Timeline	Suggested Themes	Common Core Focus Standards	PA Eligible Content (Literature Keystone)	Objectives	Exemplars	Performance Task	Additional Resources	Tier 2 and 3 Vocabulary	Assessments
l=	Identities and Origins	RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.** RL.11-12.2. Determine **two or more** themes or central ideas of a text and analyze their development over the course of the text, including how they **interact and build on one another to produce a complex account**; provide an objective summary of the text. RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.** RI.11-12.2. Determine **two or more** central ideas of a text and analyze their development over the course of the text, including **how they interact and build on one another to provide a complex analysis**; provide an objective summary of the text. W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information.** W.11-12.7. 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. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text L.F.1.2.2 Identify how the meaning of a word is changed when an affi x is added; identify the meaning of a word with an affix from a text L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words L.F.1.2.4 Draw conclusions about connotations of words L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text L.F.2.1.2 Cite evidence from a text to support generalizations L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period L.N.2.1.2 Cite evidence from a text to support generalization L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfi ction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, fi gurative language, sentence variety, etc., determine the author's style L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specifi c paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another	Students will analyze themes in text, draw conclusions based on findings, and connect findings to form personal connections. Students will formulate a definition of a subjective, abstract concept and use research to develop a critical response.	*The House on Mango Street* by Sandra Cisneros (Novel) "The Earth on Turtle's Back" (Myth) (non-negotiable) "When Grizzlies Walked Upright" (Myth) (negotiable) "The Navajo Origin Legend" (Legend) "The Negro Speaks of Rivers" by Langston Hughes (Poetry) "Huswifery" by Edward Taylor (Poetry) "To My Dear and Loving Husband" by Anne Bradstreet (Poetry) (negotiable) "The Iroquois Constitution" Iroquois Tribe (Nonfiction) (Informational) "A Journey Through Texas" by Alvar Nunez Cabeza de Vaca (Nonfiction) "Boulders Taller Than the Great Tower of Seville" by Garcia Lopez de Cardenas (Nonfiction) "The Interesting Narrative of the Life of Olaudah Equiano" by Olaudah Equiano (Nonfiction) (non-negotiable) "Journal of the First Voyage to America" by Christopher Columbus (Nonfiction) (negotiable) "The General History of Virginia" by John Smith (Nonfiction) "Of Plymouth Plantation" by William Bradford (Nonfiction) (negotiable) "Sinners in the Hands of an Angry God" by Jonathan Edwards (Nonfiction) (non-negotiable) "Dust Tracks on a Road" by Zora Neale Hurston (Nonfiction) "Desiree's Baby" by Kate Chopin	After reading "Identities and Origins" theme based texts, students will write an informational essay that explains student identities and origins. Students will research and combine various accounts to provide a complex analysis, including where the accounts leave matters uncertain. The finished product will respond to ongoing feedback, including new arguments or information. (e.g. Students should be informed of the task at the beginning of the unit since it is often difficult for them to locate all necessary information. Students will create a family tree writing assignment, pedigree chart, and visual representation of their personal identities and origins. Students must first create a rough draft of the written assignment. The final draft must include suggested teacher and peer revisions; it must also include information relating to the student's paternal and maternal histories and the significance of these histories on the student's identity (using information from primary and secondary sources). Keep in mind that this performance task must also include a visual component).	**Native Americans** www.modoctribe.net www.discovernavajo.com www.onondaganation.org www.navajo-nsn.gov **Puritans** www.puritandownloads.com www.endtimepilgrim.org www.history.com www.genweb.org	analysis complex account objective summary textual evidence inferences supplemental feedback inquiry synthesize adapt command acquire comprehension	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit
3 weeks	Quandaries and Relationships	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)** RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; **analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).** W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.11-12.10. 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 tasks, purposes SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grades 11–12** reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., **conceive, conception, conceivable**). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage.** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personifi cation, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a variety of fiction: L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affi x is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words	Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Students will analyze figurative language and how it relates to purpose and meaning of a work.	*Huckleberry Finn* by Mark Twain (Novel) *Our Town*, by Thornton Wilder (Drama) "The Lottery Letters" New Yorker Magazine (Informational) "A Rose for Emily" by William Faulkner (Short Story) (non-negotiable) "The Lottery" by Shirley Jackson (Short Story) (non-negotiable) "Story of an Hour" by Kate Chopin (Short Story) "The Dinner Party" by Mona Gardner (Short Story) Various Poems by the following poets…Dickinson, Frost, Plath, Whitman, Longfellow, Holmes, Pound, Cummings, H. D., Eliot, Williams, Cullen, Rich, and others as determined by instructor	After reading "Quandaries and Relationships" theme based texts, students will analyze multiple meanings of words in both poetry and fiction, including how authors use and refine the meaning of words over the course of a text. Students will examine dictionary definition, part of speech, etymology, and standard usage in order to compare connotation and denotation. Students will write a reflective response and present a poetry project which examines poetic devices and figurative language. (e.g. Students will choose at least one fiction piece or one poem, for which they then compose a written analysis that examines and compares the author's and the poet(s) use of language (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work modeling the chosen work, create critical reading questions pertaining to the work, incorporate literary devices and poetic techniques and explain how they are used in the work. The final project must also include a creative element such as a powerpoint or visual as well as a dramatic interpretation of the chosen work.)	