

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: 12

Textbook(s)/Instructional Materials Used:

- *Literature: The British Tradition*; Prentice Hall; ISBN:0-137224559
- *Macbeth* by William Shakespeare-Washing Square Press, Folger Shakespeare; ISBN:0-671-72275-1
- *1984* by George Orwell; Harcourt Brace; ISBN: 978-0-452-26293-5

Dates: September

Unit Plan: Literary Nonfiction

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.2.11-12.E

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.J

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.11-12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. 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 of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

<p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12T Production and Distribution of Writing / Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.V Conducting Research Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W Credibility, Reliability, and Validity of Sources 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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. <i>Read and comprehend literary nonfiction independently and proficiently (CC.1.2.11-12.L)</i> 2. <i>Determine the meaning of and evaluate how words and phrases shape meaning, including author's choices in diction, syntax, and figurative language (CC.1.2.11-12.F) (CC.1.2.11-12.K)</i> 3. <i>Demonstrate independence in gathering vocabulary knowledge (CC.1.2.11-12.J)</i> 4. <i>Analyze and evaluate the effectiveness of the structure an author uses in his or her essay, exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CC.1.2.11-12.E)</i> 5. <i>Write an organized, focused, informative text with an awareness of the stylistic aspects of composition and demonstrating a grade-appropriate command of the conventions of standard English to convey complex ideas. (CC.1.4.11-12.A) (CC.1.4.11-12.B) (CC.1.4.11-12.D) (CC.1.4.11-12.E) (CC.1.4.11-12.F)</i> 6. <i>Develop writing as needed through revision and rewriting (CC.1.4.11-12.T)</i> 7. <i>Conduct research projects of varying length and purpose (CC.1.4.11-12.V)</i> 8. <i>Gather relevant information from multiple authoritative print and digital sources after evaluating the strengths and limitations of each source (CC.1.4.11-12.W)</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ <i>What are the four main impediments to reading comprehension? (CC.1.2.11-12.L) (CC.1.2.11-12.F) (CC.1.2.11-12.K) (CC.1.2.11-12.J)</i> ▪ <i>How can nonfiction be considered literature, and what elements of literature are common to both fiction and nonfiction writing? (CC.1.2.11-12.L)(CC.1.2.11-12.E)</i> ▪ <i>What are the essential aspects of writing and publishing research? (CC.1.4.11-12.A) (CC.1.4.11-12.B) (CC.1.4.11-12.D) (CC.1.4.11-12.E) (CC.1.4.11-12.F) (CC.1.4.11-12.T) (CC.1.4.11-12.V) (CC.1.4.11-12.W)</i>
<p>Learning Objectives: <i>Students will know...</i></p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Diagnose their reading problems

<ol style="list-style-type: none"> 1. What significant details are and how to use them 2. How nonfiction is used in society 3. How a personal essay differs from a research paper 	<ul style="list-style-type: none"> ▪ Write a personal essay in MLA format ▪ Evaluate a nonfiction essay to determine author's purpose
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Dates: October - November	Unit Plan: Science in Literature
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.2.11-12.A
Key Ideas and Details – Main Idea
Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B
Key Ideas and Details
Text Analysis
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.F
Craft and Structure Vocabulary
Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G
Integration of Knowledge and Ideas
Diverse Media
Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.H
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I
Integration of Knowledge and Ideas
Analysis Across Text
Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J
Vocabulary Acquisition and Use
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K
Vocabulary Acquisition and Use
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.A
Key Ideas and Details Theme
Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B
Key Ideas and Details
Text Analysis
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C

