Course:	**AP English Literature and Composition**	Unit:	**Introduction: Analysis, Rhetoric, and Theme**	Grades: **12**
Teacher Team: **Castagna**				Date: **8/31/14**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Global Awareness* 2. What content standards will this unit address? • [ELA PA Core State Standards](#) Informational Text: CC.1.2.11–12.A 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 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 Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and [TRANSFERABLE](#) (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.** 3. List the Enduring Understanding(s): *1. Literary themes speak to larger questions and concerns regarding society and human experience.* *2. An author's rhetorical stance and rhetorical devices stem from a work's inherent themes.* *3. Literary content is not meant to stand alone; it is meant to be actively used to analyze a work.* 4. What do you want students to do with this knowledge or skill beyond this course? [What is Transfer?](#) *1. Students will search texts for themes and ask pointed questions about a text's significance to society and humanity.* *2. Students will be able to use rhetorical clues to decode a text for author's claims and intentions.* *3. Students will actively analyze the deeper implications of a text rather than simply reading it for content.*

Essential Questions
What thought-provoking questions will foster inquiry, meaning-making, and transfer?   5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *1. Do themes exist because writers write about them or do writers write about themes because they exist?*   *2. How do authors use claims and rhetorical devices to suggest larger issues of signfiance (themes)?*   *3. How can active reading effectively decode a text?*

Acquisition	
Students will know...	**Students will be skilled at... (be able to do)**
6. What facts should students know and be able to use to gain further knowledge? *1. What makes a work "Literary."*	9. What discrete skill and processes should students be able to demonstrate? *1. Independently reading literature actively.*

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. 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 Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.J 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.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly 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.	*2. Themes have implications beyond literature.* *3. Actively reading a text's content will unlock key themes and larger ideas and implications.* 7. What vocabulary should students know and be able to recall? *RHETORICAL TERMS:* *ambiguity—a conscious lack of clarity meant to evoke multiple meanings and interpretations* *antithesis—rhetorical opposition or contrast of ideas through grammatical arrangement of words; "Ask not what your country can do for you, but what you can do for your country."* *apostrophe—a digression in the form of address to someone not present or to a personified object or idea; "Goodbye, cruel world, goodbye."* *bathos—the use of insincere or overdone sentimentality* *bombast—inflated, pretentious language used for trivial subjects* *caricature—a grotesque likeness of striking qualities in persons and things* *conceit—a witty or ingenious thought or a simile or metaphor that is exceedingly unlikely but intellectually imaginative.* *didactic—intended for instruction* *diction—word choice* *elliptical construction—a sentence composed with a deliberate omission of words. The example "May was hot and June the same" omits the verb was from the second clause.*	*2. Independently reading informational texts actively.* *3. Using rhetorical clues to decode a text for themes.* *4. Using content to discuss and analyze rhetorical devices and themes.* *5. Analyzing the content and rhetoric of a work to develop original written claims.*

Literature: CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.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. CC.1.3.11-12.C 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 Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words	*empathy—a feeling of association or identification with an object or person* *euphemism—a mild or less negative usage for a harsh or blunt term; to pass away rather than to die* *grotesque—strangely or fascinatingly distorted for effect* *harangue—a forceful sermon, lecture, or tirade* *hyperbole—exaggeration for rhetorical effect* *irony—state of affairs or events that is the reverse of what might have been expected* *kenning—device employed in Anglo-Saxon poetry in which the name of a thing is replaced by one of its functions or qualities; "ring-giver" for king, "whale road" for ocean* *litotes—a form of understatement in which the negative of the contrary is used to achieve emphasis or intensity. She was not unattractive.* *loose sentence—sentence that follows the customary syntax of English sentences; subject-verb-object* *metonymy—figure of speech that uses the name of one thing to represent something else with which it is associated; The White house says…* *montage—a quick succession of images or impressions used to express an idea* *non sequitur—a statement or idea that fails to follow logically from the one before*	

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

Writing:
CC.1.4.11-12.A
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11-12.B
Write with a sharp, distinct focus identifying topic, task, and audience.
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.D
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 link the major sections of the text; provide a concluding statement or section that

oxymoron—a term of contradictory elements juxtaposed to create a paradoxical effect; for example, "deafening silence." Less literally true than a paradox

paradox—statement that seems self-contradictory but is nevertheless true; "jumbo shrimp." More literally true than an oxymoron.

pathetic fallacy—rhetorical device that ascribes human feelings or emotions specifically to inanimate objects of nature to create mood; often confused with personification, which is not restricted to inanimate objects of nature

pathos—the element in a work of literature that stimulates pity or sorrow

periodic sentence—sentence that deviates from the customary syntax of English sentences by expressing its main thought only at the end

point of view (internal or external)—the relation in which a narrator/speaker stands to the story or subject matter; first person is internal, third person is external

rhetoric—language and style of a work, constructed to convince or sway an audience

rhetorical stance—language that conveys a speaker's attitude or opinion

sarcasm—a sharp, caustic expression or remark; more subtle than irony

stream of consciousness—style in which an author attempts to reproduce the random flow of thoughts in the human mind

supports the information presented; include formatting when useful to aiding comprehension.
CC.1.4.11-12.E
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
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.G
Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11-12.H
Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise, knowledgeable claim.
CC.1.4.11-12.I
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
Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words,

synecdoche—figure of speech in which the part signifies the whole. In the example, He loved her for all of his days, "days" signifies "life."

