

Curriculum Management System

MONROE TOWNSHIP SCHOOLS



Course Name: Advanced Placement English Literature and Composition

Grade: 12

*For adoption by all regular education programs
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy # 2220.*

Board Approved: <Type Date Here>

Table of Contents	
Monroe Township Schools Administration and Board of Education Members	Page 3
Mission, Vision, Beliefs, and Goals	Page 4
Core Curriculum Content Standards	Page 5
Scope and Sequence	Pages 6-9
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Pages 10-93 Pages 98-100
Quarterly Benchmark Assessment	Page 94-97

Monroe Township Schools Administration and Board of Education Members

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Mission, Vision, Beliefs, and Goals

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Beliefs

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

Board of Education Goals

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>

Quarter 1	
Unit Topics(s)	
<p>I. Devotion</p> <p>Medieval Devotional and Narrative Poetry</p> <ol style="list-style-type: none"> Excerpt from Walt Whitman's "When Lilacs Last in the Dooryard Bloom'd" "Ich Am of Irlonde" – Anonymous "Sunset on Calvary" – Anonymous "I Sing of a Maiden" – Anonymous "The Twa Corbies" – Anonymous "The Ballad of the Hanged Men" – Francois Villon (trans. Galway Kinnell) <p>II. The Hero</p> <p>Medieval Heroic and Alliterative Verse</p> <ol style="list-style-type: none"> "Sir Patrick Spens" – Anonymous <i>Sir Gawain and the Green Knight</i> – The Pearl Poet <p>III. Tragedy</p> <p>Aristotelian Tragedy</p> <ol style="list-style-type: none"> <i>Oedipus Rex</i> – Sophocles Excerpted story from <i>The Unvanquished</i> – William Faulkner <p>Shakespearean Tragedy</p> <ol style="list-style-type: none"> <i>King Lear</i> – William Shakespeare 	

Scope and Sequence

Quarter 2	
Unit Topic(s)	
<p>I. Form and Structure</p> <p>The Elizabethan Sonnet</p> <ol style="list-style-type: none">Selected Petrarchan Sonnets (Sir Thomas Wyatt, Sir Philip Sidney)Selected Spenserian Sonnets (Edmund Spenser)Selected Shakespearean Sonnets (William Shakespeare) <p>II. Characterization and Style</p> <p>Realism</p> <ol style="list-style-type: none"><i>Pere Goriot</i> – Honore de Balzac <p>III. Metaphysics</p> <p>Metaphysical Poetry</p> <ol style="list-style-type: none">“Orinda to Lucasia” – Katherine PhilipsTwo secular poems by John DonneSelections from Donne’s <i>Holy Sonnets</i>“To His Coy Mistress” – Andrew MarvellConcrete Poetry (George Herbert, William Burford) <p>IV. Satire</p> <p>Neoclassicism</p> <ol style="list-style-type: none">Selected Essays from <i>The Spectator</i> by Joseph Addison“On Myself” – Anne FinchTwo poems by John DrydenSelected Essays from Maureen Dowd’s <i>Bushworld</i>	

Quarter 3	
Unit Topic(s)	
<p>I. Society</p> <p>Pre-Romanticism</p> <ul style="list-style-type: none"> a. Selected poems by Robert Burns b. An ode and an elegy by Thomas Gray c. Selections from <i>Songs of Innocence</i> and <i>Songs of Experience</i> – William Blake <p>II. Decline</p> <p>American Society after World War I</p> <ul style="list-style-type: none"> a. <i>A Lost Lady</i> – Willa Cather <p>III. Man and Nature</p> <p>Romanticism</p> <ul style="list-style-type: none"> a. Selected poetry of William Wordsworth b. “Frost at Midnight” – Samuel Taylor Coleridge c. “The Dreary Change” – Sir Walter Scott d. Selected poems by John Keats <p>IV. New Perspectives</p> <p>Victorian and Edwardian England</p> <ul style="list-style-type: none"> a. Excerpts from <i>The House of Life</i> – Dante Gabriel Rossetti b. “Song” and “Goblin Market” – Christina Rossetti c. Selected poems from <i>A Shropshire Lad</i> – A. E. Housman d. “Dover Beach” – Matthew Arnold e. Two poems by William Butler Yeats f. Selected Essays from <i>Twilight in Italy</i> – D. H. Lawrence g. <i>A Passage to India</i> – E. M. Forster 	

Scope and Sequence

Quarter 4	
Unit Topic(s)	
I. Wasteland Experimental Fiction a. <i>Miss Lonelyhearts</i> – Nathanael West b. <i>The Day of the Locust</i> – Nathanael West	
II. Narrative Technique Stylistic Experimentation a. “That Evening Sun” – William Faulkner b. <i>The Sound and the Fury</i> – William Faulkner c. Faulkner’s Nobel Prize Speech	
III. Identity Twentieth-Century American Prose and Poetry a. “No Name Woman” – Maxine Hong Kingston b. “Lady Lazarus” – Sylvia Plath c. “The Whipping” and “El-Hajj Malik El-Shabazz” – Robert Hayden d. Short stories by Charlotte Perkins Gilman and Flannery O’ Connor e. <i>The Bluest Eye</i> – Toni Morrison	
IV. Irony Post-Apocalyptic Science Fiction a. <i>A Canticle for Leibowitz</i> – Walter M. Miller, Jr.	

Quarter I – Unit 1

Stage 1 Desired Results

<p>ESTABLISHED GOALS Reading</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (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.</p> <p>RL.11-12.10. 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</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Apply knowledge of the importance of structure to the development of ideas in various texts. • Succinctly develop a thesis in an essay. • Determine the role of narrative perspective in varied texts. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Archetypes and archetypal motifs contribute to the quality of writing. • Various forms and structures in poetry help to convey truths about life. • Archetypally, the characterization of men and women reflected societal values in the medieval world, gender roles still recognizable today. • The speaker’s voice affects the reader’s perception of texts. • Quality literature often considers topics that are universal. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do archetypes build meaning in texts and how are they, often, universal? • How does figurative language enhance meaning in poetry and contribute to tone? • How does a writer’s selection of narrative perspective affect the reader’s perception of a text?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Which stylistic devices are evidenced in medieval poetry. • The meaning and associations of common archetypes. • The medieval view of life and death. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Recognizing how context affects the meaning of words and phrases in poetry. • Drawing inferences from the method of presentation of textual ideas. • Identifying the tone of poems and how it is developed. • Determining the effect of the speaker’s voice on the reader.

<p>needed at the high end of the range.</p> <p>Writing</p> <p>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.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate 		<ul style="list-style-type: none"> • Developing and supporting a thesis in an essay.
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<p>to the audience's knowledge of the topic.</p> <ul style="list-style-type: none"> • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation and its significance establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 		
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<ul style="list-style-type: none"> • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-12. 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.</p> <p>Speaking/Listening</p> <p>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</p>		
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<p>opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.</p> <p>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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.</p>		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> • Insightful and sophisticated discussion • Well-developed and organized ideas • Well-supported ideas • Attention to detail • Quality of contributions • Attentiveness • Rubrics 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-test on archetypes. • Blind Read Quiz on Walt Whitman’s use of archetypes in an excerpt from his poem “When Lilacs Last in the Dooryard Bloom’d.” • Students construct an essay in which they analyze how the poet utilizes archetypal imagery and poetic devices in a medieval lyric to build tone and theme. • Students discuss how the use of diction, sensory imagery, and figurative language in a medieval narrative poem builds meaning. Students determine how the poet’s use of narrative perspective affects the reader’s attitude toward the speaker. • Post-test on archetypes. 	
<ul style="list-style-type: none"> • Well-developed perspective • Well organized ideas • Insightful discussion • Quality of contributions • Attention to detail • Rubrics 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students brainstorm, in an informal writing, about how the stanzaic structure of a Middle English poem helps to develop the poet’s perspective. • Students write a paragraph on the effectiveness of specific details in “The Twa Corbies” to delineate the poet’s view of existence. • Students create a short story that develops the protagonist as an archetypal hero or woman. Students, also, develop an additional archetype (e.g., water, colors, the sun) in the course of the story, demonstrating their ability to transfer their knowledge of archetypes in an original, effective manner. 	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Students, through discussion and the study of a handout, glean the meaning and importance of archetypes in literature and their presence and use in the world. After a pre-test and study of various archetypes, archetypal motifs, and archetypal patterns, students take a blind read quiz on an excerpt from Whitman's "When Lilacs Last in the Dooryard Bloom'd," in which they apply their knowledge of archetypes to Whitman's portrait of Lincoln. Students, through lecture and the study of examples, determine how the English language developed from various sources (Celtic, Latin, Anglo-Saxon, etc.), resulting in Middle English. Students will, then, study and analyze selected poems in Middle English. Students will concentrate on how the poets/speakers convey meaning and build themes through the employment of archetypes and use of various literary devices (imagery, figures of speech, allusions, etc.). Students will, also, become familiar with the literary element of tone through the discussion of a handout and analysis of medieval poetry. In conjunction with this study, students will discuss the role of structure in the development of meaning, especially in regard to "I Sing of a Maiden." Students, also, develop an appreciation for narrative perspective and its effect upon the reader through the study of "The Ballad of the Hanged Men." Through class discussion and informal and formal writings, students will develop their ability to construct and develop a thesis, using evidence from the text to back up their contentions. Writing assignments will be based upon the study of "The Twa Corbies," "I Sing of a Maiden," and/or "The Ballad of the Hanged Men." Through their study of Middle English poetry, students will derive an appreciation of medieval society, especially its piety and view of existence, and, through extension, appreciate how many medieval ideas are universal and timeless. A post-test on archetypes is given to assess the students' cognitive progress.

