Diocese of Greensburg Curriculum
Foundations of Western Literature Grade 12

Unit	Standards	Content	Skills
Short Stories	**CCSS: English Language Arts 6-12** **CCSS: Grades 11-12** **Capacities of the Literate Individual** **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language** They build strong content knowledge. They respond to the varying demands of audience, task, purpose, and discipline. **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or	Literary terms and vocabulary • Theme • Characterization • Setting • Protagonist and antagonist • Antihero • Conflict • Point of view • Mood • Tone • Irony • Symbol • Allegory • Oxymoron • Paradox • Metaphor • Simile • Imagery and description • Motif • Denotation • Connotation • Diction • Syntax • Style • Suspense • Personification • Foreshadowing • Flashback • Inference • Deus ex machina • Elements of humor	The students will be able to: • Determine how the theme is expressed in a short story and explain how that determination is made • Analyze a story in terms of plot or elements of the plot • Evaluate the effectiveness of figurative language • Determine the author's use of language in creating tone, mood, and style • Recognize how the point of view influences the story • Analyze how the point of view affects the reader's interpretation of the story • Make inferences based on textual evidence • Evaluate the effectiveness of characterization techniques • Analyze the different roles and functions that characters play in a short story • Explain and illustrate how connections among motif, character traits, character development, and plot suggest story-level themes • Develop abstract themes from story-level themes • Analyze the effects of irony and explain how irony

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	drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **6. Assess how point of view or purpose shapes the content and style of a text.** 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). **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** 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.) **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** 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. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.** 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. 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.	Plot sequence/development Triangular plot structures - Aristotle's unified plot - Freytag's pyramid **Representative Texts:** - "The Birthmark" (N.Hawthorne) - "Bartleby the Scrivener" (H.Melville) - Genesis: Second Story of Creation - "Araby" (J.Joyce) - "A Hunger Artist" (F.Kafka) - "The Yellow Wallpaper" (C.P.Gilman) - "The Demon Lover" (E. Bowen) - "A Shocking Accident" (G. Greene) - "The Train from Rhodesia" (N. Gordimer) - "The Sniper" (L. O'Flaherty)	functions effectively in a story

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Novels	**CCSS: English Language Arts 6-12** **CCSS: Grades 11-12** **Capacities of the Literate Individual** **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language** They demonstrate independence. They build strong content knowledge. They respond to the varying demands of audience, task, purpose, and discipline. They comprehend as well as critique. They value evidence. They use technology and digital media strategically and capably. They come to understand other perspectives and cultures. **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of	Literary terms and vocabulary - Theme - Characterization - Setting - Protagonist and antagonist - Antihero - Conflict - Point of view - Mood - Tone - Irony - Symbol - Allegory - Oxymoron - Paradox - Metaphor - Simile - Imagery and description - Motif - Denotation - Connotation - Diction - Syntax - Style - Suspense - Personification - Foreshadowing - Chronology - Gaps in Time - Flashback - Inference - Deus ex machina - Satire	The students will be able to: - Determine the theme of a novel and explain how that determination was made - Analyze a novel in terms of elements of the plot and cultural influences - Evaluate the effectiveness of uses of figurative language - Determine the effectiveness of an author's use of language in creating tone, mood, and style - Analyze how the point of view affects the reader's interpretation of the novel - Make inferences based on textual evidence - Identify and explain characterization techniques - Analyze the different roles and functions that characters play in a novel. - Explain and illustrate how connections among motif, character traits, character development, and plot suggest story-level themes. - Develop abstract themes from story-level themes - Analyze the effects of irony and explain how irony functions effectively in a story

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	the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** 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). **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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.) **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** 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. **6. Assess how point of view or purpose shapes the content and style of a text.** 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). **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse**	Plot sequence/development Frame Triangular plot structures - Aristotle's unified plot - Freytag's pyramid **<u>Representative Works:</u>** - *Hound of the Baskervilles* - *Heart of Darkness* - *Frankenstein* - *Gulliver's Travels* - *The Strange Case of Dr. Jekyll and Mr. Hyde*	- Evaluate the effects of non-linear time sequence - Identify and explain the elements of satire - Evaluate the use of satire in the development of theme

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	formats and media, including visually and quantitatively, as well as in words. 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.) **Writing** **Text Types and Purposes** **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** 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. **Research to Build and Present Knowledge** **7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** 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. **8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** 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. **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**		

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	W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research. **Speaking & Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** 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. SL.11-12.1a. 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. SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1c. 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. SL.11-12.1d. 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. **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** 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		

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	solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
	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.		
	Presentation of Knowledge and Ideas **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**		
	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 or formal and informal tasks.		
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
	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.		
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
	SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		

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Drama	**CCSS: English Language Arts 6-12**
	 CCSS: Grades 11-12
	
	  Capacities of the Literate Individual
	Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language
	They demonstrate independence.
	