syntax—word order

verisimilitude—quality or realism in a work meant to persuade readers that they are getting a vision of life as it truly is

voice—the real or assumed personality used by a writer or speaker; also, active vs. passive

LITERARY TERMS:

adage—a short, pithy statement of a generally accepted truth or sentiment; also aphorism; also maxim

allegory—story with an underlying symbolic, metaphorical, or possibly ethical meaning

allusion—reference to a person, place, or event meant to enhance the meaning of a text

anachronism—person, scene, event, or other element that does not correspond to the time or era in which the work is set

analogy—comparison that points out similarities between two dissimilar things; usually begins with a simile or metaphor and elaborates

archetype—a typical or ideal example

bard—a poet

bildungsroman—(German) a novel consisting of a series of events that constitutes a hero's quest for a

phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the 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
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
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Speaking and Listening
CC.1.5.11-12.A
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
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.

goal

burlesque—a work of literature meant to ridicule a subject; harsher and more grotesque than parody

canon—works widely read, studied, and considered significant

catharsis—a cleansing of the spirit brought about by the pity and terror of a dramatic tragedy

classical, classicism—deriving from the orderly qualities of ancient Greeks and Roman culture and implying formality, objectivity, simplicity, and restraint

climax—the high point, or turning point, of a story or play

connotation—suggested or implied meaning of a word or phrase; as opposed to denotation

denotation—the dictionary definition of a word; as opposed to connotation

dénouement—the resolution at the end of a work

deus ex machina—(Latin—"God from the machine") the use of an artificial device or gimmick to solve a problem

eponymous—character for whom a work is titled

exposition—background that leads to the presentation of a work's main idea

extended metaphor—a series of comparisons between two unlike objects; as opposed to analogy which elaborates on one comparison

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content. • Math PA Core State Standards • PA Content Standards	*fable—short tale, often featuring personified nonhuman characters, meant to teach a lesson* *falling action—action that transpires after the climax and leads to the conclusion of a work* *farce—a comedy that contains extravagant and nonsensical disregard for seriousness, although it may have a serious, scornful purpose* *foil—minor character whose personality or attitude contrasts with that of a main character in order to intensify the qualities of both* *frame—structure that provides a premise or setting for a narrative* *genre—literary form, such as novel, play, or essay* *Gothic—work in which supernatural horrors and an atmosphere of unknown terrors pervade the action* *humanism—a belief that emphasizes faith and optimism in human potential and creativity* *in medias res—(Latin—"in the midst of things") narrative that does not start at the beginning of events but at some other critical point* *lampoon—a mocking, satirical assault on a person or situation; also, parody and burlesque* *melodrama—literary form in which events are exaggerated in order to create an extreme emotional response* *Middle English—language spoken in England between the years 1150 and 1500* *mode—broad but identifiable literary form, pattern, or manner that is not tied exclusively to a particular*	

genre; satiric, ironic, comic, pastoral, and didactic are some examples

motif—phrase, idea, or event that serves to unify or convey a theme through repetition

myth—traditional or legendary story, with or without a determinable basis of fact or natural explanation, that has become an accepted part of the cultural or religious tradition of a group or society

naturalism—comparable to realism, but emphasizing a bleak and pessimistic perspective and featuring characters who struggle unsuccessfully to exercise free will

Old English—Anglo-Saxon language spoken in what is now England between the years 450 and 1150

omniscient narrator—narrator with unlimited awareness, understanding, and insight of all elements of a story

parable—story consisting of events from which a moral or spiritual truth may be derived

parody—an imitation of a work meant to ridicule its style and subject

pastoral—a work dealing with rural life

picaresque—episodic novel about a roguelike wanderer who lives off his wits

pulp fiction—novels written for mass consumption, emphasizing exciting and titillating plots

realism—the depiction of people, things, and events as they really are without idealization or

exaggeration for effect; less inherently pessimistic than naturalism

roman á clef—(French) novel in which historical events and actual people appear under the guise of fiction

romance—extended narrative about improbable events and extraordinary people in exotic places

satire—literary style used to poke fun at, attack, or ridicule an idea, vice, or foible, often for the purpose of inducing change

subtext—the implied meaning that underlies the main meaning of a work

*tragedy—form of literature in which the hero is destroyed by some character flaw and a set of forces that cause
the hero considerable anguish*

trope—generic term for a figure of speech, such as image, symbol, simile, or metaphor

volta—any shift or turning point in a work of prose or poetry

POETRY TERMS:

alliteration—repetition of a common initial sound in a group of words or lines of poetry or prose

assonance—repetition of a common vowel sound in a group of words or lines of poetry or prose

ballad—simple narrative verse that tells a story, could be sung or recited

blank verse—poetry written in unrhymed iambic pentameter

cacophony—grating, inharmonious sound; contrast with euphony

caesura—a pause somewhere in the middle of a verse, often marked by punctuation; compare to end-stopped; contrast with enjambment

consonance—repetition of a common consonant sound in a group of words or lines of poetry or prose

couplet—pair of rhyming lines in a poem

elegy—work of poetry or prose that laments or meditates on the passing or death of something or someone of value

end-stopped—line of poetry that ends with a natural pause, often marked by punctuation; compare to caesura; contrast with enjambment