Quarter 1 – Unit 2

Stage 1 Desired Results

<div>ESTABLISHED GOALS</div> <div>Reading</div> <div>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.</div> <div>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.</div> <div>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (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.</div> <div>Writing</div> <div>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.</div> <div><ul style="list-style-type: none">Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.</div>	<div>Transfer</div> <div>Students will be able to independently use their learning to...</div> <div><ul style="list-style-type: none">Analyze how archetypes contribute to meaning in literature, movies, and mass media.Recognize how characteristics of the medieval hero are still lauded today.Note how language affects the perception of ideas in all forms of written and oral communication.Recognize how, using textual evidence, various modes of writing can be read on multiple levels.</div>	
	<div>Meaning</div> <div>UNDERSTANDINGS</div> <div>Students will understand that...</div> <div><ul style="list-style-type: none">The medieval hero displayed several recognizable qualities.Alliterative verse exhibits certain stylistic characteristics.Archetypes and archetypal motifs contribute to the quality and meaning of texts.Based upon textual evidence, some texts can be interpreted on multiple levels.Allegory adds deeper, symbolic meanings to texts.Figures of speech affect the interpretation of language.</div> <div>ESSENTIAL QUESTIONS</div> <div><ul style="list-style-type: none">How does the medieval hero embody attributes and flaws that are timeless and universal?How can archetypes and figures of speech be used to build characterizations?When can portions of texts be interpreted on multiple levels, even allegorically?</div>	
	<div>Acquisition</div> <div>Students will know...</div> <div><ul style="list-style-type: none">The meaning and associations of common archetypes and archetypal patterns.The attributes of the quintessential medieval hero.</div> <div>Students will be skilled at...</div> <div><ul style="list-style-type: none">Recognizing the effect of alliterative verse on the reader’s perception of a text.Identifying archetypes and their contributions to meaning in texts.</div>	

<ul style="list-style-type: none"> • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the 	<ul style="list-style-type: none"> • Various poetic elements of alliterative verse, such as the caesura and the bob and wheel. • The purpose of allegory. 	<ul style="list-style-type: none"> • Defining qualities of the medieval hero. • Analyzing how figures of speech add depth and meaning to texts. • Interpreting texts based upon textual evidence. • Explicating how psychological landscapes are developed in texts to enhance characterizations.
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<p>discipline in which they are writing.</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-12. 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.</p> <p>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.</p> <p>Speaking/Listening</p> <p>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 opposing perspectives are addressed and the</p>		
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<p>organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.</p> <p>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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.</p>		
Stage 2 - Evidence		
Evaluate Criteria	Assessment Evidence	
<ul style="list-style-type: none"> • Good organizational skills • Structure of ideas • Quality of insights • Quality of discussion • Attention to detail • Attentiveness • Rubrics 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Construction of an essay on “Sir Patrick Spens,” in which students’ display their ability to develop a thesis based upon an understanding of the protagonist’s heroic qualities. • Quizzes on Parts I/II and III/IV of <i>Sir Gawain and the Green Knight</i> to gauge students’ reading comprehension and growth in analytical thinking. • Socratic seminar focusing on symbolic and allegorical aspects of <i>Sir Gawain and the Green Knight</i>. • Unit test on <i>Sir Gawain and the Green Knight</i>, ascertaining students’ ability to write on selected high level material from the poem in a sophisticated manner. 	
<ul style="list-style-type: none"> • Insightful analysis • Well-developed thesis • Quality of supporting evidence • Attention to detail • Rubrics 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Blind Read Quiz on “Sir Patrick Spens,” evaluating students’ ability to interpret the use of aspects of language in the poem. • Students, through class discussion, analyze the Pearl Poet’s use of seasonal and color archetypes in passages from <i>Sir Gawain and the Green Knight</i> to characterize the protagonist. • Evaluation of students’ independent annotations of the text of <i>Sir Gawain and the Green Knight</i>. 	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The unit commences with a review of archetypes and archetypal patterns, followed by an extended discussion of attributes of the medieval hero. Students take a blind read quiz on “Sir Patrick Spens,” a quiz that serves to gauge their ability to apply their knowledge of various literary devices to a well-supported interpretation of the poem. This is followed by an exploration of the Pearl Poet’s *Sir Gawain and the Green Knight*, a poem written in alliterative verse. The study of the poem begins with a discussion of the world and artistry of the Pearl Poet, focusing on his style: his use of alliterative verse, and Celtic, Anglo-Saxon, and French sources and elements. Students read and annotate the poem in two sections (Parts I/II and III/IV), displaying their ability to recognize and analyze the poet’s development of ideas central to the poem’s themes. During class discussions of the poem (including a Socratic seminar), students explore myriad aspects of the poem’s artistry and meaning, including the poet’s methods of characterization, use of selection of detail, archetypes and symbolism, development of a psychological landscape, and figurative language. Special attention is given to the poet’s use of imagery, archetypes, and diction in a passage dealing with the seasons in Parts II and III. The character of the Green Knight is analyzed as a dual symbol. The concept of allegory is then introduced and discussed, culminating in an allegorical consideration of the characters and events in the poem. An essay and unit test on the poem both focus on students’ ability to interpret, support in a lucid manner, and analyze the use of literary devices in a thematic fashion.

Quarter 1 – Unit 3

Stage 1 Desired Results

<p>ESTABLISHED GOALS Reading</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze how contemporary figures embody traits of the tragic hero. Analyze the methods by which playwrights through the ages have delineated and built characters and themes. Note how dramatic irony often plays a part in world events. Analyze the use of various rhetorical devices in various forms of writing. Apply ideas about the influence of fate and free will on characters' destinies from one text to other texts and experiences. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Fictional characters reflect a society's view of existence. Authors write to not only convey their own views but societal views, as well. Characters are built through various dramatic means, not just plot. Tragic heroes are complex individuals. Both fate and free can be viewed as influencing the outcome of characters' lives. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> In what ways do plays reflect Aristotle's perspective on tragedy? How are characters delineated through myriad dramatic conventions (setting, plot, dialogue, selection of detail, etc.)? Why is dramatic irony an important tool for a playwright?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The components of Greek tragedy and the tragic hero. The function of various rhetorical devices in plays. The definition of dramatic irony. Shakespeare's conception of the tragic 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Recognizing aspects of Aristotelian thought in dramatic works. Analyzing the development of characters and themes in plays through various rhetorical techniques. Analyzing aspects of tragic heroes.

<p>meant (e.g., dramatic irony,).</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Writing</p> <p>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.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the argument presented. <p>L.11-12.1 Demonstrate command of the conventions of English grammar and usage</p>	<p>hero.</p> <ul style="list-style-type: none"> • The purpose of a soliloquy. 	<ul style="list-style-type: none"> • Evaluating the roles of fate and free will in characters' destinies. • Writing in an analytical manner.
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<p>when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed. <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p> <ul style="list-style-type: none"> • Apply an understanding of syntax to the study of complex texts when reading. <p>L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context, a word's position or function in a sentence, as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 		
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<p>Speaking/Listening</p> <p>SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <ul style="list-style-type: none"> ○ Come to discussions 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. ○ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ○ Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> • Articulate oral analysis • Sophistication of ideas • Development of key ideas • Level of insight 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • After reading Part I of <i>Oedipus Rex</i>, the class is divided into small groups. Each group is assigned one of the choral odes to analyze. Analysis focuses on how each of the odes reflects the concerns and values of the common people. Each group eventually reports on their analysis to the class, the groups' efforts being evaluated using a predetermined rubric. 	

	<ul style="list-style-type: none"> • After an analysis of <i>Oedipus Rex</i>, students, through an informal reaction writing, analyze a quotation from the play that addresses the concept of peripeteia in the play. The writing reflects both an analysis of the concept in the play and a universal phenomenon. • Unit Test on <i>Oedipus Rex</i> in order to ascertain students' grasp of Aristotelian tragedy. • Following the independent reading and annotating of an excerpt from Faulkner's <i>The Unvanquished</i>, students address a writing prompt that is designed to assess the students' ability to analyze the significance of a central character in the story from the standpoint of dramatic purpose. • Pre-test on Shakespearean tragedy. • Students write an essay on Shakespeare's use of rhetorical techniques in a soliloquy from <i>King Lear</i>, incorporating supporting details to develop and substantiate their theses. • Unit test on <i>King Lear</i> to determine students' ability to apply Shakespeare's conception of the tragic hero and order/disorder in the universe to the protagonist and events in the play.
<ul style="list-style-type: none"> • Attention to detail • Support of contentions • Structure of ideas • Rubrics 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Quizzes on each act of <i>Oedipus Rex</i> and <i>King Lear</i> to determine the level of students' reading. • Writing on Act III of <i>King Lear</i>: An informal writing focusing on the ramifications of Lear's tragic flaw, not only for himself, but for Gloucester and Kent, also. • Class discussion on the presentation of the concepts of fate and free will in both Sophocles' and Shakespeare's plays. • Blind Read Quiz (MC) on an excerpt from Shakespeare's <i>Richard II</i>.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The unit, which focuses on the thematic topic of tragedy, begins with an exploration of Aristotelian thought – Aristotle's view of tragedy and the tragic hero as delineated in his *Poetics*. This is accomplished through a handout (a distillation of Aristotle's major points in his *Poetics*) and a lecture. Various other aspects of the Greeks' conception of tragedy and theatre are also explored. Students read and annotate the first half of Sophocles' play *Oedipus Rex*, then take a quiz to ascertain their reading comprehension and ability to apply introductory material to the play. The same process is applied to the second half of the play. Myriad aspects of the play are discussed following each section of the play, using small group work as well as general discussion. Ultimately, a unit test and essay are administered, which serve to gauge students' knowledge of major concepts, ability to apply and transfer knowledge, and skills in developing a thesis. After some introductory discussion of Faulkner's *The Unvanquished*, students read and annotate an excerpt from the novel, concentrating on the unfolding of the tragic events and the plight of young Bayard Sartoris. An essay quiz (students have a choice of topics) is administered. A lengthy discussion follows, concentrating on the characterizations of Bayard, John Sartoris, Drusilla, and Ringo, culminating in an analysis of the story as Aristotelian tragedy (and its similarities to Euripides' *Oresteia*). Building on their knowledge of tragedy, the class discusses the Elizabethan's conception of tragedy. After a pre-test on Shakespearean tragedy, Shakespeare's *King Lear* is read and annotated independently and quizzes follow each reading assignment. A plethora of the play's aspects are discussed and analyzed in class, including the similarities and differences

between Sophocles' and Shakespeare's protagonists. Special attention, through discussion and writing assignments, is given to Shakespeare's skill with language. This is accomplished through an analysis of the complexities of selected soliloquies – Shakespeare's skillful use of various rhetorical devices to build meaning (oxymoronic speech, allusions, etc.). The study of *King Lear* concludes with a unit test and essay, aimed at ascertaining students' growth as writers and analysts. Finally, students take a blind read quiz (MC) on an excerpt from Shakespeare's *Richard II* in practice for the AP test.