	They build strong content knowledge.
	
	They respond to the varying demands of audience, task, purpose, and discipline.
	
	They comprehend as well as critique.
	
	They value evidence.
	
	They use technology and digital media strategically and capably.
	
	They come to understand other perspectives and cultures.
	  Reading: Literature
	Key Ideas and Details
	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	
	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.
	
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	
	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.
	
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
		Literary terms and vocabulary
		• Theme
		• Characterization
		• Setting
		• Protagonist and antagonist
		• Antihero
		• Conflict
		• Point of view
		• Mood
		• Tone
		• Irony
		• Symbol
		• Allegory
		• Oxymoron
		• Paradox
		• Metaphor
		• Simile
		• Imagery and description
		• Motif
		• Denotation
		• Connotation
		• Diction
		• Syntax
		• Style
		• Personification
		• Foreshadowing
		• Flashback
		• Inference
		• Meter
		• Prose
		• Monologue
		• Soliloquy
		• Aside
		• Dialogue
		• Stage direction
		• Elements of Elizabethan tragedy and comedy
		• Elizabethan stagecraft
			The students will be able to:
			
			• Determine how the theme of a drama is expressed
			
			• Analyze a drama in terms of plot or elements of the plot
			• Critique various uses of literal and figurative language
			• Suggest why playwrights employ both poetry and prose in Elizabethan drama
			• Determine the author's use of dialogue and stage direction in creating tone, mood, and style
			• Make inferences based on textual evidence
			• Evaluate the effectiveness of characterization techniques
			• Analyze a playwright's use of the fourth wall
			• Analyze the different roles and functions that characters play in a drama
			• Evaluate the effects of dialogue on conflict and plot development
			• Explain and illustrate how connections among motif, character traits, character development, and plot suggest story-level themes
			• Develop abstract themes from story-level themes
			• Analyze the effects of irony and explain how irony functions effectively in drama
			• Evaluate the influence of classical Greek tragedy on

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	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). **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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.) **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** 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. **6. Assess how point of view or purpose shapes the content and style of a text.** 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). **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** 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	Plot sequence/development Triangular plot structures - Aristotle's unified plot - Freytag's pyramid <u>**Representative Works:**</u> *Macbeth* *Oedipus Rex*	tragedy of the Elizabethan Age - Examine the role of the Chorus in Greek drama and the use of choral characters in Shakespeare

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	interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
	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.		
	Range of Reading and Level of Text Complexity **10. Read and comprehend complex literary and informational texts independently and proficiently.**		
	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.		
	Writing **Text Types and Purposes** **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**		
	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.		
	W.11-12.1a. 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.		
	W.11-12.1b. 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.		
	W.11-12.1c. 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		

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	reasons, between reasons and evidence, and between claim(s) and counterclaims.		
	W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
	W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.		
	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
	W.11-12.2a. 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.		
	W.11-12.2b. 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.		
	W.11-12.2c. 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.		
	W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
	W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
	W.11-12.2f. 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).		
	Production and Distribution of Writing **4. Produce clear and coherent writing in which the**		

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	development, organization, and style are appropriate to task, purpose, and audience.		
	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.)		
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
	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.		
	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
	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.		
	Range of Writing **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, and audiences.**		
	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		
	Speaking & Listening **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**		
	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,		

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	texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.1a. 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. SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1c. 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. SL.11-12.1d. 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. **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** 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. **3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** 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. **Presentation of Knowledge and Ideas** **4. Present information, findings, and supporting evidence such that listeners can follow the line of**		

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	reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 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 or formal and informal tasks. **5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** 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. **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **Language** **Conventions of Standard English** **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.1b. 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.		