enjambment—the use of successive lines of poetry with no punctuation or pause between them; contrast with caesura and end-stopped

epic—extended narrative poem that tells of the adventures and exploits of a hero that is generally larger than life and is often considered a legendary figure

euphony—pleasing, harmonious sounds; contrast with cacophony

explication—the interpretation or analysis of a text

foot—a unit of stressed and unstressed syllables used to determine the meter of a poetic line

free verse—poetry without rhyme, rhythm, or fixed metrical feet

heroic couplet—two rhymed lines written in iambic pentameter

idyll—lyric poem or passage that describes a kind of ideal life or place

light verse—variety of poetry meant to entertain or amuse, sometimes satirically

lyric poetry—personal, reflective poetry that reveals the speaker's thoughts and feelings about the subject

metaphysical poetry—the work of poets that uses elaborate conceits, is highly intellectual, and expresses the complexities of life and love

meter—the pattern of stressed and unstressed syllables found in poetry; also, rhythm

ode—lyric poem usually marked by serious, respectful, and exalted feelings toward the subject

onomatopoeia—use of words whose sounds suggest their meaning; "splash," "bang"

ottava rima—an eight-line rhyming stanza of a poem

pentameter—a verse with five poetic feet per line

quatrain—a four-line poem or a four-line unit of a longer poem

rhyme scheme—the pattern of rhymes within a given poem

rhythm—the pattern of stressed and unstressed syllables found in poetry; also, meter

sonnet—type of verse consisting of fourteen lines and a prescribed rhyme scheme

stanza—group of two or more lines in poetry combined according to subject matter, rhyme, or some other plan

verse—synonym for poetry; also a group of lines in a song or poem; also a single line of poetry

versification—structural form of a line of verse as revealed by the number of feet it contains

villanelle—French verse form calculated to appear simple and spontaneous but consisting of nineteen lines and a prescribed pattern of rhymes

8. What basic concepts should students know and be able to recall and apply?
1. Literature is a product of, and response to, its time.
2. Literature is a process by which the author and reader seek to better understand life.
3. Rhetorical devices suggest larger themes.

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1. Discussion of the Literary Canon (Stage 1, Item #6(1)): Students will draw upon prior knowledge of literary works to define the criteria for classifying a work as "literary."*
Research and Information Fluency	*2. Discussion of the purpose of Theme (Stage 1, Items #3(1), 5(1), 6(2), 8(2): Students will come to understand that themes*

Critical Thinking	are universal and transcend mere literature as probing questions about life and society. 3. Roger Ebert Film Review Reading Journal (Stage 1, Items #3(2), 4(2), 5(2), 7, 8(3), 9(2-5)) : Students will analyze rhetorical voice and rhetorical devices commonly used to craft a piece of critical writing. 4. Original Film Review of The Tree of Life (Stage 1, Items #3(2), 4(2,3), 7, 9 (3-5)): Students will employ rhetorical voice and rhetorical devices to review a surreal and highly rhetorical film.
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *1. Summer Reading Test (Stage 1, Items #4(3), 6(3), 9(1,3): Students will demonstrate ability to use content read independently to answer higher order questions regarding theme, rhetoric, and vocabulary-in-context.* *2. Summer Reading Essay (Stage 1, Items #6(3), 8(3), 9(1,4,5)): Students will demonstrate ability to use content read independently to craft a written argument with clear and supported claims and notable rhetorical devices.* *3. Reading Journal* *4. Original Film Reviews*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Research and Information Fluency* *Critical Thinking* *Technology Operations*	Questions to consider while planning: - Are transfer and acquisition addressed in the learning plan? - Does the learning plan reflect principles of learning and best practices? - Is there tight alignment with Stages 1 and 2? - Is the plan likely to be engaging and effective for all students?	**How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** 1. Discussion will reveal prior knowledge of analysis, rhetoric, theme, and literary canon (students who participate) 2. Reading Journal assignment will reveal a student's ability to analyze a text for theme and rhetoric (all students) 3. Original Film Reviews will reveal a student's ability to use content, theme, and rhetoric to write critically **What are potential rough spots and student misunderstandings?** 1. Using technical rhetorical terms when analyzing a work for rhetorical devices 2. Using rhetorical devices to argue a claim and clarify a rhetorical stance in writing 3. Using content and evidence to break down works that are highly rhetorical

			• **How will students get the feedback they need?** 1. Non-graded discussion 2. Conferencing and review with teacher (Spartan Period) 3. Low-impact graded assignments (Reading Journal, Original Film Review)
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*: 1. Discussion 2. Film Analysis 3. Think-Pair-Share	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)* 1. Film: The Tree of Life 2. Website: RoberEbert.com 3. Laptops	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* Discussion of The Literary Canon

Southern Lehigh School District
UbD Curriculum Template

Course: **AP English Literature and Composition**	Unit: **Monomyth, Hero's Journey, and Bildungsroman**	Grades: **12**
Teacher Team: **Castagna**		Date: **8/31/14**

Stage 1 – Desired Results	
Established Goals	**Enduring Understandings/Transfer**

1. What 21ˢᵗ Century Essentials included in the mission statement will this unit address?
Effective Communication Skills
Transfer of Learning
Adaptation and flexibility
Problem-solving
Global Awareness
 	
2. What content standards will this unit address?
 	
• [ELA PA Core State Standards](#)
Informational Text:
CC.1.2.11–12.A 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 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 Analyze the interaction and development of a complex set of
	Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and [TRANSFERABLE](#) (the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.**
	
	3. List the Enduring Understanding(s):
	    1. The concept of heroism is affected by time period and culture.
	    2. Myths, legends, and fictional heroes share common elements that transcend culture and time.
	    3. Personal, cultural, and familial influences shape one's coming of age in conscious and unconscious ways.
	    4. Authors use clichés and elements of pulp fiction to develop canonical literature and deepen themes.
	    5. The form, devices, and rhetoric of a poem help shape the poet's message.
	