**Poetry** http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcpre fix=ere&wcsuffix=9101 "Our Town" http://www.pbs.org/wgbh/masterpiece/learningresources/bfc_ourtown.html "Because I Could Not Stop for Death" http://www.poetryfoundation.org/poem/177119 www.vcu.edu/engweb/webtexts/hour/katebio.html	figurative meaning connotative meaning analyze technical meaning revising editing research reflection revision reference matetial	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit

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	Dreams and Realities								
t	**Dreams and Realities**	RL.11-12.3. Analyze **the impact of the author's choices regarding how to develop and relate elements of a story or drama** (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.7. 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.)** RI.11-12.3. Analyze **a complex set of ideas** or sequence of events and **explain how specific individuals, ideas, or events interact and develop over the course of the text.** RI.11-12.7. **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.** W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation **and its significance,** establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole **and build toward a particular tone and outcome** (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms **of the task, purpose, 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. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote **civil, democratic** discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that **probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;** clarify, verify, or challenge ideas and conclusions; **and promote divergent and creative perspectives.** d. Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.** L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. **Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.** b. **Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.**	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of direction L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational text	Students will construct and revise a piece of narrative writing that uses a story to explain a concept or solve a problem. Students will analyze, compare, and critique authors' and directors' multiple interpretations regarding setting, plot, tone, and character development and the interactions between these elements.	*The Great Gatsby* by F. Scott Fitzgerald (Novel) (non-negotiable) *A Raisin in the Sun* by Lorraine Hansberry (Drama) *A Streetcar Named Desire* by Tennessee Williams (Drama) "I Have a Dream" by Martin Luther King (Nonfiction) (non-negotiable) "Fall of the House of Usher" by Poe (Short Story)	After reading "Dreams and Realities" theme based texts, students will write a two page minimum, MLA format essay that analyzes characters and events from text to identify how an author builds toward a particular tone and outcome. Students must then apply this knowledge when writing an original narrative. (e.g. After reading *The Great Gatsby*, the students could write their two page written analysis on the ways in which the author uses setting, plot, tone, and characterization in the novel. After writing the written analysis, the students could then create a narrative that examines a student-generated question such as "Can Money Buy Happiness?" or "The American Dream : Dream or Reality?". In this narrative, students could address what happens to at least one of the characters post-novel, while at the same time addressing the student's viewpoint concerning the student generated question).	"The Great Gatsby" http://learning.blogs.nytimes.com/2008/02/20the-gift-of-gatsby/ http://www.huffenglish.com/gatsby/gatsbyhunt.html http://www.penguinreaders.com/pdf/downloads/pr/activity-worksheets/9781405879910.pdf http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=ere&wcsuffix=9101 "A Raisin in the Sun" http://us.penguingroup.com/static/pdf/teachersguides/raisinsun.pdf http://edsitement.neh.gov/lesson-plan/raisin-sun-quest-american-dream#sect-activities Additional Websites www.poedecoder.com www.nationalgeographic.com	interpretation evaluate narrative sensory language task conventions perspective synthesize	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit
3 weeks	**Courage and Resourcefulness**	RL.11-12.6. Analyze **a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).** RI.11-12.6. Determine an author's point of view or purpose in a text **in which the rhetoric is particularly effective,** analyzing **how style and content contribute to the power, persuasiveness or beauty of the text.** W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply **grades 11–12** Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) **in order to make informed decisions and solve problems,** evaluating the credibility and accuracy of each source **and noting any discrepancies among the data.** L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. **Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**	L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text	Students will examine an author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or purpose. Students will analyze an author's use of rhetoric and syntax in complex texts.	