Quarter 2 – Unit 1

Stage 1 Desired Results

<p>ESTABLISHED GOALS Reading</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (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.</p> <p>RL.11-12.10. 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</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Gain insight into the effects of structure on the communication of ideas. • Appreciate how Elizabethan English has influenced modern English. • Apply skills developed through the analysis of selected sonnets to other poems. • Write in a clear and concise manner, using varied sentence structure. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Sonnet form is guided by structure, thus determining the presentation and development of ideas. • In quality poetry, rhyme scheme reflects significant word choices, often contributing to the meaning of the poem. • Syntax in poetry is used not only to sustain meter and rhyme, but to emphasize key ideas. • Rhetorical devices enhance the presentation of ideas and aid in the building of tone. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does sonnet form impact upon the presentation of a poet’s ideas? • How can rhyme contribute to meaning in poetry? • How does a poet’s choice of imagery, figures of speech, and other poetic devices affect the reader’s interpretation of poetry.
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The structures of the four major sonnet forms. • The meaning and usage of various literary devices. • Needed background information on poets and pertinent societal issues. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Determining the form of sonnets and how the structure contributes to the building of meaning. • Identifying and analyzing the use of various literary devices in sonnets. • Applying knowledge and skills gleaned from an earlier study of poetry to the analysis of unfamiliar poems.

<p>needed at the high end of the range.</p> <p>Writing</p> <p>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.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence. • 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. <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of 		<ul style="list-style-type: none"> • Analyzing the development of conceits in poetry. • Identifying the tone of sonnets and how the tone is developed through various means.
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<p>the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation and its significance establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, 		
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<p>events, setting and/or characters.</p> <ul style="list-style-type: none"> • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-12. 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.</p> <p>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.</p> <p>Speaking/Listening</p> <p>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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a</p>		
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range of formal and informal task.		
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.		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none">• Good organizational skills• Structure of ideas• Quality of insights• Quality of discussion• Attention to detail• Attentiveness• Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none">• After a study of Petrarchan sonnet form, students, examine sonnets by Wyatt through class discussion, concentrating on how the structure of the sonnets contributes to the building of Wyatt’s central themes.• Students read a sonnet from Sidney’s <i>Astrophel and Stella</i>. The class is divided into small groups and each group is assigned a different element of the sonnet (e.g., apostrophe, imagery) to analyze. Groups concentrate on determining how their element aids in the development of the sonnet’s central idea and the poem’s tone. After each group has discussed its conclusions, a general discussion of how the elements work conjointly to develop the poem’s central theme takes place.• Blind Read Quiz (short answer) based on a Shakespearean sonnet.• In an expository essay, students compare and contrast the prosodic devices Spenser and Shakespeare use in selected sonnets to develop their central conceits.	
<ul style="list-style-type: none">• Well-developed perspective• Well organized ideas• Insightful discussion• Attention to detail	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• After analyzing a poem by Wyatt, students, in short, informal writings, argue why the Petrarchan sonnet form Sidney employs lends itself best to the Wyatt’s view of unrequited love.• Blind Read Quiz (MC) on a Shakespearean sonnet.	
Stage 3 – Learning Plan		

Summary of Key Learning Events and Instruction

The unit begins with a discussion of sonnet form, concentrating on the Petrarchan form, first. Students' attention is called to the role of structure in the presentation and development of ideas, especially the octave and sestet. A class discussion of two sonnets by Sir Thomas Wyatt takes place, with the students analyzing how the Petrarchan form helps to convey Wyatt's central idea. Students then address how Wyatt's use of poetic devices (e.g., metaphor, apostrophe) enhances the meaning and beauty of the sonnet. The concept of the conceit is introduced through an in-depth analysis of Wyatt's sonnet about a floundering ship, concentrating on the form, use of poetic devices, and development of the conceit. Students' familiarity with the Petrarchan sonnet form and use of poetic devices, like apostrophe, is reinforced from the analysis of a sonnet from Sir Philip Sidney's cycle *Astrophel and Stella*, after which an essay on structure in the sonnet is developed. After a discussion of the Spenserian sonnet, two sonnets from Spenser's *Amoretti* are examined, a quiz (written) being administered on one of the sonnets. Skills previously explored are reinforced through the exploration of Spenser's sonnets. After a discussion of the structure of the Shakespearean sonnet, four of Shakespeare's sonnets are examined for the effectiveness of the form, use of rhetorical devices, and development of theme. Attention is also paid to the roles of rhyme and syntax in the building of meaning. In the course of this study, quizzes (one, short answer and the other, MC) are administered prior to the extended analyses. The unit concludes with a compare/contrast essay involving a Spenserian and a Shakespearean sonnet. Students' analytical and writing skills are further developed through this assessment.

Quarter 2 – Unit 2

Stage 1 Desired Results

ESTABLISHED GOALS		
<p>Reading</p> <p>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.</p> <p>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.)</p> <p>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.</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (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.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Make connections between elements of Realism and contemporary literature. • Ascertain how the typical protagonist of Realistic fiction exhibits traits that are timeless. • Gain insight into human psychology and the workings of the human mind. • Evaluate the ramifications of ambition in various texts and the contemporary world.. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Realism grew out of an evolving perspective on the world. • Greed and ambition can result in debilitating consequences for individuals and communities. • Hallmarks of an author’s style help to make a novel cohesive and build meaning. • Characters in novels are developed through methods that extend beyond the plot. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do the characteristics of Realism help to present a portrait of nineteenth-century French society? • In what ways is Rastignac developed as a tragic hero? • How are the tenants of the Maison Vacquer developed as realistic “character types.”
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The chief characteristics of Realism. • How a psychological landscape functions in literature. • The marked differences between virtues and vices. • Stylistic devices (e.g., selection of detail, allusions) used by Balzac in the novel. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using evidence from the text to substantiate contentions about character development. • Recognizing to what effect stylistic devices (e.g., allusions, hyperbole) are utilized to delineate characters in a novel. • Forming and developing a thesis that uses both quotations and paraphrase as proof.

<p>meant (e.g., dramatic irony.).</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (visually) as well as in words in order to address a question or solve a problem.</p> <p>Writing</p> <p>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.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence. • 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, concern, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and 		
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<p>clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the argument presented. <p>L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed. • <p>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.</p> <ul style="list-style-type: none"> • Apply an understanding of syntax to the study of complex texts when reading. <p>L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p>		
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<ul style="list-style-type: none"> • Use context, a word's position or function in a sentence, as a clue to the meaning of a word or phrase. • Consult general and specialized reference materials, both print and digital, to find the pronunciation or clarify its precise meaning, its part of speech, its etymology or its standard usage. <p>Speaking/Listening</p> <p>SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <ul style="list-style-type: none"> ○ Come to discussions 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. ○ Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and</p>		
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<p>analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>SL.11.12.2 Integrate multiple sources of information presented in diverse format sand 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.</p>		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> Insightful and sophisticated discussion Well-developed and organized ideas Well-supported ideas Attention to detail Quality of contributions Attentiveness Rubrics 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Test on Realism Students read and annotate assigned sections of <i>Pere Goriot</i>, analyzing the methods Balzac utilizes to develop the central ideas and characters. Quizzes on assigned readings from the novel. Quizzes are designed as mini-essays. Students construct an timed essay on the novel, the topic being drawn from an AP style prompt. Unit test on the novel that assesses students' grasp of Balzac's style and thematic concerns. Quiz (MC) on an excerpt from a Realistic novel. 	
<ul style="list-style-type: none"> Sophisticated expression of ideas Use of varied sentence structure Ability to revise and edit Use of media resources 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Using their iPads, students, in small groups, research a mythological or historical figure Balzac uses as an allusion in the novel, connecting his or her significance to his or her use in the novel. Revision of timed essay, allowing students the opportunity to refine the expression of their ideas. Using their iPads, students, in small groups, research an assigned Realistic novelist, ascertaining his or her literary merit and noting comparisons/contrasts to Balzac. 	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Following a pre-test, the unit opens with a discussion of the literary movement known as Realism, concentrating on its view of man and society and its stylistic characteristics. This is followed by a discussion of the career, style, and thematic concerns of Honore de Balzac, especially in *The Human Comedy*. The opening pages of the first section of *Pere Goriot* are read and examined, noting hallmarks of his Realistic style (e.g., selection of detail, hyperbolic speech). Students read and annotate assigned sections of the novel, forming an appreciation of not only Balzac's themes, but his style, as well. As students become more familiar with Balzac's style and Realism, especially his use of allusions, they research an assigned mythological or historical figure alluded to in the novel, noting how Balzac utilizes him or her to generate meaning in the novel. Class discussions focus not only on Balzac's themes and style, but also on Rastignac and Goriot as tragic figures. An exploration of the role of fatherhood, the corruption of innocence, and the debilitating nature of vaulting ambition are considered through class discussions and in-class writings. Students, eventually, use technology to research an assigned Realistic novelist, making connections to Balzac and the novel. Ultimately, students write a timed expository essay on a topic similar to those used as the open-ended question on the AP test, which serves as a post-test. If time permits, students revise and edit their essays.