	4. What do you want students to do with this knowledge or skill beyond this course? [What is Transfer?](#)
	    1. Students will recognize substantive similarities and differences among world cultures.
	    2. Students will be able to recognize classical structures (monomyth, hero's journey, bildungsroman) throughout history and across cultures to better understand worldly concepts and concerns.
	    3. Students will consciously understand their own development toward adulthood and the factors that have shaped, are shaping, and will continue to shape them.
	    4. Students will utilize basic forms, devices, and content to better understand the larger implications of a piece of writing.

	Essential Questions

	What thought-provoking questions will foster inquiry, meaning-making, and transfer?
	
	5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:
	    1. What does a hero look like in today's world and how does he or she differ from heroes of the past?
	    2. Why do so many legends, myths, and heroic tales share common elements despite being created by diverse cultures?
	    3. What factors have made me who I am, and how can I play a more active role in the adult I will become?
	    4. How do I use basic clues to decode deeper meanings in a text?

ideas, sequence of events, or specific	Acquisition	
individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. 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 Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., 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.J 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.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend	**Students will know...** 6. What facts should students know and be able to use to gain further knowledge? *1. All heroic stories fit a common paradigm 2.All coming-of-age stories share common elements 3. Surface level details must be used to analyze for deeper meanings.* 7. What vocabulary should students know and be able to recall? *epic-extended narrative poem that tells of the adventures and exploits of a hero that is generally larger than life and is often considered a legendary figure* *alliteration-repetition of a common initial sound in a group of words or lines of poetry or prose* *kenning-device employed in Anglo-Saxon poetry in which the name of a thing is replaced by one of its functions or qualities; "ring-giver" for king, "whale road" for ocean-* *monomyth-basic pattern found in many narratives from around the world* *ballad-simple narrative verse that tells a story, could be sung or recited* *elegy-work of poetry or prose that laments or meditates on the passing or death of something or someone of value* *ode-lyric poem usually marked by serious, respectful, and exalted feelings toward the subject* *idyll-lyric poem or passage that describes a kind of*	**Students will be skilled at... (be able to do)** 9. What discrete skill and processes should students be able to demonstrate? *1. Recognize specific patterns in narratives from diverse time periods and cultures, both fictional and factual 2. Emulate specific rhetorical devices in their own writing 3. Transfer themes and larger ideas from a literary work to pieces of creative writing and artistic productions 4. Research and organize new information to be used to enhance understanding of literary tropes and texts*

literary nonfiction and informational text on grade level, reading independently and proficiently. Literature: CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.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. CC.1.3.11–12.C 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 Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurately general academic and	*ideal life or place* *quatrain-a four-line poem or a four-line unit of a longer poem* 8. What basic concepts should students know and be able to recall and apply? *1. Heroism is influenced by societal factors but is always reflective of core ideals* *2. Coming of age is a personal yet universal experience* *3. Literature and Poetry are lenses through which we seek to better see and understand ourselves and the world around us*	

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 Read and comprehend literary fiction on grade level, reading independently and proficiently. Writing: CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience. 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.D 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 link 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 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise, knowledgeable claim. CC.1.4.11–12.I 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 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 the 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 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11-12.T 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 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 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, 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 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. Speaking and Listening: CC.1.5.11-12.A 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 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. CC.1.5.11–12.D 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.1.5.11012.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content. • Math PA Core State Standards • PA Content Standards		

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1. Heroic Epic and Related Poetic Forms Notes/Discussion (Stage 1, Item #3(1,2,5)): Students will analyze key definitions and examples of poetic forms and later apply understanding to writing and creative projects*

