



Timeline	Suggested Themes	Common Core Focus Standards	Objectives	Exemplars	Performance Tasks	Tier 2 and 3 Vocabulary	Additional Resources	Assessments
6 weeks	<p>Enduring Understanding: As students enter the twelfth grade they are coming full circle within the Kindergarten through 12th grade Webb's Depth of Knowledge "Extended Thinking" experience. The students are asked to utilize transformational thinking to build their leadership qualities for successful entry into college and workforce training.</p> <p>Leaving a Legacy</p> <p>Essential Questions: In previous years, essential questions were created and given to the students to enhance connections within the theme. To extend the thinking process, students are now expected to brainstorm and deconstruct the theme of each unit and to construct the essential questions, making the learning experience unique to each group of students.</p>	<p>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).</p> <p>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.)</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>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.</p>	<p>Apply critical thinking when evaluating other's interpretations of text including works of fiction and nonfiction.</p> <p>Create a personal narrative that reflects an individual pursuit to leave a legacy.</p> <p>Create a self-eulogy that reflects introspection about intended life accomplishments.</p> <p>Analyze how literary elements evolve and transcend throughout various works.</p>	<p><i>The Tragedy of Hamlet</i> by William Shakespeare (Drama)</p> <p>"Ode to a Grecian Urn" by John Keats (Poetry)</p> <p>"The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer (Poetry)</p> <p>Beowulf (Epic poem) (Non-Negotiable)</p> <p>"The Seafarer" (Poetry)</p> <p>"The Wanderer" (Poetry)</p> <p>"My Furthest Back Person" by Alex Haley (Essay)</p> <p>"Ozymandias" by Percy Bysshe Shelley (Poetry)</p> <p>"When I Have Fears" by John Keats (Poetry)</p> <p>The History of the English Language (Nonfiction) (Non-Negotiable)</p> <p>Morte d'Arthur (Story) (Non-Negotiable)</p> <p>The Things They Carried by Tim O'Brien (Novel) (Regular or Honors)</p> <p>The Time Machine by H.G. Wells (Novel) (Regular)</p>	<p>Write multiple drafts of a personal narrative that reflects an individual pursuit to leave a legacy. Narrative should be written in MLA format with a minimum of two pages.</p> <p>(e.g. Students will have discussed legacies left by fictional characters such as Beowulf as well as historical figures. After considering a variety of legacies a person can leave behind, students will consider what legacy they would like to leave behind for posterity, and create a personal narrative in which they express these ideas. They may take a reflective viewpoint as one looking back on a long, productive life or a prospective view in which they anticipate future legacies they have yet to create.)</p>	<p>epic kenning caesura paraphrase legendary hero assonance alliteration scop integrate evaluate outcome usage pacing tone Old English Anglo-Saxon Proto-Indo-European Germanic loanwords Picts runes insular hand thorn American English Standard English Nonstandard English</p>	<p>Tragic Hero http://vccs11online.cc.va.us/tragedy/aristotle.htm</p> <p>Hamlet full text: http://shakespeare.mit.edu/hamlet/full.html</p> <p>teaching tools: http://www.folger.edu/template.cfm?cid=2782</p> <p>vocab list: http://www.vocabulary.com/lists/26751#view=definitions</p> <p>"Ode on a Grecian Urn" full text: http://www.folger.edu/template.cfm?cid=2782</p> <p>Collaborative Presentation Tools www.prezi.com</p> <p>http://www.google.com/google-ds/presentations/</p>	<p>Formative Summative (Benchmark and/or Diagnostic if applicable)</p> <p>Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit</p>



<p>6 weeks</p>	<p>Finding Passion</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>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).</p>	<p>Analyze character development in fiction construct a product using the RAFT model. Connect written product to literature.</p> <p>Explore how syntax and semantics impact the reader's comprehension.</p>	<p>Jane Eyre by Charlotte Bronte (Story) (Regular or Honors)</p> <p>"A Poem of Changgan" by Li Po (Poem)</p> <p>"Ode to My Suit" by Pablo Neruda (Poem)</p> <p>"Mother Tongue" by Amy Tan (Informational)</p> <p>Pride and Prejudice (Novel) (Honors)</p> <p>"Federigo's Falcon" (Story) (Non-Negotiable)</p> <p>"The Wife of Bath's Tale" (Story) (Non-Negotiable)</p> <p>"The Wife's Lament" (Poem) (Non-Negotiable)</p> <p>"She Walks in Beauty" (Poem)</p> <p>"My Last Duchess" (Poem)</p> <p>"Porphyria's Lover" (Poem)</p> <p>"Long Walk to Forever" (Story)</p> <p>"Lamb to the Slaughter" (Story) (Non-Negotiable)</p> <p>Shakespearean Sonnets (Poems)</p> <p>The Picture of Dorian Gray (Novel) (Regular or Honors)</p>	<p>Using the RAFT model, write a character analysis that reflects direct and indirect character development.