*I Know Why the Caged Bird Sings* by Maya Angelou (Novel) *Walden,* by Henry David Thoreau (Nonfiction) "The Gettysburg Address" by Abraham Lincoln (Nonfiction) (non-negotiable) "A Confederate Account of the Battle of Gettysburg" by Randolph McKim (Nonfiction) (Informational) "An Account of the Battle of Bull Run" by Stonewall Jackson (Nonfiction) (Informational) "Ambush" by Tim O'Brien (Nonfiction) (negotiable) "Inaugural Address" by John Fitzgerald Kennedy (Nonfiction) (non-negotiable) "An Occurrence at Owl Creek Bridge" by Ambrose Bierce (Short Story) "The Outcasts of Poker Flat" by Bret Harts (Short Story) "The Yellow Wallpaper" by Charlotte Perkins Gilman (Short Story)	After reading "Courage and Resourcefulness" theme based texts, students will choose a character and/or author from the text and evaluate this person's heroic qualities and actions. Students will then write a clear and coherent persuasive essay which reflects an understanding of the author's point of view, rhetoric, syntax, and style to achieve a specific purpose. (e.g. Students will write a eulogy for either John F. Kennedy or Abraham Lincoln. The eulogy should tell a story to gain attention, establish connection and purpose, and tell two or three of the person's contributions to the world. One of these contributions must be one of the two speeches studied in this unit focusing specifically on rhetoric. The eulogy must also incorporate at least three rhetorical devices including but not limited to repetition, parallelism, allusion, anaphora, metaphor, personification, and similie.)	The Thoreau Reader http://thoreau.eserver.org/ Gettysburg www.gettysbug.com www.civilwar.org Kennedy www.jfklibrary.org www.jfklibrary.org/profile-in-courage Lincoln www.timemagazine.org/lincoln www.nps.gov/tiho/.../speeches Additional Websites http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=ere&wcsuffix=9101 www.historychannel.com www.civilwararchive.com www.yaleedu/ythl	point of View rhetoric analysis syntax	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit

Duration	Theme	Standards	Learning Targets	Student Outcomes	Texts	Performance Task	Resources	Vocabulary	Assessment
3 weeks	Freedom and Independence	RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text L.F.2.2.1 Analyze how literary form relates to and/or infl uences meaning of a text L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script L.F.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.3.2 Summarize the key details and events of a fictional text, in part or as a whole L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fi ction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text. L.N.2.5.3 Distinguish essential from nonessential information L.N.2.4.4 Make connections between a text and the content of graphics and charts. L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational text	Students will read and analyze how two or more texts from the same period treat similar themes or topics. Students will write informative/explanatory texts that present the most significant details of a topic in order to create a unified whole.	Black Boy by Richard Wright (Novel) "The Declaration of Independence" by Thomas Jefferson (non-negotiable) "Speech in the Virginia Convention" by Patrick Henry (Nonfiction) "The Crisis" by Thomas Paine (Nonfiction) "My Bondage and My Freedom" by Frederick Douglass (Nonfiction) "Autobiography/Poor Richard's Almanac" by Benjamin Franklin (Nonfiction) (negotiable) "Lincoln's Second Inaugural Address" by Abraham Lincoln (Nonfiction) (non-negotiable)	After reading "Freedom and Indepedence" theme based texts, students will write a three page minimum, MLA format informational essay that examines personal freedom and the ways in which this concept is presented in two or more texts from the same time period. The research must address the ways in which the authors' various techniques (syntax, metaphor, simile, and analogy) contribute to create a unified whole. (e.g. The following performance task will be written by hand and done in class. MLA format will still be used and students will be given the entries for each document as they would appear on the works cited page. Students will also use internal citations. The following prompt should be answered: Explain whether or not Lincoln's Second Inagural Address supports the Declaration of Independence. Cite evidence from each text.).	"Declaration of Independence" by Thomas Jefferson http://myloc.gov/Education/OnlineActivities/Pages/onlineactivites/Declaration/default.html. "Common Sense" by Thomas Paine http://edsitement.neh.gov/lesson-plan/common-sense-rhetoric-popular-democracy "Bill of Rights" http://billofrightsinstitute.org/resources/ http://www.archives.gov/exhibits/charters/bill_of_rights.html http://www.aclumich.org/sites/default/files/file/Publications/billofrights.pdf Additional Websites http://www.pbs.org/civilwar/classroom/lesson_appomattox.html www.historychannel.com www.discoverychannel.com http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=ere&wcsuffix=9101 www.teach-nology.com/web_tools/materials/timelines	scaffolding rhetorical features analysis concrete details syntax cohesion metaphor simile analogy objective tone analysis reflection research rhetoric tone	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit
3 weeks	Justice and Deliberation	RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RI.11-12.5. 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. W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. 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. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period	Students will draw conclusions concerning the author's structure of the text and the ways in which this structure makes points clear, convincing, and engaging. Students will write arguments that develop claims and counterclaims.	Of Mice and Men by John Steinbeck (Novel) (non-negotiable) The Crucible by Arthur Miller (Drama) (non-negotiable)	After reading text from the "Justice and Deliberation" theme, students will write a formal argumentative research paper based on a student-generated essential question that cites claims, counterclaims, reasons, and evidence. During the process, students will construct and revise a two page minimum essay using MLA format, citing evidence from previous texts, a minimum of one outside source, and the "Justice and Deliberation" theme. (e.g. After reading Of Mice and Men or after reading The Crucible, students could ask themselves one of the following questions: "Should a jury find George Milton guilty for the murder of Lennie Smalls?" or "Is Judge Danforth guilty of miscarriage of justice, and did he commit crimes against humanity?" Once the student-generated question is created, students will then compose an argumentative paper that presents the argument for guilt or innocence, as well as the counterargument).	The Crucible http://www.webenglishteacher.com/msb/eapoe/poe.com www.nationalgeographic.com www.salemwitchmuseum.org www.newyorker.com www.coldwar.org/.../senatorjosephmccarthy Of Mice and Men www.pbs.org/wgbh/dustbowl www.historyplace.com/unitedstates/lange/ www.steinbeck.org	Author structure Exposition Analysis Substantive Sequence Claim Counterclaim Value Bias Syntax Cohesion Objective tone Perspective	