Creative and Innovation *Communication and Collaboration* *Research and Information Fluency* *Critical Thinking* *Technology Operations*	*2. Discussion/Analysis of Monomyth/Hero's Journey Stages (Stage 1, Items #3,4,5,6,8,9): Students will analyze and interpret Campbell's 17 stages of heroism (and Hollywood's condensed version) for use in creative projects* *3. Active Reading: "How The Western Was Lost (and Why It Matters)" (Stage 1, Items #3(4), 4(4), 5(4), 6(3):Students will read actively and critically to identify claims, pose their own claims, and apply understanding of the Western genre to the study of a novel* *4. Diary Entry for John Grady Cole (Literary Character) (Stage 1, Items #3(3), 4(3), 5(3), 6(2), 8(2), 9(2): Students will write creatively in response to a hypothetical scenario that will bring literary elements into the real world in a personal way* *5. Bildungsroman and Related Poetic Forms Notes/Discussion (Stage 1, Items #3(4,5), 7: Students will analyze the "coming-of-age" trope in literature for later application to discussion, creative writing, and creative projects* *6. Discussion/Analysis of Ballad Meter (Stage 1, Items #3(5), 4(4), 5(4), 6(3), 7, 8(3): Students will listen to and discuss a poem in ballad meter in order to be able to produce an original poem in ballad meter and form a basic understanding of meter in general for the future study of other poetic forms* *7. Modern Ballad Explication (Stage 1, Items #3(2,5), 4(4), 5(4), 6(3), 7, 8(3), 9(2,3): Students will demonstrate fluency in a poetic form and key poetic devices by formally analyzing a modern ballad*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *1. Beowulf Test (Stage 1, Items #3(5), 4(4), 5(4), 6(3), 7: Students will formally analyze elements of a major literary work objectively, analyze and explicate a narrative poem, and employ analytical and rhetorical skills to a formal essay prompt* *2. All The Pretty Horses Test (Stage 1, Items #4(4), 5(4), 6(3): Students will formally analyze elements of a major literary work objectively, analyze and explicate a lyrical poem, and employ analytical and rhetorical skills to an essay prompt in response to a prose passage* *3. Heroism Throughout Time Presentation (Stage 1, Items #3(1,2), 4(1,2,4), 5(1,2), 6(1), 8(1), 9(1,3,4): Students will combine elements of Beowulf, The Hero With a Thousand Faces, and original historical/cultural research to produce a technology-based presentation about heroism in a particular time period* *4. Bildungsroman Creative Project: Ballad, Board Game, or Theme Park Map (Stage 1, Items #3(3,5), 4(3), 5(3), 6(2), 7, 8(2), 9(2,3): Students will combine elements of All The Pretty Horses, the bildungsroman concept, and creative ideas to transfer textual and thematic content to an original setting*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** 1. Discussion will reveal knowledge acquisition of new themes and poetic forms, meter, and devices 2. Creative Projects will demonstrate student ability

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global and digital world.

Creative and Innovation
Communication and Collaboration
Research and Information Fluency
Critical Thinking
Technology Operations

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- Is the plan likely to be engaging and effective for all students?

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to transfer understanding of new themes and poetic forms, meter, and devices to new venues of application
3. 3-Part AP-style tests will isolate areas of strength and weakness and track students' personal growth

- **What are potential rough spots and student misunderstandings?**
1. Identifying poetic forms and devices independently
2. Transferring themes and poetic elements creatively and thoughtfully to new settings
3. Reading Critically for analytic content in prose and poetry
4. Using rhetorical terms specifically and accurately in writing in response to prose and poetry
- **How will students get the feedback they need?**
1. Focused group review of 3-Part tests
2. Graded rubrics for creative reading journals, activities, and projects
3. Working in peer groups
4. Individual conferencing/review with teacher

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List planned activities
(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):

1. Notes/Discussion
2. Reading Journals
3. Group Work
4. Creative Projects
5. Active Reading Practice
6. Creative Writing Exercises

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List resources required
(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)
1. Beowulf
2. All The Pretty Horses
3. Examples of Poetic Forms:
   -Ballads
   -Elegies
   -Odes
   -Quatrains
   -Idylls
4. The Hero With a Thousand

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FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.

Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb

1. Discussion
2. Journaling
3. Active Reading Practice
4. Advance Organizer

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| | | Faces (excerpt)
5. How The Western Was Lost (and Why It Matters)
6. Laptops
7. Presenter Tools
8. Creative Supplies (posterboard, construction paper, markers, scissors, etc.) | |

Southern Lehigh School District

UbD Curriculum Template

Course:	**AP English Literature and Composition**	Unit:	**Tragedy (of the Family and of the Mind)** Grades: **12**
Teacher Team: **Castagna**			Date: **8/31/14**

Stage 1 – Desired Results	
Established Goals	**Enduring Understandings/Transfer**

1. What 21st Century Essentials included in the mission statement will this unit address?
Effective Communication Skills
Transfer of Learning
Adaptation and flexibility
Problem-solving
Global Awareness
 	
2. What content standards will this unit address?
 	
• ELA PA Core State Standards
  Informational Text:
  CC.1.2.11–12.A 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 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 Analyze the interaction and development of a complex set of
	Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.**
	
	3. List the Enduring Understanding(s):
	  1. Tragic stories follow classical patterns regardless of time period or cultural differences
	  2. Dramatists and poets use rhetorical structure as well as literary devices to fully communicate a message
	  3. The emotional and psychological impact of aging varies greatly from culture to culture
	  4. Accepting one's role in a family dynamic is essential to one's healthy maturation
	  5. In a complex world, wisdom is often mistaken for foolishness and vice versa
	
	4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?
	  1. Students will identify cornerstones of classical patterns in modern and contemporary stories
	  2. Students will apply understanding of rhetorical devices to poetry and prose independently
	  3. Students will form opinions about familial responsibilities and care of the elderly
	  4. Students will apply knowledge of mental health and senility to the world around them

	Essential Questions

	What thought-provoking questions will foster inquiry, meaning-making, and transfer?
	
	5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:
	  1. What common elements do all tragic stories share?
	  2. How does a subtle change in syntax, style, or diction impact the overall tone or message of a work?
	  3. How does one grow old gracefully in modern society?
	  4. What is a parent's responsibility to a child, and, in turn, a child's responsibility to a parent?
	  5. What are the psychological and emotional needs of the elderly and what cultures are most successful at meeting those needs?