Quarter 2 – Unit 3

Stage 1 Desired Results

ESTABLISHED GOALS		
<p>Reading</p> <p>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.</p> <p>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.</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (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.</p> <p>Writing</p> <p>W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <ul style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Make connections between the literature of successive periods. Contrast styles of writing in successive periods. Compare and contrast attitudes toward major societal issues during different historical periods. Effectively communicate sophisticated thought through both writing and speaking. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Literary movements grow out of previous movements, often being reactionary. Structure and form play significant roles in the development of perspective in texts. An author’s style reflects his or her personal experiences, perspective, and artistry. Tone in poetry is built through a complex interweaving of literary elements. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How did the Metaphysics adapt and develop ideas gleaned from the Renaissance? How did the style of the metaphysics differ from the Renaissance poets? In what ways did the Metaphysics consider the drama and value of human existence in their poetry?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The characteristics of metaphysical poetry. How a practical syllogism is structured. How concrete poems are structured.. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying and analyzing the use of poetic devices, especially conceits, in poetry. Noting how personal style impacts the thematic power of texts. Writing in a clear, lucid manner, using

<p>alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.</p> <ul style="list-style-type: none"> • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to 		<p>evidence from the text as support.</p>
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<p>manage the complexity of the topic.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). <p>W.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-12. 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.</p> <p>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</p>		
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<p>reading or listening.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Speaking/Listening</p> <p>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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.</p> <p>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.</p>		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> • Incisiveness of class discussion • Writing style • Sophistication of oral arguments • Use of supporting details in writing and speaking. • Rubrics 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Assessment of the quality of thought during class discussions on various metaphysical poems. • Blind Read Quiz (short answer) on one of Donne's <i>Holy Sonnets</i>. • Blind Read Quiz (MC) on a poem by Herbert. • Short, informal in-class writings on selected topics pertaining to the class's study of metaphysical poems. 	

	<ul style="list-style-type: none"> In-class, timed essay on an AP style question, based on a previously analyzed poem.
<ul style="list-style-type: none"> Transfer of skills in writing Writing style Analytical development 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Students, using knowledge and skills garnered from their study of concrete poetry, create their own concrete poem, a poem that develops a specific theme. Blind Read Quiz (MC) on an unstudied metaphysical poem.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The unit begins with a brief historical overview of significant changes during the seventeenth-century. Students note changes in thought and attitudes toward life, existence, and society. Special attention is given to cultural advances and societal concerns. This is followed by a review of the characteristics of Renaissance poetry and a discussion of the stylistic hallmarks of metaphysical poetry (handout). Students ascertain how the period of metaphysical poetry was both an outgrowth of and reaction against the poetic concerns and conventions of the Renaissance. The study of metaphysical poetry begins with Katherine Philips poem “Orinda to Lucasia,” a poem that, through class discussion, is analyzed for its development of a conceit, use of sensory imagery, allusions, and structure. After a discussion of the importance of John Donne, one of his secular poems is discussed and analyzed in class. Students offer insights into his complex portrait of love and devotion through his employment of numerous literary devices (e.g., puns, diction, synecdoche), culminating in a discussion of his development of a metaphysical conceit. Through a blind read quiz (short answer) and class discussion, selected sonnets from Donne’s *Holy Sonnets* are explored, reinforcing students’ ability to read and analyze on a sophisticated, analytical level. The concept of the practical syllogism is introduced and explored through the class’s consideration of syllogistic poems by Donne and Andrew Marvell. During the exploration of these two poems, students complete short, informal writings on the poets’ use of specific literary devices (e.g., allusions, imagery, hyperbole) to build meaning and theme in their poems. A blind read quiz (MC) is administered on a poem by George Herbert, designed to gauge students’ individual analytical progress. After a consideration of this complex poem, the genre of concrete poetry is introduced through an analysis of William Burford’s twentieth-century poem “A Christmas Tree.” Students note how structure, shape, and imagery build tone and meaning in the poem. The exploration of metaphysical poetry culminates in an in-class analysis of a concrete poem by Herbert. Beyond an analysis of the actual poem, students make connections between Herbert’s seventeenth-century approach to poetry and Burford’s twentieth-century approach. During the entire unit, students cite characteristics of metaphysical poetry in the texts, thus reinforcing their ability to analyze poems from a stylistic perspective. The unit ends with a timed writing on a poem studied in class and a unit test.

Quarter 2 – Unit 4

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading</p> <p>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.</p> <p>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.)</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.</p> <p>RL.11-12.10. 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.</p> <p>Writing</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze satirical figures and topics in the contemporary world. Evaluate the effectiveness of satire in written and oral form. Interpret an individual's sense of identity in different ways, based upon textual evidence.. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Neoclassicism grew out of a reaction to the complexities of metaphysical poetry. An effective satire can be accomplished through various techniques. Allusions are employed to develop significant ideas in texts. Women were denied certain rights and opportunities during the eighteenth-century that they enjoy today, impacting upon their sense of identity. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How did Neoclassical thought grow out of and differ from ideas embraced by an earlier generation? What is the purpose of satire and what are its chief tools? What was the position of women in society during the eighteenth-century?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The chief characteristics of Neoclassicism in literature. Tools of satire. The purpose of the elegy and ode. Various metrical patterns (e.g., tetrameter) in poetry. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Recognizing and analyzing the elements of satire. Analyzing, in written form, the tools and devices an author utilizes in order to accomplish a satire. Determining the characteristics of an author's style and how they combine to develop perspective. Determining how tone is built in both prose and poetry.

<p>evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence. • 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, concern, values, and possible biases. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the argument presented. <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
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<ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). <p>W.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p>		
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<p>L.9-12. 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.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Observe the hyphenation conventions • Spell correctly <p>Speaking/Listening</p> <p>SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <ul style="list-style-type: none"> ○ Come to discussions 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. ○ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ○ Respond thoughtfully to diverse 		
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perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none">Insightful and sophisticated discussionWell-developed and organized ideasWell-supported ideasAttention to detailQuality of contributionsAttentivenessRubrics	PERFORMANCE TASK(S): <ul style="list-style-type: none">Pre-Test on NeoclassicismQuiz (short answer) on Dryden’s hymn.Quiz (short answer) on an essay by Addison.Analytical paper on the development of satire in an essay from <i>Bushworld</i>.Blind Read Quiz (MC) on a Neoclassical poem (post-test).	
<ul style="list-style-type: none">Evidence of critical thinking skillsSpeaking with clarity and purpose	OTHER EVIDENCE: <ul style="list-style-type: none">In-class discussion/analysis of Neoclassical prose and poetry – Evaluation of student discussion.	
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
<p>This relatively short unit focuses the Neoclassical period of writing in England, exploring both prose and poetry. The unit begins with a lecture/discussion on the Age of Reason, its chief characteristics and emphasis on intellectual reasoning. This is followed by a discussion of Neoclassicism (handout), its areas of emphasis, stylistic hallmarks, chief writers, and relationship to the writers of the seventeenth-century. A great deal of attention in this unit is devoted to satire and its tools. First, an ode and a hymn by John Dryden are analyzed. The class discussion of the former poem concentrates on both the satirical and elegiac aspects of the poem, introducing metrical elements like the alexandrine and the ode as a literary form. Through the analysis of the poem, students gain experience in the analysis of the uses and effects of meter and rhyme as Dryden satirizes contemporary poets. A blind read quiz (short answer) is administered on the hymn, which is followed by a discussion of Dryden’s use of structure in the poem. Satirical Neoclassical prose is explored through two essays from <i>The Spectator</i> by Joseph Addison, essays that, through Addison’s use of form, tone, and various literary devices, skewer the shallowness and foolishness of the youthful gentry of the period. This leads into an analysis of a selected essay from Maureen Dowd’s collection of essays, <i>Bushworld</i>. Students write a short analytical paper on Dowd’s satirical portrait of George Bush, concentrating on two literary devices she utilizes to fashion her attack on Bush. The last text studied is a short lyric by Anne Finch, “On Myself.” Besides analyzing the poetic devices Finch uses to convey her portrait of herself, the discussion extends to her conveyance of a woman’s place in early eighteenth-century society. This leads into a discussion of the similarities and differences between women in eighteenth and the twenty-first century societies. An essay, modeled on an AP style question, will be written on a poem by Dryden or Finch, the students being given a choice of texts. A quiz</p>		

(MC) on an unfamiliar Neoclassical poem, which serves as a post-test, assesses students' analytical progress.