Key Ideas and Details

Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.I

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J

Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K

Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11–12.C

Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.5.11–12.B

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> 1. <i>Determine the meaning of and evaluate how words and phrases shape meaning, including author's choices in diction, syntax, and figurative language</i> (CC.1.2.11-12.F) (CC.1.2.11-12.K) (CC.1.3.11-12.F) (CC.1.3.11-12.K) 2. <i>Demonstrate independence in gathering vocabulary knowledge</i> (CC.1.2.11-12.I) (CC.1.2.11-12.J) (CC.1.3.11-12.I) (CC.1.3.11-12.J) 3. <i>Through the citation of textual evidence, including but not limited to the author's choices regarding elements involved, as well as the author's assumptions and beliefs, analyze what a text says both explicitly and implicitly regarding the development and interaction of themes in works of science fiction.</i> (CC.1.3.11-12.A) (CC.1.3.11-12.B) (CC.1.3.11-12.C) 4. <i>Through the citation of textual evidence, including but not limited to the author's choices regarding elements involved, as well as the author's assumptions and beliefs, analyze what a text says both explicitly and implicitly regarding the development and interaction of central ideas in works of science-based nonfiction.</i> (CC.1.2.11-12.A) (CC.1.2.11-12.B) (C.C.1.2.11-12.H) 5. <i>Science-based writing and oral presentation, both fictional and nonfiction, provides an opportunity for discussion of moral and ethical issues.</i> (CC.1.2.11-12.G)(C.C.1.5.11-12.B)(C.C.1.5.11-12.C) 6. <i>Write a polished narrative which displays understanding of mechanics of standard written English as well as the attributes of the science fiction genre.</i> (C.C.1.4.11-12.C)(C.C.1.4.11-12.M)(C.C.1.4.11-12.N)(C.C.1.4.11-12.O)(C.C.1.4.11-12.P)(C.C.1.4.11-12.Q)(C.C.1.4.11-12.R) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ <i>What are the four main impediments to reading comprehension?</i> (CC.1.2.11-12.F) (CC.1.2.11-12.K) (CC.1.3.11-12.F) (CC.1.3.11-12.K) (CC.1.2.11-12.I) (CC.1.2.11-12.J) (CC.1.3.11-12.I) (CC.1.3.11-12.J) ▪ <i>How do we balance scientific advancements with morals?</i> (CC.1.2.11-12.G) (CC.1.2.11-12.A) (CC.1.2.11-12.B) (CC.1.3.11-12.A) (CC.1.3.11-12.B) (CC.1.3.11-12.C) ▪ <i>In what ways does Science Fiction present truth?</i> (CC.1.3.11-12.A) (CC.1.3.11-12.B) (CC.1.3.11-12.C)
<p>Learning Objectives: Students will know...</p> <ol style="list-style-type: none"> 1. The history of the science fiction genre 2. The difference between science writing and science fiction writing 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Write and support arguments concerning the moral implications of scientific discovery 2. Explain how science fiction can be a vehicle for important themes
<p>Dates: December</p>	<p>Unit Plan: The Concept of a Hero</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards: CC.1.2.11-12.F</p>	

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.I

**Integration of Knowledge and Ideas
Analysis Across Text**

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.A

Key Ideas and Details Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B

Key Ideas and Details

Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C

Key Ideas and Details

Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.I

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J

Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K

Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. 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 of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11-12.V

Conducting Research

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Understanding(s):

Students will understand...

1. Determine the meaning of and evaluate how words and phrases shape meaning, including author’s choices in diction, syntax, and figurative language (CC.1.2.11-12.F) (CC.1.2.11-12.K) (CC.1.3.11-12.F) (CC.1.3.11-12.K)
2. Demonstrate independence in gathering vocabulary knowledge (CC.1.2.11-12.I) (CC.1.2.11-12.J) (CC.1.3.11-12.I) (CC.1.3.11-12.J)
3. Through the citation of textual evidence, including but not limited to the author’s choices regarding elements involved, as well as the author’s assumptions and beliefs, analyze what a text says both explicitly and implicitly regarding the development of heroic characters in literature from various time periods. (CC.1.3.11-12.A) (CC.1.3.11-12.B) (CC.1.3.11-12.C)
4. Write an organized, focused, informative text with an awareness of the stylistic aspects of composition and demonstrating a grade-appropriate command of the conventions of standard English to convey