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	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2a. Observe hyphenation conventions. L.11-12.2b. Spell correctly. **Knowledge of Language** **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.** 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. L.11-12.3a. 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. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		

Poetry	**CCSS: English Language Arts 6-12**
	  CCSS: Grades 11-12
	   Capacities of the Literate Individual
	 Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language
		Literary terms and vocabulary
		 • Elegiac
		 • Heroic (epic)
		 • Pastoral
		 • Religious
			The students will be able to:
			
			 • Interpret elements, forms, and sound to derive meaning from poetry

Unit	Standards	Content	Skills
	They respond to the varying demands of audience, task, purpose, and discipline. They comprehend as well as critique. **Reading: Literature** **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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.) **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** 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. **6. Assess how point of view or purpose shapes the content and style of a text.** 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). **Speaking & Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**	- Ballad - Sonnet - Metaphysical - Cavalier - Satirical - Romantic - Pre-Raphaelite - Fin-de-siecle - Modernist (Imagist) **Representative Texts:** Medieval Poetry: "Sumer Is Icumen In" "The Fox and the Goose" "Fowles In the Frith" "The False Fox" "Lord Randal" "The Wanderer" "The Dream of the Rood" *Beowulf* Elizabethan Poetry - The sonnets of Spenser - The sonnets of Shakespeare "The Passionate Shepherd to His Love" (C. Marlowe) "The Nymph's Reply to the Shepherd" (W. Raleigh) Seventeenth-Century Poetry "The Good-Morrow" (J.Donne)	- Interpret figurative language and imagery to deepen comprehension - Activate relevant prior knowledge and experiences to extend meaning - Critique positive and negative implications of language - Explain the meaning and effects of literary devices and figurative language

Unit	Standards	Content	Skills
	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. SL.11-12.1c. 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. SL.11-12.1d. 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. **3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** 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. **Language** **Vocabulary Acquisition and Use** **4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** 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. **5. Demonstrate understanding of word relationships and nuances in word meanings.** L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	• "The Sun Rising" (J.Donne) • "The Bait" (J. Donne) • "A Valediction: Forbidding Mourning" (J. Donne) • "Easter Wings" (G.Herbert) • "The Altar" (G.Herbert) • "The Windows" (G.Herbert) • "The Collar" (G.Herbert) • "To His Coy Mistress" (A.Marvel) • "To Lucasta, on Going to the Wars" (R. Lovelace) • "To Althea, from Prison" (R. Lovelace) • Sonnet 19 ("When I consider how my light is spent") (J.Milton) • *Paradise Lost*, Book IX (J.Milton) Romantic Poetry • "The Tyger" (W.Blake) • "The Lamb" (W.Blake) • "The Sick Rose" (W.Blake) • "A Poison Tree" (W.Blake) • "The Chimney Sweeper" (W.Blake) • "Holy Thursday" (W.Blake) • "The Clod and the Pebble" (W.Blake)	

Unit	Standards	Content	Skills
	L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5b. Analyze nuances in the meaning of words with similar denotations. **Language Progressive Skills** L.3.3a. Choose words and phrases for effect. 	• "The Little Vagabond" (W.Blake) • "The Tables Turned" (W.Wordsworth) • "Anecdote for Fathers" (W.Wordsworth) • "Rime of the Ancient Mariner" (S.T.Coleridge) • "Washing Day" (A.L.Barbauld) • "Kubla Khan" (S. Coleridge) • "She Walks in Beauty" (Byron) • from *Childe Harold's Pilgrimage* (Byron) • "Ozymandias" (P. Shelley) • "Ode to a Nightingale" (Keats) • "Ode on a Grecian Urn" (Keats) Victorian Poetry • "The Lady of Shalott" (Tennyson) • *In Memorian, A.H.H.* (Tennyson) • "The Charge of the Light Brigade" (Tennyson) • "Crossing the Bar" (Tenyson) • "Mariana" (Tennyson) • "Dover Beach" (M.Arnold) • "The Scholar Gypsy" (M.Arnold)	

Unit	Standards	Content	Skills
		• "The Windhover" (G.M. Hopkins) • "Pied Beauty" (G.M. Hopkins) • "God's Grandeur" (G.M.Hopkins) • "After Death" (C.Rossetti) • "Remember" (C.Rossetti) • "My Last Duchess" (R. Browning) • "Love among the Ruins" (R. Browning) • "Recessional" (R. Kipling) • "Ah, Are You Digging on My Grave" (T. Hardy) • "To an Athlete Dying Young" (A.E. Houseman) • "When I Was One-and-Twenty" (A.E. Houseman) Modern Poetry • "Dulce et Decorum Est" (W. Owen) • "The Hollow Men" (T.S. Eliot) • "The Second Coming" (W.B. Yeats) • "Sailing to Byzantium" (W.B. Yeats) • "A Hard Rain" (B.Dylan) • "All Along the Watchtower" (B.Dylan)	

