course Name:</b> English 12 Thematic Studies
Stage 1 - Desired Results			
<b>Established Goals</b>  <b>Competencies/Standards:</b>  <b>Reading Literature:</b> 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)  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)	Transfer		
	Students will be able to independently use their learning to... 1. Identify major themes and symbols 2. Show their understanding of the texts themes and symbols through analysis of characters, chapters, journals and EQs. As well as the connection of the fictional novel to real life scenarios		
	Meaning		
	UNDERSTANDINGS <i>Students will understand that....</i> 1. How conformity and rebellion impact everyday decision making 2. Why having structure helps to support individuals in the decision making process: law and order		ESSENTIAL QUESTIONS <i>Students will keep considering</i> 1. Without duty and order, where would we be? 2. When is it appropriate to challenge the beliefs or values of society? 3. When a person’s individual choices are in direct conflict with his/her society, what are the consequences?
	Acquisition		
	<i>Students will know...</i> 1. Major themes and symbols and what they represent in the fictional and real world setting 2. Key terms and phrases 3. How each decision comes with a consequence: Good or Bad		Students will be skilled at... 1. Using textual evidence to conclude and make inferences about the characters & themes and the roles they play in the story line 2. Use these inferences about conformity and rebellion to make larger, life connections between the novel and real life scenarios

<p>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)</p> <p>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. (RL.11-12.4)</p> <p>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)</p>		
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contribute to its overall structure and meaning as well as its aesthetic impact.  
(RL.11-12.5)

**Writing:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
(W.11-12.4)

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.  
(W.11-12.5)

Draw evidence from literary or informational texts to support analysis, reflection, and research.  
(W.11-12.9)

**Language:**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>(L.11-12.1a-b)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2a-b)</p> <p><b>Speaking and Listening:</b> 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. (SL.11-12.1a-d)</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.11-12.3)</p>		
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<p>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.</p> <p>(SL.11-12.4)</p>		
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