Essential Question(s):

- What are the four main impediments to reading comprehension? (CC.1.2.11-12.I) (CC.1.2.11-12.J) (CC.1.3.11-12.I) (CC.1.3.11-12.J) (CC.1.2.11-12.F) (CC.1.2.11-12.K) (CC.1.3.11-12.F) (CC.1.3.11-12.K)
- What makes and motivates a hero? (CC.1.3.11-12.A) (CC.1.3.11-12.B) (CC.1.3.11-12.C)
- What is the definition and exemplar of the 21st century hero? (CC.1.4.11-12.A) (CC.1.4.11-12.B) (CC.1.4.11-12.D) (CC.1.4.11-12.E) (CC.1.4.11-12.F) (CC.1.4.11-12.T) (CC.1.4.11-12.V) (CC.1.4.11-12.W)

<p>complex ideas. (CC.1.4.11-12.A) (CC.1.4.11-12.B) (CC.1.4.11-12.D) (CC.1.4.11-12.E) (CC.1.4.11-12.F)</p> <p>5. Develop writing as needed through revision and rewriting (CC.1.4.11-12.T)</p> <p>6. Conduct research projects of varying length and purpose (CC.1.4.11-12.V)</p> <p>7. Gather relevant information from multiple authoritative print and digital sources after evaluating the strengths and limitations of each source (CC.1.4.11-12.W)</p>	
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<p>Learning Objectives: Students will know...</p> <ol style="list-style-type: none"> 1. That motivation is the determining factor for defining a hero in the 21st century 2. Patterns in the hero's journey are present in all cultures and eras 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Research and write a biographical research paper arguing for or against the title of hero for a generally accepted "hero" of the 20th century ▪ Explain what a hero is by society's definition
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Dates: January-February	Unit Plan: Gender Roles
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11-12.F Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.K Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.</p> <p>CC.1.3.11-12.A Key Ideas and Details Theme Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.</p> <p>CC.1.3.11-12.B Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11-12.C Key Ideas and Details Literary Elements Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.D Craft and Structure Point of View Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Craft and Structure Text Structure Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F</p>

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G

Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H

Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and *tools*.

CC.1.3.11-12.J

Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K

Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; develop claim (s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify they relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. 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 of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11-12.V

Conducting Research

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

Understanding(s):

Students will understand...

1. *Determine the meaning of and evaluate how words and phrases shape meaning, including author's choices in diction, syntax, and figurative language (CC.1.2.11-12.F, CC.1.2.11-12.K, CC.1.3.11-12.F, CC.1.3.11-12.K)*
2. *Demonstrate independence in gathering vocabulary knowledge (CC.1.4.11-12.F)*
3. *The gender roles in society are reflected in the literature of that society. (CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K)*
4. *That personality is stronger than gender, and that Shakespeare purposefully incorporated this within his writings. (CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K)*
5. *Write argument and opinion pieces concerning current and past gender roles as evidenced through texts. (CC.1.4.11-12.G,*

Essential Question(s):

- What are the four main impediments to reading comprehension?
- How have views of gender roles changed?
- How is Shakespeare able to capture the female point of view in his characterization of Lady Macbeth?
- How does literature illustrate the different ways that women have asserted their will throughout history?
- How much progress have women made furthering their station in society?
- What strategies and techniques can be used to write an effective historical literary criticism essay?

<p>CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L)</p> <p>6. <i>Research and write about the historical context of the work of a female poet in MLA format.</i> (CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)</p>	
<p>Learning Objectives: Students will know...</p> <ol style="list-style-type: none"> 1. How literature can reflect current attitudes 2. That characters static on a page allow for reflection of motivation and cause and affect 3. That reading Shakespeare takes practice like any other skill 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Read Shakespeare with some proficiency ▪ Research and write about the historical context of the work of a female poet in MLA format
<p>Dates: March</p>	<p>Unit Plan: Inspiration</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11-12.C Key Ideas and Details: Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.</p> <p>CC.1.2.11-12.D Craft and Structure Point of View Evaluate how an author’s point of view or purpose shapes the context and style of a text.</p> <p>CC.1.2.11-12.F Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.G Integration of Knowledge and Ideas Diverse Media Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11-12.K Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.</p> <p>CC.1.3.11-12.D Craft and Structure Point of View Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.K Range of reading Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Informative/ Explanatory Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Informative/ Explanatory focus</p>	