	Acquisition

	Students will know...	Students will be skilled at... (be able to do)
ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. 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 Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.J 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.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly 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.	6. What facts should students know and be able to use to gain further knowledge? *1. Tragic stories fit the mold prescribed by Freytag's Pyramid* *2. Dramatists purposefully incorporate diverse structures into their writing* *3. Familial struggle is complex and universal* 7. What vocabulary should students know and be able to recall? *tragedy--form of literature in which the hero is destroyed by some character flaw and a set of forces that cause the hero considerable anguish* *blank Verse--poetry written in unrhymed iambic pentameter* *sonnet--type of verse consisting of fourteen lines and a prescribed rhyme scheme* *couplet--pair of rhyming lines in a poem* *heroic couplet--two rhymed lines written in iambic pentameter* *exposition--background that leads to the presentation of a work's main idea* *rising action--increase in tension that leads to the climax of a work* *climax--the high point, or turning point, of a story or play* *reversal--a change in fortune brought about by a hero's flaw* *falling action--action that transpires after the climax*	9. What discrete skill and processes should students be able to demonstrate? *1. Identify common rhetorical and literary elements within diverse stories from diverse time periods and cultures* *2. Use classical literary content and rhetorical devices to write about and discuss worldly and contemporary topics* *3. Locate and utilize rhetorical and literary elements within a work of poetry to decode meaning* *4. Apply literary content and themes to the analysis of contemporary articles* *5. Build upon understanding of dramatic content to revise and craft new dramatic scenes consistent with source material*

Literature: CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.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. CC.1.3.11–12.C 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 Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g.,recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres	*and leads to the conclusion of a work* *catastrophe--suffering for the hero and loved ones brought about by an earlier choice of the hero's* *denouement--the resolution at the end of a work* 8. What basic concepts should students know and be able to recall and apply? *1. The structured stages of a tragic story* *2. The uses of prose, rhymed verse, and blank verse in a dramatic work* *3. Family dynamics shape the way in which an individual interacts with the outside world*	

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 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J 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 Read and comprehend literary fiction on grade level, reading independently and proficiently. Writing: CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience. 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.D 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 link 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 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise, knowledgeable claim. CC.1.4.11–12.I 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 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 the 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 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11-12.T 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 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.

Speaking and Listening:

CC.1.5.11-12.A 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 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.

CC.1.5.11–12.D 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.1.5.11012.E Adapt speech to a variety of contexts and tasks.
CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.

- [Math PA Core State Standards](#)

- [PA Content Standards](#)

Stage 2 – Evidence	
[NETS for Students](#)	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking*	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1.Opening Role-Play Exercise (Stage 1, Items #3(4,5), 4(3), 5(4), 6(3), 8(3)): Students will respond in writing and speech to a hypothetical situation that mirrors the opening exposition of King Lear* *2. Freytag's Pyramid Discussion and Review (Stage 1, Items #3(1), 4(1), 5(1), 6(1), 7, 8(1)): Students will view Freytag's Pyramid and utilize prior knowledge to discuss applications that will later be applied to the two main texts of the unit* *3. "Jesters Do Oft Prove Prophets": Reading Journal (Stage 1, Item #3(5)): Students will analyze the paradoxical motif of seemingly foolish characters who spout heavily-veiled wisdom and vice versa to fully understand Shakespeare's use of characters, rhetoric and dialogue to convey themes and larger ideas* *4. Shakespeare's Rhetorical Tricks Analysis (Stage 1, Items #3(2), 4(2), 5(2), 6(2), 7, 8(2), 9(1,2,3)): Students will read and analyze a handout exploring how and why Shakespeare employs various writing techniques in his plays which they will*

then apply to their reading and understanding of King Lear

5. Tragedy and Related Poetic Forms and Devices Notes/Discussion (Stage 1, Items #3(2), 4(2), 5(2), 6(2), 7, 8(2), 9(1,2,3)): Students will record notes and discuss the elements of sonnets and the use of similar elements in Shakespeare's dramatic works

6. Sonnet Explication (Stage 1, Items #3(2), 4(2), 5(2), 6(2), 7, 8(2), 9(1,2,3)): Students will apply knowledge of sonnet format to the explication of Italian, English, and Blank Verse sonnets

7. Critical Reading Exercises: (Stage 1, Items #3 (3,4), 4(3,4), 5(3,4,5), 6(3), 7, 8(3), 9(2,4)): Students will actively read recent articles that mirror the themes of King Lear and Death of a Salesman to transfer content, themes, and opinions to a modern context and discussion

8. Advance Organizer (Stage 1, Items #3(4,5), 4(3), 5(4), 6(3), 8(3)): Students will respond in writing and speech to a probing question regarding their relationship with their parents ("The Day I Learned my Mother/Father/Other was Human")

9. One-Act Plays (Stage 1, Items #3(1,2,4), 4(1,2,3), 5(1,2,4), 6(1,2,3), 7, 8(1,2,3), 9(2,5)): Students will work in groups to write and perform original one-act plays that focus on family interactions/disfunction/tragedy and fulfill specific rhetorical and theatrical requirements

10. Notes/Discussion on Freudian Analysis and Oedipus/Electra Complex and Applications to Drama (Stage 1, Items #3(4), 4(3,4), 5(4), 6(3), 8(3), 9(1)): Students will record notes and discuss prior knowledge of Freudian Theory in order to apply to the characters, plot, and themes of King Lear and Death of a Salesman