Quarter 3 – Unit 1

Stage 1 Desired Results

ESTABLISHED GOALS		
<p>Reading</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify and describe different styles of written and oral communication in literature and everyday life. Interpret the meaning of written material on more than one level. Compare and contrast the contentions of literary critics across centuries. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The literature of certain writers often displays the characteristics of diverse movements in literature. The mock-heroic style of writing incorporates elements of other styles of writing in order to satirize subjects. Dialect is utilized in texts to characterize people and advance ideas. Some texts can be interpreted on multiple levels, based upon the evidence in the text. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does the poetry of the Pre-Romantics display characteristics of both Neoclassicism and Romanticism? How do poets use their personal styles to transmit their perspectives on important issues? Why is literary criticism a valuable tool?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The primary characteristics of Neoclassicism The primary characteristics of Romanticism Needed background information on poets. The elements of traditional heroic literature. The definition of an aphorism. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying and explicating elements of a writer's style within texts. Interpreting the use and purpose of dialect or colloquial language within a text. Interpreting texts on more than one level. Supporting interpretive contentions in writing and speaking. Incorporating literary criticism into a

<p>meant (e.g., dramatic irony.).</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (visually) as well as in words in order to address a question or solve a problem.</p> <p>Writing</p> <p>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.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence. • 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, concern, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and 	<ul style="list-style-type: none"> • How to locate quality research material. • MLA format. 	<p>paper.</p>
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<p>clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows form and supports the argument presented. <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed. • <p>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</p>		
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<p>reading or listening.</p> <ul style="list-style-type: none"> • Apply an understanding of syntax to the study of complex texts when reading. <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Speaking/Listening</p> <p>SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <ul style="list-style-type: none"> ○ Come to discussions 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. ○ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ○ Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when 		
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warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none">• Incisiveness of class discussion• Writing style• Formatting and structure• Sophistication of oral and written arguments• Use of supporting details in writing and speaking.• Rubrics	PERFORMANCE TASK(S): <ul style="list-style-type: none">• Class discussion of diverse stylistic/thematic elements in Burns’ poetry – Assessment of the quality of students’ oral contributions and informal writings.• Blind Read Quiz (short answer) on Gray’s ode.• Unit Test on the Pre-Romantics.• Formal paper based on literary criticism: Each student chooses a novel from a list of suggested titles for outside reading. Each student, then, develops a thesis that is explored through the use of quality literary criticism (e.g., CLCs, TCLCs). Students follow the parameters of the assignment, using the MLA format.	
<ul style="list-style-type: none">• Sophisticated expression of ideas• Use of supporting evidence	OTHER EVIDENCE: <ul style="list-style-type: none">• Class discussion on multiple interpretations of a poem from Blake’s <i>Songs of Experience</i>: Students’ ability to interpret and substantiate contentions.	
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
<p>This unit explores a number of writers that form a transitional group between Neoclassicism and Romanticism. Referred to as Pre-Romantics, their writing exhibits characteristics of both Neoclassicism and Romanticism. Students are familiarized with the characteristics of Romanticism through the discussion of a handout on the movement, noting the differences in subject matter, style, and form with the Neoclassicists. Two poems by the Scottish poet Robert Burns are analyzed in class. Burns use of the Scottish dialect is discussed at length. Each poem is also analyzed for Burns’ approach to thematic development through setting, methods of characterization, tone, and use of literary devices. Students, at the end of the discussions of each poem, cite elements of Neoclassicism and Romanticism in each poem, defending their contentions in short, informal writings. Two poems, an ode and an elegy, by Thomas Gray are explored, next. Before the study of the ode, students take a blind read quiz (short answer), aimed at ascertaining the development of their analytical skills. The ode is analyzed chiefly as an example of the mock-heroic style, a form of satire. In contrast, the elegy is</p>		

examined for its melancholic tone and depiction of man's existence. A discussion of the validity of the aphorisms utilized in Burns and Grays' poems links the texts. Contrasting poems from William Blake's collections *Songs of Innocence* and *Songs of Experience* are analyzed in depth, concentrating on how the two versions develop contrasting perspectives on society through Blake's incisive use of connotative diction, imagery, and other literary devices. Finally, an additional poem from *Songs of Experience* is examined from several critical perspectives. Students are introduced to the idea that some texts lend themselves to multiple interpretations, based on the evidence in the text itself. As such, the class discusses the poem from four critical perspectives: Archetypal, Sociological, Feminist, and Freudian. A test designed to assess the students' progress in analytical and writing skills is administered at the end of the unit. Note: During this unit, which requires little outside reading, each student will complete a short paper using literary criticism to substantiate their claims. This reinforces extended writing skills developed earlier in their high school careers, provides practice in MLA writing, and introduces them to sources of literary criticism most likely unknown to them.

Quarter 3 – Unit 2

Stage 1 Desired Results

ESTABLISHED GOALS

Reading

RL.11-12.9 Demonstrate knowledge of 18th, 19th, 20th century foundational works of American literature including how to or more texts from the same period treat similar themes or topics.

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.

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.)

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.

Writing

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.

Transfer

Students will be able to independently use their learning to...

- Gain insight into how major world events can have profound effects on individuals as well as societies.
- Apply ideas about narrative perspective to other works and texts.
- Identify how symbolism functions in both literature and real life forms of communication.

Meaning

UNDERSTANDINGS

Students will understand that...

- World War I had a devastating effect on the psychology of many Americans, altering their view of people and society.
- Narrative perspective is a tool that authors use to influence the reader's perception of events and characters.
- Works can sometimes be read allegorically, thus broadening the scope of their thematic visions.

ESSENTIAL QUESTIONS

- How did World War I affect Willa Cather's view of civilization and influence her writing?
- How do the characters and events in the novel reflect the effects of materialism on the world and its sense of values?
- In what ways do authors utilize symbols to delineate characters and develop themes?

Acquisition

Students will know...

- The plot, setting, and major and minor characters in the novel.
- Pertinent historical and cultural information about the author and the 1920s.
- The meaning of stylistic devices used by Cather, such as indirect discourse.

Students will be skilled at...

- Interpreting interrelated symbols and applying their significance thematically to a work.
- Ascertaining a writer's perspective on the world, using concrete evidence from the text to validate contentions.
- Analyzing the effect of narrative technique on the reader's perception of events and characters.
- Writing in a clear and concise manner, using varied sentence structure and effective diction..

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.
- 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, concern, values, and possible biases.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows form and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Develop the topic thoroughly by

selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

W.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe the hyphenation conventions
- Spell correctly

Speaking/Listening

SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)

- Come to discussions 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.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.

Stage 2 - Evidence

Evaluative Criteria

- Well-developed and organized ideas
- Well-supported ideas
- Attention to detail
- Quality of contributions
- Attentiveness
- Rubrics

- Insightful and sophisticated discussion
- Explicated annotations
- Quality of analytical thought
- Rubrics

Assessment Evidence

PERFORMANCE TASK(S):

- Pre-test on American culture in the early twentieth-century.
- Quizzes – One quiz (MC) on each of the two sections of the novel to ascertain the depth of the students' reading.
- Socratic seminar on Cather's extensive use of symbolism in the novel.
- Essay – The topic for the question is phrased similarly to the AP Question #3, in which students' analyze a significant component of the novel and how it relates to the meaning of the work as a whole.
- Unit Test on the novel, designed to gauge students' progress in the analysis of complex areas of analysis.

OTHER EVIDENCE:

- Annotations on each section of the novel.
- Class Discussions – Evaluation of students' contributions and level of insight.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

This unit explores diverse elements in Willa Cather's novel *A Lost Lady*. Before students begin to actually read the novel, a pre-test and a lecture/discussion of Cather's career, themes, and style takes place. Individual and societal reactions to World War I ("The war to end all wars") are explored, especially on how the ramifications of the war impacted upon Cather and the "Lost Generation" of American writers. Cather's style, especially her use of indirect discourse and symbolism, follows. Students read and annotate the novel in two parts, with a quiz (MC) following their reading/analysis of each part. Each section of the novel is discussed and analyzed in depth, considering her vision of the decline of values and morality in the modern world through her intricate use of elements such as setting, methods of characterization, selection of detail, extended metaphors, and sensory imagery. A Socratic seminar takes place, focusing on the myriad symbols Cather uses to build meaning in the novel. The decline of Captain Forrester and Marion Forrester and rise of Ivy Peters is explored through the lens of the novel's narrator, Niel Herbert. This discussion serves, in part, as an exercise in the analysis of narrative perspective. Ultimately, Cather's iconic portrayal of the Midwest and its inhabitants is analyzed from the standpoint of an allegory of modern America. After the analysis of the novel is completed, a unit test is administered (post-test). Additionally, an AP style open-ended question dealing with the thematic topic of materialism is addressed through an in-class essay that is assessed using the AP rubric.

<p>ESTABLISHED GOALS</p> <p>Reading</p> <p>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.</p> <p>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.)</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.</p> <p>RL.11-12.10. 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.</p> <p>Writing</p> <p>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.</p> <ul style="list-style-type: none"> Introduce precise, knowledgeable 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify how attitudes toward nature play a significant role in literature and life. Analyze how materialism affects individuals and cultures on a profound level. Communicate, develop, and support ideas effectively in writing and speaking. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Romanticism projected a specific view of man, civilization, culture, and art. Poets shape and develop structures and ideas in a highly personal way. The connotations of words are affected by the contexts in which they are used. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How did the Romantics regard man's role in the world and society? What was the Romantics attitude toward nature? How did the Romantics adapt earlier forms and writing techniques, utilizing them to develop their own themes?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The primary characteristics of Romanticism The Petrarchan sonnet form The denotative meaning of literary terms, such as metonymy. Figures of speech that affect the interpretation of language. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying and analyzing the use of poetic devices in poetry. Noting how personal style and a view of the world impacts the thematic power of texts. Writing in a clear, lucid manner, using evidence from the text as support.

claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.

- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows form and supports the argument presented.