Unit	Standards	Content	Skills
		"in Just-" (e.e. cummings) "The Love Song of J.Alfred Prufrock" (T.S.Eliot) *The Waste Land* (T.S.Eliot) "Howl" (A.Ginsberg) "Mirror" (S.Plath) "Guns of Brixton" (P. Simonen) "Career Opportunities" (J. Strummer) - from *Atlas of a Difficult World* (A. Rich)	

Informational Literary Non-Fiction	**CCSS: English Language Arts 6-12**
	  CCSS: Grades 11-12
	   Capacities of the Literate Individual
	Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language
	They demonstrate independence.
	
	They build strong content knowledge.
	
	They respond to the varying demands of audience, task, purpose, and discipline.
	
	They comprehend as well as critique.
	
	They value evidence.
	
	They use technology and digital media strategically and capably.
	
	They come to understand other perspectives and cultures.
		Literary terms and vocabulary - Central idea - Purpose - Audience - Organizational pattern - Evidence - Criteria for evaluation of evidence - Inference - Forms of reasoning - Context - Situation - Occasion - Source - Point of view - Fact - Opinion - Bias - Validity - Credibility - Argument	The students will be able to: - Using multiple authoritative print and digital sources, evaluate the validity of information - Assess the usefulness of a source in answering a question posed by the text - Draw evidence from informational texts to support analysis, reflection, and research - Identify and explain the use of false statements and fallacious reasoning - Integrate information from the text with prior knowledge in order to reach unbiased conclusions

Unit	Standards	Content	Skills
	Reading: Informational Text **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** 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. **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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). **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	• Claim • Counterclaim • Logical fallacies • News reports • Editorials • Speaker • Subject • Tone • SOAPSTone approach • Language • Organizational pattern • Reasoning • Introduction • Conclusion • Ethos • Logos • Pathos • Figurative language • Metaphor • Repetition • Balanced sentences • Allusion • Imagery • Methods • Inference • Stylistic devices **Representative works**: • Ockham's Razor (Ockham) • *The Wealth of Nations* (Smith) • *Essay Concerning Human Understanding* (Locke) • *Treatise of Human Nature* (Hume)	• Delineate and evaluate the argument and specific claims and counterclaims in a text • Assess whether the reasoning is valid and the evidence is relevant and sufficient • Contrast different perspectives on a single issue • Determine the veracity of an argument • Understand the different criteria necessary to evaluate various forms of evidence and apply those criteria

Unit	Standards	Content	Skills
	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. **6. Assess how point of view or purpose shapes the content and style of a text.** 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. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** 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. **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)** 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). **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** 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.	• *A Vindication of the Rights of Woman* (Wollstonecraft) • *The Condition of the Working Class in England* (Marx) • *On Liberty* (Mill) • *Principia Ethica* (Moore) • *Homage to Catalonia* (Orwell) • *The Second World War* (Churchill) • *The Golden Notebook* (Lessing) • *A Brief History of Time* (Hawking) • "An Image of Africa: Racism in Conrad's *Heart of Darkness*" (Achebe) • "To Err Is Human" from *The Medusa and the Snail* (L. Thomas) • "The Fallacy of Success" (G.K. Chesterton) • *The Immortal Life of Henrietta Lacks* (R. Skloot) • "Speech before Her Troops" (Elizabeth I) • "Speech to Parliament: In Defense of the Lower Classes" (Byron) • "Wartime Speech" (Churchill) • "Defending Nonviolent Resistance" (Gandhi)	

Unit	Standards	Content	Skills
	Writing **Text Types and Purposes** **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** 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. W.11-12.1a. 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. W.11-12.1b. 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. W.11-12.1c. 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. W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented. **2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** 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. W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds		

Unit	Standards	Content	Skills
	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. W.11-12.2b. 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. W.11-12.2c. 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. W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.2f. 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). **Production and Distribution of Writing** **4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** 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.) **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** 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.		

Unit	Standards	Content	Skills
	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
	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.		
	Research to Build and Present Knowledge **7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**		
	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.		
	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
	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.		
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.		
	W.11-12.9a. 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").		

Unit	Standards	Content	Skills
	W.11-12.9b. 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]"). **Range of Writing** **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, and audiences.** 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 © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		