OTHER SUMMATIVE ASSESSMENTS—can include factual recall
Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *1. King Lear Test (Stage 1, Items #3(1,2,5), 4(1,2), 5(1,2), 6(1,2), 7, 8(1,2), 9(1,2)): Students will formally analyze elements of a dramatic work objectively, analyze and explicate a dramatic monologue, and applyy analytical and rhetorical skills to a formal essay prompt* *2. Death of a Salesman Test (Stage 1, Items #3(1,2,5), 4(1,2), 5(1,2), 6(1,2), 7, 8(1,2), 9(1,2)): Students will formally analyze elements of a dramatic work objectively, analyze and explicate a poem, and apply analytical and rhetorical skills to a formal essay prompt* *3. Poetry Festival Presentations (Stage 1, Items #3(2), 4(2), 7, 9(3)): Students will select, explicate, and present a poem of their choice before the class* *4. Map of Tragedy (creative project, trace tragedy on the pyramid) (Stage 1, Items #3(1), 4(1), 5(1), 6(1), 7, 8(1)): Students will generate a visual interpretation of Freytag's Pyramid through the lens of King Lear, Death of a Salesman, or any other tragic story they deem appropriate*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the	Questions to consider while planning: • Are transfer and acquisition addressed in the learning	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning**

standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Research and Information Fluency* *Critical Thinking*	plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	**activities?** 1. Advance Organizer (role play) will reveal the personal experience students will (or will not) be able to bring to their study of the dramatic works 1. Group readings of dramatic works and accompanying discussion will reveal acquisition of content, rhetorical implications, and themes. 2. Reading Journal assignments will show how deeply students are grasping the larger ideas and the dramatists' use of formal elements to suggest those ideas 3. In-class sonnet explications will gauge students' ability to break a poem down and explicate for form, meter, rhyme scheme, and poetic devices 4. Poetry festival assignment will allow students to demonstrate how effectively they can explicate a new poem independently 5. Unit tests will reveal how effectively students can process the content, themes, rhetoric, and literary poetic devices of the works covered and apply content to new questions in a new contexts • **What are potential rough spots and student misunderstandings?** 1. Identifying formal poetic meter and rhyme scheme 2. Finding and considering the impact of prose, rhymed verse, and blank verse in a dramatic work 3. Considering mature questions beyond their years regarding family and aging and mental health 4. Independently explicating poetry accurately and substantively • **How will students get the feedback they need?** 1. Group collaboration and presentations 2. Individual research and presentation 3. Whole-class discussion 4. Active reading practice and discussion

| | | **List planned activities** *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*:

1. Notes/Discussion
2. Reading Journals
3. Role Play
4. Presentation
5. Group Work
6. Creative Project
7. Active Reading Practice
8. Dramatic Performance/Interpretation
9. Creative Writing | **List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)*
1. King Lear
2. Death of a Salesman
3. Examples of sonnets
     -Italian
     -English
     -Blank Verse
4. ""Retiring Minds Want to Know"
5. "7 Cultures That Celebrate Aging and Respect Their Elders"
6. Freytag's Pyramid
7. Laptops
8. Creative Supplies | **FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.**

Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb

1. Discussion
2. Journaling
3. Active Reading Practice
4. Advance Organizer
5. Role Play
6. Dramatic Performance/Interpretation |

Course:	**AP English Literature and Composition**	Unit:	**Stylistic Innovations**	Grades: **12**
Teacher Team: **Castagna**				Date: **8/31/14**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Adaptation and flexibility* *Problem-solving* *Global Awareness* 2. What content standards will this unit address? • ELA PA Core State Standards Informational Text: CC.1.2.11–12.A 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 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 Analyze the interaction and development of a complex set of	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.** 3. List the Enduring Understanding(s): *1. Modern literature employs many of the same rhetorical devices as modern film* *2. Canonical works of literature often concern themselves with classical philosophical concepts* *3. Modern verse and poetic devices eschew structure and blur the lines between poetry and prose* *4. Authors often employ satire to initiate a dialogue about serious societal concerns* *5. The relegation of individual rights and privacy can lead to dystopia* 4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? *1. Students will recognize common storytelling techniques across diverse media platforms* *2. Students will make connections between classic philosophical concepts and modern stories* *3. Students will understand and employ the concept of satire in original writings and projects* *4. Students will consider the dangers of a society in which privacy is not valued*

Essential Questions
What thought-provoking questions will foster inquiry, meaning-making, and transfer?   5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *1. How do visual media and print media employ similar storytelling techniques?*   *2. Are there answers in classical philosophical thought to the problems of modern society?*   *3. Is satire an effective method for exposing and addressing serious societal concerns?*   *4. Has modern social media (Facebook, Twitter, etc.) rendered us too "public" a society?*