W.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

- Observe the hyphenation conventions
- Spell correctly

Speaking/Listening

SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)

- Come to discussions 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.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

<ul style="list-style-type: none"> • Incisiveness of analysis • Writing style • Sophistication of written arguments • Use of supporting details in writing. • Rubrics 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Test on Romanticism • Blind Read Quiz (MC) on a Wordsworth poem, dealing with the use of poetic devices to build meaning. • Blind Read Quiz (short answer) on Coleridge’s “Frost at Midnight,” dealing with the development of a thesis. • Blind Read Quiz (MC) a poem by Keats, analyzing the use of rhetorical devices. • Unit Test on Romanticism, gauging the development of students’ analytical prowess.
<ul style="list-style-type: none"> • Sophisticated expression of ideas • Use of supporting evidence • Ability to work as a cohesive group • Analytical skill 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Class Discussions on Romantic verse, during which students’ display analytical progress through substantiated thought. • Small Group Analysis of an ode by Keats, concentrating on diverse aspects of the poem’s construction. • Blind Read Quiz (MC) on a sonnet by Tuckerman.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

This unit on the Romantic movement in England begins with a review of the characteristics of Romanticism (pre-test) and the established Romantic view of man and civilization. The unit begins with a consideration of the poetry of William Wordsworth. A poem addressed to Wordsworth’s sister is examined through a close reading in class, emphasizing his use of poetic devices such as connotative diction, imagery, and metonymy. Wordsworth’s theme of the restorative power of nature is also addressed through the poem’s stanzaic form and use of meter and rhyme. Next, students’ take a blind read quiz (MC) on a poem dealing with youth and nature by Wordsworth, followed by an in-depth discussion of the poem’s consideration of nature through elements such as sensory imagery and voice. Wordsworth’s view of the destructive power of materialism is examined through one of his sonnets, indicative of the Romantics’ call for social and personal change. A discussion of Samuel Taylor Coleridge and the form known as the conversation poem succeeds the discussion of Wordsworth. Students complete a Blind Read Quiz (choice of short answer topics) on “Frost at Midnight,” after which a discussion of the poem as a conversation poem and use of poetic devices to build tone and mood ensues. The career of Sir Walter Scott and his popularization of the historical novel is followed by a class discussion of his short lyric “The Dreary Change,” a poem in which perspective is examined. After a discussion of John Keats and his literary output, students analyze an early sonnet by Keats and analyze how the tone is conveyed through diverse literary devices, such as allusions. Students, then, take a blind read quiz on a more intricate, seasonal poem by Keats, followed by an analysis of the poem’s complex interweaving of components, such as personification and sound imagery. Finally, a small group discussion on an ode by Keats takes place, illustrating students’ ability to pull apart a poem and analyze how individual components contribute to the building of thematic

meaning. The unit culminates with a test that assesses students' ability to thoughtfully discuss aspects of Romanticism and the building of meaning in studied poetry and a blind read (MC) of a sonnet by Frederick Goddard Tuckerman (post-test).

Stage 1 Desired Results

ESTABLISHED GOALS

Reading

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.

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.

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.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness

Transfer

Students will be able to independently use their learning to...

- Reflect on the influence of topical events on art.
- View certain ideas and values as universal and timeless.
- Ascertain how attitudes toward race and gender are constantly evolving.

Meaning

UNDERSTANDINGS

Students will understand that...

- The writing styles of the Victorian and Edwardian writers were heavily influenced by changes in the world.
- Victorian and Edwardian literature displays a more liberal attitude toward social issues than previous eras.
- Tone is generated through a complex interrelationship between literary devices.

ESSENTIAL QUESTIONS

- How does the literature of the Victorian and Edwardian periods reflect an awareness of a changing world?
- In what ways does Victorian and Edwardian poetry and prose champion the value of personal relationships in the face of an unstable world?
- What role does race and gender play in the development of literature of the period?

Acquisition

Students will know...

- Literary devices previously studied in poetry.
- Pertinent background information on writers, movements, and history.

Students will be skilled at...

- Analyzing the use of literary devices in both poetry and prose to build meaning.
- Ascertaining a writer's perspective on aspects of life through his presentation of material.
- Writing in a clear, lucid manner, using evidence from the text as support.

or beauty of the text.

Writing

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.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.
- 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, concern, values, and possible biases.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows form and supports the argument presented.

L.11-12.1 Demonstrate command of the conventions of 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.
- Resolve issues of complex or contested usage, consulting references as needed.

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.

- Apply an understanding of syntax to the study of complex texts when reading.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

Speaking/Listening

SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)

- Come to discussions 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.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.

SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.

Stage 2 - Evidence

Evaluative Criteria

- Insightful and sophisticated discussion
- Well-developed and organized ideas
- Well-supported ideas
- Attention to detail
- Quality of contributions
- Writing style
- Rubrics

Assessment Evidence

PERFORMANCE TASK(S):

- Pre-Test on Victorian and Edwardian culture.
- Quizzes (written) on poems by D. G. Rossetti and Yeats.
- Socratic seminar on “Goblin Market.”
- Short thematic writing on a Housman poem.
- Quiz (written) on an essay from *Twilight in Italy*.
- In-class essay on *A Passage to India*, emphasizing the development and support of thesis.

- Variety and quality of annotations
- Writing style
- Analytical thought
- Defense of contentions

OTHER EVIDENCE:

- Student annotations on “Goblin Market.”
- Class Discussions of poetry and prose.
- Class Discussion of Barber’s setting of “Dover Beach.”
- Quizzes on *A Passage to India*

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

A pre-test on aspects of Victorian and Edwardian England precedes the study of late nineteenth-century and early twentieth-century English poetry and prose. Following a short discussion of the Pre-Raphaelite movement, the poetry of Dante Gabriel Rossetti and his sister Christina are explored. The male Rossetti’s poetry, excerpts from his cycle *The House of Life*, is analyzed for sonnet form, use of imagery and allusions, and thematic vision. A blind read quiz (MC) on one of the sonnets helps to ascertain students’ analytical development. Christina’s short lyric, “Song,” is analyzed for its deceptive simplicity, concentrating on her use of connotative diction and inferential language. A discussion of the poem as reflective of a blossoming feminist spirit in late nineteenth-century England emerges from the study of the poem. After students have read and annotated Christina’s “Goblin Market,” a Socratic seminar on the possible interpretations of the complexly symbolic poem takes place. After this, the unit moves to the very different poetry (when compared to the Rossettis’) of A. E. Housman. Several poems from his *A Shropshire Lad* are analyzed, both in oral and written form. A short analytical writing is assigned on the development of Housman’s tone and view of existence in one of the poems. The complexities of Matthew Arnold’s “Dover Beach” are then addressed. In conjunction with this analysis, Samuel Barber’s setting of the poem is played and discussed in class, the students discussing how Barber’s setting captures or fails to capture the mood and tone of the Arnold poem. A blind read quiz (short answer) on a post- World War I poem by W. B. Yeats follows, as well as a consideration of one of his poems that projects his theory of history. Both poems by Yeats are approached as indicative of his Edwardian style and thematic concerns. Two travel essays from D. H. Lawrence’s *Twilight in Italy* are analyzed (the analysis of one being preceded by a written blind read) for Lawrence’s vision of the decline of civilization and beauty as developed through his use of setting, selection of detail, and other rhetorical devices. The unit concludes with the study of E. M. Forster’s complex novel *A Passage to India*. A quiz (MC) opens the study of each of the three sections of the novel. Students’ annotations on the three sections are also analyzed. Forster’s perspective on

humanity and society is explored through his methods of characterization, the triadic structure of the novel, his use of imagery and symbolism, and his thematic mantra, "Only connect." The study of Forster concludes with the in-class writing of an essay, designed to reflect a typical AP prompt.

Quarter 4 – Unit 1

Stage 1 Desired Results

ESTABLISHED GOALS

< Reading

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.

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.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.

RL.11-12.10. 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.11-12.9 Demonstrate knowledge of 18th, 19th, 20th century foundational works of American literature including how two or more texts from the same period treat similar themes or topics.

Transfer

Students will be able to independently use their learning to...

- Compare and contrast the styles of different writers.
- Evaluate the use of striking symbolism in different texts and other forms of communication.
- Gain perspective on the complexities of human psychology.
- Understand how, in literature and life, some individuals can only gain a sense of self-worth through the misery of others.

Meaning

UNDERSTANDINGS

Students will understand that...

- Point of view can be delineated through several artistic methods.
- Context affects the interpretation of both events and characters.
- Traditional symbols can be altered and manipulated by writers for thematic purposes.

ESSENTIAL QUESTIONS

- How can experiments with structure and language convey a writer's view of existence?
- How can an unconventionally drawn protagonist reflect an appraisal of modern civilization?
- Depending on context, how can dreams and nightmares be presented as part of reality?

Acquisition

Students will know...

- The plot, characters, and setting of the novella.
- Needed background information about America in the 1930s.
- The definitions of new literary terms (e.g., surrealism).

Students will be skilled at...

- Identifying and analyzing experimental techniques and how they convey a writer's perspective.
- Interpreting characters, images, and symbols in a sophisticated fashion, dependent upon context.
- Forming and developing a thesis that uses both quotations and paraphrase as proof.

Writing

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.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

L.9-12. 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.

L.11-12.1 Demonstrate command of the conventions of 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.
- Resolve issues of complex or contested usage, consulting references as needed.

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.

Speaking/Listening

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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.

Stage 2 - Evidence

Evaluative Criteria

- Good organizational skills
- Structure of ideas
- Quality of insights
- Quality of discussion
- Use of support material
- Attentiveness
- Rubrics

Assessment Evidence

PERFORMANCE TASK(S):

- Pre-Test on experimental fiction.
- Class Discussion on various stylistic components in the novella.
- In-class essay, based on an overarching prompt.
- Post-Test on experimental fiction.
- Unit test on the novella, gauging students' analytical progress.

- Attention to detail
- Extent and quality of essay revisions
- Rubrics

OTHER EVIDENCE:

- Objective Quiz on the novella.
- Annotations on the novella.
- Revision of in-class essay.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

After a pre-test on the genre known as experimental fiction, a handout on the elements of this twentieth-century literary movement is discussed, calling students' attention to the major salient characteristics. Terms such as stream of consciousness, round and flat characters, and surrealism are discussed in connection with familiar and unfamiliar works of literature and popular culture. A discussion of the life, works, and writing style of Nathanael West follows, emphasizing the influence of culture and world events on his work and view of civilization. Students independently read a novella of West's, either *Miss Lonelyhearts* or *The Day of the Locust*, annotating the work as they read. A quiz (MC) is given before the discussion/analysis of the selected novella. In both works, experimental techniques (e.g., flat characters, an episodic style, surrealistic events, wasteland imagery, symbolism) are traced and evaluated as the students recognize West's bleak portrait of modern civilization. An in-class essay on a thematic topic is assigned, which, after it has been assessed by the teacher, is revised. A post-test on experimental fiction and a test on significant facets of West's artistry will take place at the end of the unit.

Quarter 4 – Unit 2

Stage 1 Desired Results

ESTABLISHED GOALS

Reading

RL.11-12.9 Demonstrate knowledge of 18th, 19th, 20th century foundational works of American literature including how two or more texts from the same period treat similar themes or topics.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

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.