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11-12.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11-12.V

Conducting Research

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12E

Adapt speech to a variety of contexts and tasks

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

<p>Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Conventions of Standard English Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.</p>	
<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> 1. <i>Diction, syntax, figurative language, and lack of awareness of historical context inhibit understanding.</i> (CC.1.2.11-12.F, CC.1.2.11-12.K, CC.1.3.11-12.F, CC.1.3.11-12.K) 2. <i>The nature of inspiration and its role in the creative process and how it affects an author's decisions.</i> (CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.3.11-12.D, CC.1.3.11-12.F, CC.1.3.11-12.K, CC.1.5.11-12.A, CC.1.5.11-12.D, CC.1.5.11-12.F, CC.1.5.11-12.G) 3. <i>The attention to detail, organizational skills and attention to quality necessary for research.</i> (CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X) 4. <i>The rhetorical skills necessary to deliver an inspirational message</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.5.11-12.E) 5. <i>Collaboration in the creative process can produce exponential results.</i> (CC.1.4.11-12.U) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What are the four main impediments to reading comprehension? ▪ What is the nature of inspiration? ▪ Where do writers and artists find inspiration? ▪ How does one go about inspiring others?
<p>Learning Objectives: Students will know...</p> <ol style="list-style-type: none"> 1. That inspiration is an important elements in society in general and literature specifically 2. The common elements or traits of inspiring speeches. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the psychological aspects of creativity and inspiration ▪ Analyze a speech for its rhetorical effectiveness
<p>Dates: April-May</p>	<p>Unit Plan: The Writings of George Orwell</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11-12.A Key Ideas and Details – Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B Key Ideas and Details: Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.C</p>	

Key Ideas and Details: Text Analysis

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.

CC.1.2.11-12.D**Craft and Structure****Point of View**

Evaluate how an author's point of view or purpose shapes the context and style of a text.

CC.1.2.11-12.E**Craft and Structure****Text Structure**

Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11-12.F**Craft and Structure Vocabulary**

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.K**Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.A**Key Ideas and Details Theme**

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B**Key Ideas and Details****Text Analysis**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C**Key Ideas and Details****Literary Elements**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D**Craft and Structure****Point of View**

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E**Craft and Structure****Text Structure**

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F**Craft and Structure Vocabulary**

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.K**Range of reading**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.S**Responses to Literature**

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T**Production and Distribution of Writing / Writing Process**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11-12.V

Conducting Research

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11-12.X

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

Understanding(s):

Students will understand...

1. *Determine the meaning of and evaluate how words and phrases shape meaning, including author's choices in diction, syntax, figurative language and historical context.*(CC.1.2.11-12.F, CC.1.2.11-12.K, CC.1.3.11-12.F, CC.1.3.11-12.K)
2. *The elements of dystopian literature.* (CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F)
3. *The study of dystopian literature causes one to take an analytical look at our current society.* (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E)
4. *The attention to detail, organizational skills and attention to quality necessary for research.* (CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)

Essential Question(s):

- What are the four main impediments to reading comprehension?
- Is Orwell's writing relevant today?
- What is the role of government?
- What causes government to become flawed?
- What factors or situations combine to create a dystopia?
- How do we balance the needs of the individual with the goals of society?
- What can dystopian literature teach us about the world around us?

Learning Objectives:

Students will know...

- What political writing is
- What a dystopian novel is
- What propaganda is
- 4. What will happen if the language is diminished

Students will be able to:

- Write a comparative essay (MLA format) discussing the situation in the Orwell novel and a modern article concerning a current political situation in the world (North Korea, for example)