</p> <p>(e.g. Characters within this theme exhibit in-depth development creating an opportunity for students to do a complete character analysis in a creative way. For example, in "The Wife of Bath's Tale" the wife tells the story of a knight who has committed a terrible crime, but is given a temporary reprieve by Queen Guinevere. It describes his journey to a greater knowledge of himself and women. A student might choose the knight to analyze and assume the role of an attorney who is defending or prosecuting the knight. The audience is the jury in a modern court of law. The writing format is a closing argument. The topic is to use both direct and indirect characterization of the knight to create a character analysis that proves his guilt or innocence.)</p>	<p>frame story setting context clues plot exposition rising action climax falling action resolution static character dynamic character point of view sonnet syntax quatrain couplet metaphor analyze prefix root suffix</p>	<p>Resources on Odes http://academic.brooklyn.cuny.edu/english/melani/cs6/ode.html http://www.poets.org/viewmedia.php/prmMID/5784 "Mother Tongue" full text: http://www.scribd.com/doc/13297165/Mother-Tongue-By-Amy-Tan-I-Am-Not-A Jane Eyre teaching aid: http://edsitement.neh.gov/lesson-plan/introducing-jane-eyre-unlikely-victorian-heroine full text: http://www.gutenberg.org/ebooks/1260 Pride and Prejudice vocab list: http://www.vocabulary.com/lists/19136 The Canterbury Tales full text (modern and middle English): http://www.canterburytales.org/canterbury_tales.html vocab list: http://www.vocabulary.com/lists/25201#view=definitions teaching aids: http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-prologue-canterbury-tales-30508.html http://edsitement.neh.gov/lesson-plan/chaucers-wife-bath</p>	<p>Formative Summative (Benchmark and/or Diagnostic if applicable)</p> <p>Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit</p>
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<p>6 weeks</p>	<p>Coping with Harsh Realities</p>	<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.6. 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).</p> <p>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).</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>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"). b. 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]").</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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.</p>	<p>Independently investigate and draw conclusions about an historical topic related to a work studied. Produce a PowerPoint that synthesizes information communicating a connection between history and literature.</p>	<p>Don Quixote by De Cervantes (Story) Crime and Punishment by Fyodor Dostoevsky(Story) "Home" by Anton Chekhov (Story) "The River Merchant's Wife: A Letter" by Ezra Pound (Poetry) "Take the Tortillas Out of Your Poetry" by Anaya Rudolfo (Informational) The Iliad (Poem) (Non-Negotiable) "Ulysses" (Poem) (Non-Negotiable: Honors Only) "The Man He Killed" (Poem) (Non-Negotiable) "An Irish Airman Forsees His Death" (Poem) (Non-Negotiable) "The Soldier" (Poem) (Non-Negotiable) "A Modest Proposal" (Essay) (Non-Negotiable) "The Sniper" (Story) Hiroshima Diary (Nonfiction) (Non-Negotiable) Night (Story) (Non-Negotiable) Vietnam Memoir (Nonfiction) "Homeless" (Essay) Robinson Crusoe (Story) The Jungle (Novel) (Honors) Speak (Novel) (Regular) Freedom Writers Diary (Nonfiction) (Regular) Catcher in the Rye (Novel) (Honors) The Hunger Games (Novel) (Regular)</p>	<p>Research an historical topic related to a work studied and produce a PowerPoint that illustrates the connection between history and literature. PowerPoint should include a minimum of eight slides, including documentation. (e.g. The selections within this theme reflect specific historical events. Students could choose any historical event related to any of the literature studied in class. A student might choose to research how Hitler devised the plans for concentration camps., The student would then create a PowerPoint detailing this historical information and also show how history is accurately reflected in the literary piece to which it's connected. For example, the student might choose a descriptive passage that illustrates the implementation of something described in Hitler's plan. Outside sources and the literary piece itself must be used and correctly documented. While the teacher will assess each student's work, his or her peers will also evaluate the PowerPoint presentation by using a rating rubric based on the common core focus standards.)</p>	<p>Homeric/epic simile speaker diary Holocaust journalistic style multiple meanings sarcasm style rhetoric arguments diction connotation premise hyperbole satire sarcasm understatement stance points of emphasis tone nationalism antidote stanza rhyme scheme reasoning evidence synthesize divergent</p>	<p><u>Don Quixote</u> full text: http://www.gutenberg.org/ebooks/996 teaching aid: http://www.discoveryeducation.com/teachers/free-lesson-plans/don-quixote.cfm vocab list: http://www.vocabulary.com/lists/16646 <u>Crime and Punishment</u> full text: http://www.gutenberg.org/ebooks/2554 teaching aid: http://www.discoveryeducation.com/teachers/free-lesson-plans/split-character-studies-in-crime-and-punishment.cfm vocab list: http://www.vocabulary.com/lists/27347 <u>"Home"</u> full text: http://www.readbookonline.net/readOnLine/5257/</p>	<p>Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit</p>