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.)

Transfer

Students will be able to independently use their learning to...

- Identify and appreciate the uses of experimental techniques in works of literature and mass media.
- Comprehend how a work set in a specific setting and time can be viewed as developing meaning that transcends the actual parameters of the work.
- Analyze how narrative perspective significantly affects the reader's perception of characters and events in various texts.

Meaning

UNDERSTANDINGS

Students will understand that...

- The history and culture of a region has a profound impact upon a writer's thematic vision.
- Rhetorical techniques work conjointly to produce topical perspectives.
- Individuals and societies, when driven solely by avarice and self-interest, are doomed to destruction.

ESSENTIAL QUESTIONS

- What is achieved when writers utilize techniques like stream of consciousness and interior monologues?
- How does narrative perspective serve to delineate characters and develop major ideas in writing?
- How can a work be viewed as a microcosm?

Acquisition

Students will know...

- The plot and characters of the novel.
- Important background information of Faulkner and his style of writing.
- The definition of various rhetorical techniques, such as stream of consciousness.

Students will be skilled at...

- Analyzing the significance of details while reading.
- Explicating how point of view affects the presentation of characters as well as the reader's perception of them.
- Establishing connections between the uses of literary techniques in various sections of a work.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.

RL.11-12.10. 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.

Writing

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.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

L.9-12. 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.

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.
Speaking/Listening

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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.

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.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Incisiveness of written analysis • Writing style • Sophistication of ideas • Use of supporting details in writing 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Quiz on “That Evening Sun.” • Quizzes on each section of the novel. • Essay on a thematic/stylistic aspect of the novel, demonstrating analytical and writing prowess. • Unit test on the novel.
<	
<ul style="list-style-type: none"> • < Transfer of skills in writing • Quality of annotative thought • Insightfulness of oral arguments • Rubrics 	OTHER EVIDENCE: <ul style="list-style-type: none"> • Class discussion of experimental techniques in the novel. • Annotations of the novel. • Short, in-class writings on topics culled from the discussion of Faulkner’s style and themes. • In-class discussion of Faulkner’s Nobel Prize Speech.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

This unit, which considers several works by William Faulkner, builds from the discussion of Nathanael West’s novella and the characteristics of experimental fiction. A lecture/discussion of Faulkner’s works, style, and thematic emphasis is based upon several handouts. Faulkner’s creation of Yoknapatawpha County as a medium for his development of his overarching themes is emphasized, as is his complex and challenging style of writing. His use of experimental techniques, such as interior monologues, stream of consciousness, shifts in narrative perspective, and syntactically convoluted sentences, are addressed through discussion and the examination of examples. Faulkner’s creation of genealogies for several Yoknapatawpha families, such as the Compsons in *The Sound and the Fury*, is also discussed in the context of verisimilitude. Handouts on the major and minor characters in the novel, a guide on shifts in time in the novel, and study questions are then discussed. Before reading the actual novel, students read, annotate, and analyze (quiz and class discussion) Faulkner’s short story “That Evening Sun” as an introduction to the Compson family. Students, then, read and annotate each of the four sections of the novel. A quiz (written) follows each reading, aimed at ascertaining students’ reading comprehension, attention to detail, and analytical and writing skills. Each of the four sections is analyzed in depth, focusing on character development, the purpose and effect of experimental techniques, use of various literary devices (e.g., imagery, symbolism, allusions), and, especially, Faulkner’s manipulation of narrative perspective. Students intermittently complete short in-class writings on various topics during the period of analysis (e.g., Faulkner’s use of time in connection with Quentin Compson), displaying their ability to analyze complex topics. After the discussion of Part IV, the discussion moves to a consideration of the work as a portrait of the modern South and, ultimately, as a microcosm for Faulkner’s thematic vision of mankind. As a final revelation of the scope of Faulkner’s vision, students consider Macbeth’s soliloquy (“Tomorrow, and tomorrow, and tomorrow ...”) and its applicability to the Compson family and mankind. An in-class essay on a topic dealing with theme or the use of literary devices is completed, as is a unit test. After the final assessment, Faulkner’s Nobel Prize Speech is discussed both as a thematic vision and example of the use of rhetoric.

Quarter 4 – Unit 3

Stage 1 Desired Results

ESTABLISHED GOALS

Reading

RL.11-12.9 Demonstrate knowledge of 18th, 19th, 20th century foundational works of American literature including how to or more texts from the same period treat similar themes or topics.

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.

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.

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.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure

Transfer

Students will be able to independently use their learning to...

- Evaluate how issues involving race and gender impact upon people's lives.
- Determine the voice that emerges in the writings of various authors.
- Discuss how individuals achieve a sense of identity in literature and real life.

Meaning

UNDERSTANDINGS

Students will understand that...

- Racism and gender bias have affected the lives of Americans in the past and continue to do so.
- The interpretation of symbols is dependent upon the contexts in which they are developed.
- Tone is generated through a complex interrelationship between literary devices.

ESSENTIAL QUESTIONS

- How can female characters be viewed as victims of males as well as their own psyches?
- In what ways can a character's heritage and culture impact upon his or her life?
- What impact does popular culture have on a character's sense of identity?

Acquisition

Students will know...

- The plot, characters, and central conflicts in texts.
- Elements of style exhibited by various writers.

Students will be skilled at...

- Using inferential reading strategies to discover layers of meaning in texts.
- Ascertaining a writer's perspective on thematic topics through his presentation of material.
- Recognizing to what effect stylistic devices (e.g., allusions, figures of speech) are utilized to delineate characters in a various writings.
- Discerning the writer's voice through content and style.

and meaning as well as its aesthetic impact.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing

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.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim, reason, and evidence.
- 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, concern, values, and possible biases.
- 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.
- Establish and maintain a formal style and objective tone while attending to

the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows form and supports the argument presented.

L.11-12.1 Demonstrate command of the conventions of 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.
- Resolve issues of complex or contested usage, consulting references as needed.

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.

- Apply an understanding of syntax to the study of complex texts when reading.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

Speaking/Listening

SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners

on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)

- Come to discussions 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.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.

SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.

Stage 2 - Evidence

Evaluative Criteria

- Good organizational skills
- Structure of ideas
- Quality of insights
- Quality of writing
- Attention to detail
- Attentiveness
- Rubrics

Assessment Evidence

PERFORMANCE TASK(S):

- Pre-Test – Blind Read of a Prose Passage
- Multiple Choice Blind Read Quizzes.
- Blind Read Quiz (written) on “The Whipping.”
- Quizzes (written) on “No Name Woman” and “The Yellow Wallpaper.”
- Socratic Seminar on “Good Country People.”
- Analytical Essay on *The Bluest Eye*, developing and supporting a thesis.
- Post-Test – Blind Read of a Prose Passage.

- Quality of annotations
- Creativity and adaptation of skills in the construction of original prose
- Incisiveness of discussions
- Support of contentions

OTHER EVIDENCE:

- Students’ annotations of various texts.
- Creation of personal poems about identity.
- Class Discussions of various works.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

This unit on twentieth-century prose and poetry centers on topics regarding race and gender in America. Before the unit begins, a pre-test is administered, which is a blind read (MC) of a prose passage that concentrates on the use of rhetorical techniques. The unit commences with a discussion of the Chinese-American experience in Maxine Hong Kingston’s short story “No Name Woman.” Students, having read and annotated the story, complete a quiz that assesses students’ perception of Kingston’s voice that emerges in the story. Besides a discussion of how the story details Kingston’s search for personal and cultural identity, the discussion also considers Kingston’s use of narrative technique. Kingston’s choice to structure the story as a folk-tale, with fused fantastic and realistic elements, is evaluated for its efficacy. After a discussion of the tragic life of Sylvia Plath, her complex “Holocaust” poem “Lady Lazarus” is analyzed in class, concentrating on her portrait of female oppression and use of the symbolic Phoenix. Students are given the opportunity to construct their own poem relating to identity. Two poems by Robert Hayden, “The Whipping” and “El-Hajj Malik El-Shabazz,” follow the Plath poem. The accessible “The Whipping” is offered as a blind read quiz, in which students are offered a variety of topics related to Hayden’s use of literary devices to build meaning in the poem. After the quiz, a discussion of Hayden’s portrait of abuse is explored, primarily through point of view and literary devices. This is followed by Hayden’s portrait of Malcolm X in “El-Hajj Malik El-Shabazz,” a poem concerning the “middle passage” of blacks in America through diction, imagery, and allusions. After a short discussion of Charlotte Perkins Gilman, students read, annotate, and take a quiz (written) on “The Yellow Wallpaper,” which is followed by an analysis of Gilman’s portrayal of the devastating psychological effects of the suppression of women’s individuality at the beginning of the twentieth-century. Students then read Flannery O’Connor’s short story “Good Country People.” A Socratic seminar takes place, during which students analyze the techniques O’Connor uses to depict the characters as well as its sustained ironic tone. The unit culminates with a reading of Toni Morrison’s novel *The Bluest Eye*. Before students read and annotate the novel, a discussion of the Nobel Prize-winning

author takes place, centering on her major works and themes. Students' annotations concentrate on the techniques Morrison utilizes to develop the characters, especially Claudia and Pecola, and portray the black experience in the first half of the twentieth-century. After a class discussion of the novel's structure, evidence of literary techniques, and development of themes, students write an essay based on a choice of topics that illustrate their ability to develop and support a thesis. A post-test involving a blind read (MC) ends the unit.

Quarter 4 – Unit 4

Stage 1 Desired Results

ESTABLISHED GOALS

Reading

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.

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.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (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.

RL.11-12.9 Demonstrate knowledge of 18th, 19th, 20th century foundational works of American literature including how to or more texts from the same period treat similar themes or topics.

Writing

W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using

Transfer

Students will be able to independently use their learning to...

