

<b>Planned Course: British/Modern Literature</b>	<b>Course Number:</b>	<b>Department: English</b>	
<b>Unit: Lit: Satire</b>	<b>Grade Level: 12</b>		
<b>Estimated Time: 4-5weeks</b>	<b>Level/Track: Honors English 12</b>	<b>Date Approved: August 10, 2020</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> ● Skills/Knowledge	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>

<p>CC.1.2.9-10.A – K</p> <p>CC. 1.2</p> <p>CC.1.3.11-12.A – K</p> <p>CC. 1.4</p> <p>CC.1.4.11-12.A – X</p> <p>CC.1.5.11-12.A-E</p>	<p><b>How does the selection fit the definitions of a satire?</b></p> <ul style="list-style-type: none"> <li>● Students will be able to identify Horatian and Juvenalian satire</li> <li>● Through reading <i>The Canterbury Tales, A Modest Proposal, etc.</i> students will recognize and evaluate the authors' use of satire</li> </ul> <p><b>Students will understand the author's purpose</b></p> <ul style="list-style-type: none"> <li>● Evaluate how an author's point of view or purpose shapes the content and style of a text.</li> <li>● Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</li> <li>● Identify the impact of word choice on the meaning of text</li> </ul>	<ul style="list-style-type: none"> <li>- Use popular culture to introduce satire</li> <li>- Use of internet for research on the genre</li> <li>- Integrated grammar and writing instruction</li> <li>- Compare and contrast recurring themes</li> <li>- Compare/contrast satire from modern-day and that from our text (Swift)</li> <li>- Small group (to be done online) completion of analytical study guide</li> <li>- Integrated personal vocabulary journal</li> <li>- Draw a cartoon or comic depicting satirical devices</li> <li>- Online forum reaction to author's themes</li> <li>- Debate concerning a particular</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Prompt on satire in the literature studied</li> <li>● Essay on satire/irony using 2-3 outside sources</li> <li>● Artistic, digital projects based on satire</li> <li>● Test on information presented in class</li> <li>● Prezi</li> <li>● Google slides presentation</li> <li>● Online forum analysis of particular literary elements</li> <li>● Short presentation (digital media) evaluating and analyzing literary themes</li> <li>● Timed writing on critical essay on one of the satires studied</li> <li>● Short assignment on materials read</li> </ul>
--	---	--	---


<b>Planned Course: British/Modern Literature</b>	<b>Course Number:</b>	<b>Department: English</b>	
<b>Unit: Lit: Satire</b>	<b>Grade Level: 12</b>		
<b>Estimated Time: 4-5weeks</b>	<b>Level/Track: Honors English 12</b>	<b>Date Approved: August 10, 2020</b>	
<b>PA Academic Standards</b>	<b>▶ Core Concepts (in question format)</b> <ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>

	<p><b>How is the time period, culture/society reflected in the satire?</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the societal/cultural issues of the time period in order to apply that knowledge to themes in selected texts</li> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li> </ul> <p><b>How do the literary devices used in the satire enhance the overall quality of the piece?</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify literary devices specific to a satire i.e. irony, pun, oxymoron, etc.</li> </ul>	<p>aspect of the satire (enrichment)</p> <ul style="list-style-type: none"> <li>- Character presentations</li> <li>-Analyze an aspect of the satire such as theme or device</li> <li>-Discussion of ironic/satirical elements</li> <li>-SIFT Method (symbol, images, figures of speech, tone and theme)</li> <li>-Reading and thinking aloud (remedial) Ladder of questions (literal, interpretive, and experience based) (Remedial)</li> <li>-Socratic Discussion (enrichment)</li> <li>-Choose a social problem to satirize in an APA based research paper</li> <li>-Discussion about controversial issues in order to determine the gravity of satire</li> <li>-Watch a variety of short satirical</li> </ul>	<ul style="list-style-type: none"> <li>Student construction of PSSA type reading performance task with student written response to the task using the unit's literary works</li> <li>A timed essay testing your ability to offer a disciplined close reading of an extract from the text</li> <li>Quiz on satirical techniques</li> <li>Write explanations and insights from quotes taken from the text in an online post</li> <li>Use of online group collaboration</li> <li>Original written satire on a current social problem</li> <li>Satirical news broadcast with a partner</li> </ul>
--	---	--	---

<b>Planned Course: British/Modern Literature</b>	<b>Course Number:</b>	<b>Department: English</b>	
<b>Unit: Lit: Satire</b>	<b>Grade Level: 12</b>		
<b>Estimated Time: 4-5weeks</b>	<b>Level/Track: Honors English 12</b>	<b>Date Approved: August 10, 2020</b>	
<b>PA Academic Standards</b>	<b>▶ Core Concepts (in question format)</b> <ul style="list-style-type: none"> <li>● Skills/Knowledge</li> </ul>	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>

	<ul style="list-style-type: none"> <li>● Students will explore the purpose of these literary devices in the literature read</li> <li>● Student will be able to use satirical techniques in their own writing</li> </ul> <p><b>How do the major themes in the satire provoke thinking and provide insight into universal emotions and dilemmas?</b></p> <ul style="list-style-type: none"> <li>● Students will be able to recognize and interpret the satire in the literature selection used</li> <li>● Students will be able to recognize satirical techniques in the written text</li> <li>● Students will pull examples from pop culture to examine its role over time in literature and film/tv, etc.</li> <li>● Students will be able to recognize the irony in the satire.</li> <li>● Students will examine the</li> </ul>	skits, comics, etc in order to identify the satirical components	
--	--	--	--

<b>Planned Course: British/Modern Literature</b>	<b>Course Number:</b>	<b>Department: English</b>
<b>Unit: Lit: Satire</b>	<b>Grade Level: 12</b>	
<b>Estimated Time: 4-5weeks</b>	<b>Level/Track: Honors English 12</b>	<b>Date Approved: August 10, 2020</b>

PA Academic Standards	 Core Concepts (in question format) <ul style="list-style-type: none"> <li>● Skills/Knowledge</li> </ul>	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
-----------------------	---	---	---

	<p>culture as it is reflected in the satire.</p> <ul style="list-style-type: none"> <li>● Students will identify the literary devices and show their association with the literature read.</li> <li>● Students will evaluate and discuss the themes associated with the satire.</li> <li>● Students will be able to write short and long essays related to the literature selections when analyzing, interpreting, and evaluating the selections.</li> </ul>		
--	--	--	--