Acquisition	
Students will know...	**Students will be skilled at... (be able to do)**

ideas, sequence of events, or specific individuals over the course of the text. Literature: CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.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. CC.1.3.11–12.C 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 Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g.,recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate	6. What facts should students know and be able to use to gain further knowledge? *1. Literature and cinema are highly rhetorical methods of storytelling* *2. Storytellers employ rhetorical devices to convey deeper meanings* *3. Classical philosophical concepts inform modern works* *4. Different generations have different views on social media and privacy* 7. What vocabulary should students know and be able to recall? *allegory--story with an underlying symbolic, metaphorical, or possibly ethical meaning* *satire--literary style used to poke fun at, attack, or ridicule an idea, vice, or foible, often for the purpose of inducing change* *cataloging--listing of items grouped around a common theme in a poem* *stream of consciousness--style in which an author attempts to reproduce the random flow of thoughts in the human mind* *free verse--poetry without rhyme, rhythm, or fixed metrical feet* *slant rhyme--rhyme in which either the vowels or the consonants of stressedsyllables are identical* 8. What basic concepts should students know and be able to recall and apply? *1. Authors and poets use rhetoric in careful and deliberate ways to enhance the themes of a work* *2. Modern rhetorical innovations build upon classical constructions rather than deviating from them entirely*	9. What discrete skill and processes should students be able to demonstrate? *1. Identify and analyze elements of storytelling common among diverse print and media formats* *2. Use specific modern rhetorical devices to produce original stories, projects, and poems* *3. Apply knowledge of classical philosophical concepts to modern questions and dilemmas* *4. Think critically about their role in an increasingly "public" culture*

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 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J 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 Read and comprehend literary fiction on grade level, reading independently and proficiently. Writing: CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience. 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	*3. Young adults are much more casual about the sharing and publicizing of personal information than previous generations*	

appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.		

appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D 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 link 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 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I 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 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 the 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 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
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.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12.T 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 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 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, 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 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.

Speaking and Listening:
CC.1.5.11-12.A 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 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.

CC.1.5.11–12.D 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.1.5.11012.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.

[Math PA Core State Standards](#)

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Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Research and Information Fluency* *Critical Thinking*	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1. Brave New World 2014 (Creative Project) : Dystopia or Ad Campaign (Stage 1, Items #3(2,4,5), 4(2,3,4), 5(1,2,3,4), 6(3), 7, 9(2,3,4)): Students will either create propaganda for a utopia/dystopia of their own creation or generate ad materials for marketing campaign for soma* *2. Critical Reading--From A Game of Thrones (Stage 1, Items #3(1), 4(1), 5(1), 6(1,2), 8(1,2), 9(1)): Students will analyze the use of diverse points of view in storytelling* *3. Notes/Discussion on Satire (Stage 1, Items #3(4), 4(3), 5(3), 6(3), 7, 8(1,2)): Students will discuss the definition and implications of satire and apply to their reading of literary works* *4. Read Aloud/Discussion: Plato's "Allegory of the Cave" (Stage 1, Items #3(2), 4(2), 5(2), 6(3), 8(2), 9(3)): Students will read, discuss, and analyze the concept of Plato's cave and its derivatives in modern storytelling* *5. Modern Poetry Explication (Stage 1, Items #3(3), 7, 8(1), 9(2)): Students will read, analyze, and decode the rhetoric of poetry from the modern era* *6. Slant Rhyme Challenge (Stage 1, Items #3(3), 7, 8(1), 9(2)): Students will bring in the lyrics to a popular song that contains notable examples of slant rhyme* *7. Short Story Analysis--The Jilting of Granny Weatherall (Stage 1, Items #3(3), 6(2), 7, 8(1,2)): Students will read and analyze a story written in stream of consciousness and explore the rhetoric within* *8. Eulogies for Addie Bundren (Stage 1, Items #3(3), 6(2), 7, 8(1), 9(2)): Students will compose eulogies for the character Addie Bundren from the novel As I Lay Dying in the voice of a character and in stream of consciousness*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *1. As I Lay Dying Test* *2. Brave New World Test* *3. Original Stream of Consciousness Poems or Additional Chapters for As I Lay Dying*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the	Questions to consider while planning: • Are transfer and acquisition addressed in the learning	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning**

standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Research and Information Fluency* *Critical Thinking* *Digital Citizenship* *Technology Operations*	plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	**activities?** 1. Discussion will reveal student level of both basic content and deeper rhetorical implications and themes 2. Whole group short story explication will allow students to demonstrate their ability to locate, analyze, and discuss challenging rhetorical devices 3. In-class poetry explications will gauge students' ability to break a poem down and read for rhetoric and innovative devices 4. Various creative projects will reveal how well students can transfer the rhetoric and themes they are studying to new areas 5. Unit tests will reveal how effectively students can process the content, themes, rhetoric, and literary poetic devices of the works covered and apply content to new questions in a new contexts 6. Discussions of classical philosophical concepts will determine whether or not students can apply content from other subject areas to their study of literature and poetry • **What are potential rough spots and student misunderstandings?** 1. Since this is a unit focusing on modern innovations in literature and poetry, students will be inundated with a variety of experimental and unfamiliar devices 2. Considering mature introspective questions about social media usage and the relegation of personal privacy 4. Independently explicating rhetorically difficult literature and poetry accurately and completely • **How will students get the feedback they need?** 1. Group collaboration and presentations 2. Whole-class discussion 3. Whole-class reading and discussion

	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):*	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)*	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb*
	1. Notes/Discussion 2. Role Play 3. Presentation 4. Group Work 5. Creative Project 6. Creative Writing 7. Film Analysis	1. As I Lay Dying 2. Brave New World 3. Poems by Whitman, Cummings, Eliot 4. Plato's "Allegory of the Cave" 5. Laptops 6. Creative Supplies 7. Excerpt from Martin's A Game of Thrones	1. Discussion 2. Role Play 3. Film analysis 4. Presentation