- Gain insight into the destructively flawed nature of humanity.
- Evaluate the ramifications of their own actions and reactions as well as others' in real life circumstances.
- Utilize supporting details to validate ideas in written and oral analysis.

Meaning

UNDERSTANDINGS

Students will understand that...

- History is often repeated because of the deeply flawed nature of mankind.
- Allusions are employed to develop significant ideas in texts.
- The works of the best writers display a distinctive style and convey a powerful voice.

ESSENTIAL QUESTIONS

- How do works of science fiction comment upon the human condition?
- How do fictional characters mirror actual historical figures?
- In what ways do authors utilize symbolism and other literary devices to delineate characters and develop themes?

Acquisition

Students will know...

- The chief characteristics of quality science fiction.
- The difference between soft and hard science fiction.
- The plot, characters, and settings of a novel.

Students will be skilled at...

- Applying knowledge and skills developed during the earlier study of literature to the analysis of new works.
- Noting how personal style impacts the thematic power of texts.
- Assessing the progressive development of symbols.
- Analyzing the impact of powerful figures and significant events on civilization.

valid reasoning and relevant and sufficient evidence.

- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to

the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

W.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

L.9-12. 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.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and

nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

Speaking/Listening

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 opposing perspectives are addressed and the organization, development substance and style are appropriate to purpose, audience, and a range of formal and informal task.

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.

Stage 2 - Evidence

Evaluative Criteria

- Attention to detail
- * Formatting and structure
- Sophistication of written arguments
- Use of supporting details in the communication of ideas
- Rubrics

Assessment Evidence

PERFORMANCE TASK(S):

- Pre-Test on elements of science fiction.
- Quizzes on the three sections of the novel.
- Unit test on thematic aspects of the novel.
- Post-test on elements of science fiction.

- Quality of annotations
- Depth of independent analysis
- Speaking skills (volume, diction, etc.)
- Incisiveness of class discussion
- Rubrics

OTHER EVIDENCE:

- Annotations on the three sections of the novel.
- Class Discussions on topics related to the sophisticated construction of the novel.
- Small group discussion and analysis of a selected apocalyptic story.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

This unit explores aspects of science fiction through an analysis of Walter M. Miller, Jr.'s novel *A Canticle for Leibowitz*. After a pre-test on elements of science fiction, a discussion of the science fiction genre takes place, branching off a handout on the characteristics of science fiction. In conjunction with this discussion, examples of science fiction from popular culture (e.g., movies, comics) are discussed, especially in regard to how they illustrate (or don't illustrate) elements of quality science fiction. Before reading the actual novel, the class is divided into small groups. Each group researches and selects a short story that deals with the end of the world or destruction of civilization in some manner, and analyzes how its apocalyptic vision is developed, eventually creating a presentation for the class using their iPads. Students, then, read and annotate each of the three sections of the novel independently before taking quizzes (MC) on each of the sections. Each of the three sections is analyzed at length for its development of a post-apocalyptic world through stylistic techniques (e.g., allusions, symbolism, selection of detail, humor). Emphasis is placed on the historical/allegorical significance of the three sections. Also emphasized are the rhetorical techniques Miller utilizes to give credence to the arguments of both Dr. Cors and Dom Zerchi in the final section of the novel, "Fiat Voluntas Tua." After the discussion of the final section, students discuss Miller's portrait of man and his flaws, speculating on what is the hope for humanity, if, indeed, there is any. The study of the novel culminates with a test on the novel that gauges students' analytical and writing progress. A post-test on science fiction concludes the activities and assesses students' cognitive development.

Benchmark Assessment Quarter 1

1. Students will demonstrate ability to analyze the ways in which archetypes and archetypal patterns are utilized to create meaning through unit tests.
2. Students will be able to analyze the use of poetic devices to build perspective in blind reads.
3. Students will be able to interpret the thematic use of various symbols in selected texts through Socratic seminars and small group discussions.
4. Students will successfully apply elements of tragedy to an exploration of the world of the tragic hero in essays.
5. Students will be able to use supporting evidence from various texts to develop and substantiate theses in writing assignments. .

Benchmark Assessment Quarter 2

1. Students will demonstrate ability to analyze elements of satire and how they combine to call attention to societal and individual flaws through oral discussions.
2. Students will be able to identify the tone of a work and how it is developed through written quizzes.
3. Students will be able to determine how the sonnet form and structure contributes to the development of themes through short, expository writings.
4. Students will successfully construct written arguments in which they explicate how rhyme and meter contribute to the development of ideas in poetry.
5. Students will be able to use electronic sources to gather and utilize information on the use of allusions in a novel..

Benchmark Assessment Quarter 3

1. Students will demonstrate ability to analyze the style and characteristics of Romantic poetry and their significance through small group discussions.
2. Students will be able to contribute meaningful commentary on the use of symbolism in a novel through a Socratic seminar.
3. Students will be able to ascertain how diction, imagery, and other poetic devices develop tone and substance through blind reads on Romantic poetry.
4. Students will successfully interpret poems on more than one level in written form, citing evidence from the texts to support contentions.
5. Students will be able to use literary criticism to build and support a thesis in a formal paper.

Benchmark Assessment Quarter 4

1. Students will demonstrate ability to closely read texts through annotations that display a variety of significant observations.
2. Students will be able to cite the use of experimental writing techniques in twentieth-century texts through quizzes and class discussions.
3. Students will be able to construct an essay in which they explore the portrayal of the black experience in America during the first part of the twentieth-century.
4. Students will successfully apply knowledge of history to the written interpretation of a work of science fiction.
5. Students will be able to use experience with narrative perspective to analyze in informal writings how the shifting narrative perspective in a novel reflects, in part, the work's theme.

Suggested Major Titles

(Titles used in document and alternate works)

British Titles

1. Amis, Kingsley – *Lucky Jim*
2. Austen, Jane – *Mansfield Park*
3. Barnes, Julian – *England, England*
4. Beckett, Samuel – *Waiting for Godot*
5. Conrad, Joseph – *Heart of Darkness*
6. Conrad, Joseph – *Lord Jim*
7. Ford, Ford Madox – *The Good Soldier*
8. Forster, E. M. – *A Passage to India*
9. Forster, E. M. – *A Room with a View*
10. Haddon, Mark – *The Curious Incident of the Dog in the Night-Time*
11. Joyce, James – *Dubliners*
12. Joyce, James – *A Portrait of the Artist as a Young Man*
13. Lawrence, D. H. – *Twilight in Italy*
14. Lowry, Malcolm – *Under the Volcano*
15. Pearl Poet – *Sir Gawain and the Green Knight*
16. Shakespeare, William – *Hamlet*
17. Shakespeare, William – *Henry V*
18. Shakespeare, William – *King Lear*
19. Sheridan, Richard Brinsley – *The Rivals*
20. Sheridan, Richard Brinsley – *The School for Scandal*
21. Sillitoe, Alan – *Saturday Night and Sunday Morning*
22. Wilde, Oscar – *Lady Windermere's Fan*

American Titles

1. Albee, Edward – *Who's Afraid of Virginia Woolf?*
2. Baldwin, James – *Go Tell It on the Mountain*
3. Cather, Willa – *A Lost Lady*
4. Doctorow, E. L. – *Ragtime*
5. Ellison, Ralph – *Invisible Man*
6. Faulkner, William – *Light in August*
7. Faulkner, William – *Sanctuary*
8. Faulkner, William – *The Sound and the Fury*
9. Faulkner, William – *The Unvanquished*
10. Faulkner, William – *The Wild Palms*
11. Fitzgerald, F. Scott – *Tender Is the Night*
12. Hawthorne, Nathaniel – *The House of the Seven Gables*
13. Helprin, Mark – *The Pacific and Other Stories*
14. Hemingway, Ernest – *In Our Time*
15. Lewis, Sinclair – *Main Street*
16. Malamud, Bernard – *God's Grace*
17. Miller, Walter M., Jr. – *A Canticle for Leibowitz*
18. Morrison, Toni – *The Bluest Eye*
19. O'Brien, Tim – *The Things They Carried*
20. O'Connor, Flannery – *A Good Man Is Hard to Find*
21. O'Connor, Flannery – *Wise Blood*
22. Vonnegut, Kurt – *Deadeye Dick*
23. Vonnegut, Kurt – *God Bless You, Mr. Rosewater*
24. West, Nathanael – *The Day of the Locust*
25. West, Nathanael – *Miss Lonelyhearts*
26. Wharton, Edith – *The House of Mirth*
27. Wilson, August – *Joe Turner's Come and Gone*
28. Wright, Richard – *Native Son*

World Titles

1. Balzac, Honore de – *Pere Goriot*
2. Borges, Jorge Luis – *Ficciones*
3. Camus, Albert – *The Plague*
4. Camus, Albert – *The Stranger*
5. Euripides – *The Oresteia*
6. Figes, Eva – *Light*
7. Garcia Marquez, Gabriel – *Chronicle of a Death Foretold*
8. Garcia Marquez, Gabriel – *Love in the Time of Cholera*
9. Kafka, Franz – *The Metamorphosis*
10. Kleist, Heinrich von – *An Earthquake in Chile*
11. Kleist, Heinrich von – *Michael Kohlhaas*
12. Koestler, Arthur – *Darkness at Noon*
13. Kosinski, Jerzy – *Painted Bird*
14. Moliere – *The Misanthrope*
15. Sophocles – *Oedipus Rex*
16. Turgenev, Ivan – *Fathers and Sons*
17. Voltaire – *Candide*

Additional Instructional Materials

Arp, Thomas, Greg Johnson, and Laurence Perrine, eds. *Perrine's Sound and Sense*. 10th ed. Boston: Thornton Learning, 2002.

Bain, Carl E., Jerome Beaty, J. Paul Hunter, eds. *The Norton Introduction to Literature*. 5th ed. New York: W.W. Norton, 1991.

Lunsford, Andrea A. *Bedford Easy Writer: A Pocket Reference*. Boston: Bedford/St. Martin's, 2006.

