

# Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level : Grade 11 (Pre AP)

Textbook(s)/Instructional Materials Used:

*Literature: An Introduction to Reading and Writing* (4th edition)- Prentice Hall-ISBN: 0130975109

*The Scarlet Letter* by Nathaniel Hawthorne-Bantam Books-ISBN: 0-553-21009-2

*The Great Gatsby* by F. Scott Fitzgerald-Penguin Books- ISBN: 0020198817

Dates: August - October

Unit Plan: The Scarlet Letter

## 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.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.

**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.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**

**Integration of Knowledge and Ideas**

**Evaluating Arguments**

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.1.2.11-12.L**

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

**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.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.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.C****Informative/ Explanatory Content**

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the 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.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.1.4.11-12.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 their 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.U**

**Technology and Publication**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including a 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.B**

**Comprehension and Collaboration**

**Critical Listening**

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**

**Comprehension and Collaboration**

**Evaluating Information**

Integrate multiple sources of information presented in diverse formats and media (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.

**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.1.5.11-12.E**

**Presentation of Knowledge and Ideas**

**Context**

Adapt speech to a variety of contexts and tasks.

**CC.1.5.11-12.F**

**Integration of Knowledge and Ideas**

**Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

**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.

**Understanding(s):**

*Students will understand*

1. *Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively. (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-*

**Essential Question(s):**

- *How do I effectively communicate my ideas verbally? (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*

<p>12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</p> <p>2. <i>An author's point of view or purpose shapes the content and style of a text.</i> (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, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, 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, and CC.1.3.11-12.K)</p> <p>3. <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately.</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)</p>	<ul style="list-style-type: none"> <li>▪ <i>How can the reader know what an author means?</i> (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, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, 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, and CC.1.3.11-12.K)</li> <li>▪ <i>How do I effectively communicate my ideas in writing?</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)</li> </ul>
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<p><b>Learning Objectives:</b> <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ Literary terms/ devices definitions: paradox, irony, symbolism, motif, protagonist, antagonist, setting, allegory, theme, archetype, conventional vs. literary symbol, parallel/recurring events, and tone</li> <li>▪ Importance of Hawthorne's heritage to novel's genre</li> <li>▪ Themes of <u>The Scarlet Letter</u></li> <li>▪ Plot of <u>The Scarlet Letter</u></li> <li>▪ Hawthorne's contemporaries and influence on the literary movement/time period</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Chart plot</li> <li>▪ Target literary devices in <u>The Scarlet Letter</u></li> <li>▪ Discuss specific aspects of novel (characterization for example)</li> <li>▪ Determine purpose of "The Custom House"</li> </ul>
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<p><b>Dates: November - December</b></p>	<p><b>Unit Plan: Research Paper</b></p>
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**Stage 1 – Desired Results**

<p><b>PA Core State Assessments/Standards:</b></p> <p><b>CC.1.3.11-12.K Range of reading</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.11-12.A Informative/ Explanatory</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11-12.B</b> Informative/ Explanatory focus Write with sharp, distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.4.11-12.C</b> Informative/ Explanatory Content Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the 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.</p>
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**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.1.4.11-12.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****Technology and Publication**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including a 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.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.1.5.11-12.F****Integration of Knowledge and Ideas****Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

<p><b>Understanding(s):</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>▪ <i>Students write for different purposes and audiences in a clear and focused style to convey a well-defined perspective with appropriate content. (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)</i></li> <li>▪ <i>Students will produce, publish, and update an individual research project without plagiarism based on a Modern American novel or play. (CC.1.3.11-12.K, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X, CC.1.5.11-12.D, CC.1.5.11-12.F)</i></li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ <i>How do I write for different purposes, and how do I express my ideas clearly in writing? (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)</i></li> <li>▪ <i>How should I properly conduct and share my research findings? (CC.1.3.11-12.K, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X, CC.1.5.11-12.D, CC.1.5.11-12.F)</i></li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ Definitions of research paper terms: paraphrase, works cited, thesis statement, internal documentation, and editing</li> <li>▪ Location of pertinent Library sources</li> <li>▪ Steps of research paper process</li> <li>▪ US Modernism</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Select and narrow topic</li> <li>▪ Assemble working bibliography</li> <li>▪ Locate and evaluate sources</li> <li>▪ Read selected novel or play &amp; take notes</li> <li>▪ Write rough draft</li> <li>▪ Revise and edit focus, content, style, organization, and grammar</li> <li>▪ Document correctly (internal documentation and works cited)</li> <li>▪ Focus on thesis assertion</li> </ul>
<p><b>Dates:</b> December - February</p>	<p><b>Unit Plan:</b> Fiction – Short and Long – Walker, Poe, Twain and Fitzgerald</p>

**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.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.

**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.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.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.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.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.C**

**Informative/ Explanatory Content**

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the 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.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.1.4.11-12.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.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.B**

**Comprehension and Collaboration**

**Critical Listening**

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**

**Comprehension and Collaboration**

**Evaluating Information**

Integrate multiple sources of information presented in diverse formats and media (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.

**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.1.5.11-12.E**

**Presentation of Knowledge and Ideas**

**Context**

Adapt speech to a variety of contexts and tasks.