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<p>6 weeks</p>	<p>Valuing Morals and Ethics</p>	<p>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.</p> <p>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.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and range of formal and informal tasks.</p> <p>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.</p>	<p>Apply concepts of modernism to an analysis of a fictional text in a well-written informational essay.</p> <p>Compare specific aspects of Bengali and American cultures, using textual examination to draw conclusions about the former.</p> <p>Evaluate how culture impacts storytelling, poetry, drama, and works of fiction.</p>	<p><i>The Namesake</i> by Jhumpa Lahiri (Story)</p> <p><i>Tartuffe</i> by Jean-Baptiste Poquelin Moliere (Drama)</p> <p>"The Love Song of J. Alfred Prufrock" by T. S. Elliot (Drama)</p> <p>"The Fallacy of Success" by G.K. Chesterton (Informational)</p> <p>"The Pardoner's Tale" (Poem) (Non-Negotiable)</p> <p><i>Sir Gawain and the Green Knight</i> (Poem) (Non-Negotiable)</p> <p>"The Bet" (Story)</p> <p>"Two Friends" (Story)</p> <p>"The Man in the Water" (Essay) (Non-Negotiable)</p> <p><i>The Fountainhead</i> (Novel) (Honors)</p> <p><i>Brave New World</i> (Novel) (Honors)</p>	<p>Research an historical or contemporary, natural or man-made disaster and compose an Informative paper. The paper should be in MLA format and should be a minimum of three pages. Then present research findings in an informative speech of a minimum of five minutes.</p> <p>(e.g. Students could research a natural disaster such as Hurricane Sandy, or a man-made disaster such as the attack on the World Trade Center. Students would gather information on the causes, implications, effects, historical significance, etc. of the disaster. Students should use credible sources to compose the paper, and then create a speech using note cards, if needed. Both the paper and the speech should summarize and explain the students' research.)</p>	<p>Code of Chivalry symbol medieval romance legend summarize interior monologue ignoble allegory archetypal narrative elements rereading essay author's purpose irony fact opinion flashback personification aesthetic impact structure</p>	<p>Modernism http://www.online-literature.com/periods/modernism.php</p> <p>http://www.pbs.org/wnet/americannovel/timeline/modernism.html</p> <p>http://www.wnorton.com/college/english/nael/20century/topic_2_05/welcome.htm</p> <p><u>Bio Poems</u> http://www.readwritethink.org/files/resources/lesson_images/lesson398/biopoem.pdf</p> <p>http://cuip.uchicago.edu/~adarice/cwsite/poems/poembio.htm</p> <p><u>The Namesake</u> teaching guide http://www.hostos.cuny.edu/oa/book/book2/guidej.htm</p>	<p>Formative Summative (Benchmark and/or Diagnostic if applicable)</p> <p>Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit</p>
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6 weeks	Developing Leadership	<p>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.</p> <p>RI.11-12.8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>Develop a logical argument to support a textual analysis of characters as representatives of sections of society.</p> <p>Independently investigate and draw conclusions about a selected <i>Canterbury Tale</i>.</p> <p>Construct a product that communicates character overview, text summary, historical details, and an analysis of a student selected period piece.</p> <p>Explain the phenomenon of "politically correct language" in terms of specific examples of it, and critique the validity of each example.</p>	<p><i>The Importance of Being Earnest</i> by Oscar Wilde (Drama)</p> <p>"Song VII" by Rabindranath Tagore (Poetry)</p> <p>"Man Listening to Disc" by Billy Collins (Poetry)</p> <p>"Politics and the English Language" by George Orwell (Informational)</p> <p><i>The Tragedy of Macbeth</i> (Drama) (Non-Negotiable)</p> <p><i>Gulliver's Travels</i> (Novel)</p> <p>"Robin Hood and the Three Squires" (Poem)</p> <p>"Speech Before Her Troops" (Nonfiction)</p> <p>"Ballad of Birmingham" (Poem)</p>	<p>In a formal paper, research and revisit text and argue the important qualities of a good leader. Use valid reasoning and sufficient evidence to support argument. Paper should be in MLA format and should be a minimum of three pages.</p>	<p>Elizabethan Drama</p> <p>soliloquy</p> <p>monologue</p> <p>aside</p> <p>chorus</p> <p>dialogue</p> <p>stage directions</p> <p>tragic hero</p> <p>tragic flaw</p> <p>comic relief</p> <p>blank verse</p> <p>act</p> <p>scene</p> <p>foreshadowing</p> <p>prose</p> <p>internal conflict</p> <p>external conflict</p> <p>climax</p> <p>dramatic irony</p> <p>inference</p> <p>motif</p> <p>mood</p> <p>imagery</p> <p>catastrophe</p> <p>tragic impulse</p> <p>satire</p> <p>paradox</p> <p>bias</p> <p>syntax</p> <p>propaganda</p>	<p>Tragic Hero</p> <p>http://vccsliltonline.cc.va.us/tragedy/aristotle.htm</p> <p><u><i>The Importance of Being Earnest</i></u></p> <p>full text: http://www.gutenberg.org/ebooks/844</p> <p>teaching aid: http://novelinks.org/pmwiki.php?n=Novels.TheImportanceOfBeingEarnest</p>	<p>Formative</p> <p>Summative (Benchmark and/or Diagnostic if applicable)</p> <p>Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit</p>
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