**CC.1.5.11-12.F**

**Integration of Knowledge and Ideas**

**Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

**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><b>Understanding(s):</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>▪ <i>Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively. (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</i></li> <li>▪ <i>An author's point of view or purpose shapes the content and style of a text. (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, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, 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, and CC.1.3.11-12.K)</i></li> <li>▪ <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)</i></li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ <i>How do I effectively communicate my ideas verbally? (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</i></li> <li>▪ <i>To what extent do authors employ literary elements and devices? (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, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, 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, and CC.1.3.11-12.K)</i></li> <li>▪ <i>How do I effectively communicate my ideas in writing? (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)</i></li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ Characteristics of Modernism</li> <li>▪ Importance of time period to novel and author</li> <li>▪ Novel's timelessness</li> <li>▪ Novel and short story's themes</li> <li>▪ Literary terms and definitions/use of: mood, point of view, setting, atmosphere, theme, flash back, symbol, foil, plot, character, climax</li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>▪ Summarize short story and novel</li> <li>▪ Identify symbols and meaning of</li> <li>▪ Analyze novel cover</li> <li>▪ Chapter presentations and analysis</li> </ul>
<p><b>Dates:</b> March - April</p>	<p><b>Unit Plan:</b> <u>Death of a Salesman</u></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core State Assessments/Standards:</b></p> <p><b>CC.1.2.11-12.A Key Ideas and Details – Main Idea</b> 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><b>CC.1.2.11-12.B Key Ideas and Details – Text Analysis</b> 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><b>CC.1.2.11-12.C Key Ideas and Details – Text Analysis</b> 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><b>CC.1.2.11-12.D Craft and Structure – Point of View</b> Evaluate how an author's point of view or purpose shapes the context and style of a text.</p> <p><b>CC.1.2.11-12.E Craft and Structure – Text Structure</b></p>	

**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.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.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.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.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.C**

**Informative/ Explanatory Content**

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the 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.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.1.4.11-12.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.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.B**

**Comprehension and Collaboration**

**Critical Listening**

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**

**Comprehension and Collaboration**

**Evaluating Information**

Integrate multiple sources of information presented in diverse formats and media (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.

**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.1.5.11-12.E**

**Presentation of Knowledge and Ideas**

**Context**

Adapt speech to a variety of contexts and tasks.

**CC.1.5.11-12.F**

**Integration of Knowledge and Ideas**

**Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

**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><b>Understanding(s):</b> <i>Students will understand...</i></p> <ol style="list-style-type: none"> <li>1. <i>Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively.</i> (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</li> <li>2. <i>An author's point of view or purpose shapes the content and style of a text.</i> (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, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, 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.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</li> <li>3. <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately.</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ <i>How do I effectively communicate my ideas verbally?</i> (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</li> <li>▪ <i>How can the reader know what an author means?</i> (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, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, 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.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</li> <li>▪ <i>How do I effectively communicate my ideas in writing?</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ The meaning of realistic drama</li> <li>▪ Redefining tragic protagonist</li> <li>▪ Plot and themes of play</li> <li>▪ Reflection of actual life</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Identify/ evaluate symbols, imagery, moments of crisis, climax and motifs</li> <li>▪ Craft thematic statements</li> <li>▪ Complete related note taking</li> <li>▪ Analyze/ evaluate the author's process of writing the play, the play's inspiration, and the play's structure</li> </ul>
<p><b>Dates:</b> April - June</p>	<p><b>Unit Plan:</b> <u>Hamlet</u></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core State Assessments/Standards:</b></p> <p><b>CC.1.2.11-12.A Key Ideas and Details – Main Idea</b> 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><b>CC.1.2.11-12.B Key Ideas and Details – Text Analysis</b> 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><b>CC.1.2.11-12.C Key Ideas and Details – Text Analysis</b> 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><b>CC.1.2.11-12.D Craft and Structure – Point of View</b> Evaluate how an author's point of view or purpose shapes the context and style of a text.</p> <p><b>CC.1.2.11-12.E Craft and Structure – Text Structure</b></p>	

**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.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.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.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.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.C**

**Informative/ Explanatory Content**

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the 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.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.1.4.11-12.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.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.B**

**Comprehension and Collaboration**

**Critical Listening**

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**

**Comprehension and Collaboration**

**Evaluating Information**

Integrate multiple sources of information presented in diverse formats and media (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.

**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.1.5.11-12.E**

**Presentation of Knowledge and Ideas**

**Context**

Adapt speech to a variety of contexts and tasks.

**CC.1.5.11-12.F**

**Integration of Knowledge and Ideas**

**Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

**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><b>Understanding(s):</b> <b>Students will understand...</b></p> <ol style="list-style-type: none"> <li>1. <i>Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively.</i> (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</li> <li>2. <i>An author's point of view or purpose shapes the content and style of a text.</i> (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, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, 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.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</li> <li>3. <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately.</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ <i>How do I effectively communicate my ideas verbally?</i> (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</li> <li>▪ <i>How can the reader know what an author means?</i> (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, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, 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.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</li> <li>▪ <i>How do I effectively communicate my ideas in writing?</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, 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, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ Definitions of related literary terms &amp; devices: revenge tragedy, setting, character, plot, tragic flaw, tragic hero, aside, foil, imagery, theme, soliloquy, and comic relief</li> <li>▪ Plot and structure of the play</li> <li>▪ Themes of the play</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Chart plot of <u>Hamlet</u></li> <li>▪ Complete teacher made handouts</li> <li>▪ Define lit terms and find examples of use in the play/ID lit devices</li> <li>▪ Craft thematic statements</li> </ul>