

<b>Planned Course: Grade 11 Career English</b>	<b>Course Number: E102CA</b>	<b>Department: English</b>	
<b>Unit: Reading: Literature</b>	<b>Grade Level: 11</b>		
<b>Estimated Time: 30 Days</b>	<b>Level/Track: Standard</b>	<b>Date Approved: 8/28/2017</b>	
<b>PA Core 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>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of</p>	<p>How do readers know what to believe in what they read, hear, and view?</p> <p>How does interaction with text provoke thinking and response?</p> <p>How do strategic readers create meaning from informational literary text?</p> <p>How does what readers read influence how they should read it?</p>	<ul style="list-style-type: none"> <li>● Web searches to reinforce historical background of work and author’s life/American era</li> <li>● <i>R - Crossword puzzle/word search on novel/character/theme development in work</i></li> <li>● Reading logs to record plot/ character/theme development in the work (<i>R - Provide outline with example of plot, character, theme, etc.</i>)</li> <li>● Read articles on the author’s style/ background of work/historical time period</li> <li>● Small group analysis of particular literary themes</li> <li>● <i>R - Webbing plot diagram relationships</i></li> <li>● Posters/collages/mini-presentations on related aspects of the work</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes on materials presented in class (definitions/content/ comprehension)</li> <li>● Unit test on work</li> <li>● Keystone-focused writing on a theme related to the text</li> <li>● Student’s reading logs</li> <li>● Mini-presentations of the work’s theme/character motivation/plot summary</li> <li>● Essay (such as character analysis/theme/ interpretation/point of view)</li> <li>● Teacher observation</li> <li>● <i>E - Small Group Presentations/Mini-Lessons regarding Authorial Purpose, Strategies, Theme, Tone, and Effectiveness</i></li> <li>● <i>E - Research Topic of Choice</i></li> </ul>
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<p>view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>		<ul style="list-style-type: none"> <li>● Skits (students pose as characters from the text)</li> <li>● Worksheets on new vocabulary</li> <li>● Worksheets to review previous vocabulary</li> <li>● <i>R - Crossword puzzles/Word searches including new and recall vocabulary</i></li> <li>● Write a short story implementing new vocabulary terms (small group or individual) (<i>R - Create a comic strip</i>)</li> <li>● Create notecards for a study strategy</li> <li>● <i>R - Vocabulary notecards by drawing pictures or mnemonics.</i></li> <li>● 25-word Summary (<i>R - Provide Passage and have student cross out sentences or words that are not essential or redundant before writing summary</i>)</li> <li>● Placemat Activity (<i>R - Provide sentence starters in one section of placemat</i>)</li> <li>● <i>R - Chunk readings into smaller paragraphs and summarize each chunk</i></li> <li>● Talk to the Text to identify supporting details and main ideas</li> <li>● <i>R - Graphic organizer to display main idea and supporting ideas</i></li> <li>● Scaffold instruction so students can practice skills with success</li> <li>● Use a graphic organizer to distinguish between first, second, and third person</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes on materials presented in class (definitions, word meanings, and affixes)</li> <li>● Correct use of new vocabulary in individual or in group writing assignments.</li> <li>● Correctly identify multiple meaning of words (connotation) within texts</li> <li>● Teacher observation</li> <li>● Small Group Presentations/Mini-Lessons regarding <ul style="list-style-type: none"> <li>○ Figurative Language</li> <li>○ <i>E - Connotation/Denotation and Shades of Meaning</i></li> <li>○ <i>E - Research Topic of Choice</i></li> </ul> </li> <li>● Teacher observations</li> <li>● 25-word Summary</li> <li>● <i>R - Oral Summary to teacher or in audio file</i></li> <li>● Quiz - students identify main ideas and supporting details</li> <li>● Mini-presentations of work's main idea/Think-pair-share</li> <li>● Socratic Seminar</li> <li>● Identify motivations of dynamic characters</li> <li>● <i>E - Group Mini-Lesson of Main Idea or Central Theme of Work</i></li> <li>● <i>E - Research Topic of Choice</i></li> </ul>
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		<p>point of view</p> <ul style="list-style-type: none"><li>● Use a Plot Diagram to label the elements of fictional plot</li><li>● Identify the differences between static and dynamic characters</li><li>● Identify the differences between Points of View: Limited vs. Omniscient</li><li>● Jigsaw groups to discuss the importance of setting within fictional texts and report back to home groups.</li><li>● <i>R - Create questions for a quiz regarding the elements of plot, characterization, and setting. Provide examples of each level of Bloom's Taxonomy questions to assist</i></li><li>● Use a graphic organizer to distinguish between style, tone, and mood</li><li>● Use Jigsaw groups to discuss the use of diction, syntax, figurative language, and sentence variety to determine the author's style and report back to home groups.</li><li>● Small group literature group analysis with different poems</li><li>● Locate various forms of figurative language using music lyrics</li><li>● Write a short (group) skit, including stage directions, monologues, and soliloquies</li></ul>	
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## APPROVED NOVELS

- \* *The Things They Carried*
- \* *Of Mice and Men*
- \* *The Great Gatsby*
- \* *1984*

## DRAMA:

- \* *The Crucible*

## SUGGESTED SHORT STORIES:

- \* “Ambush” by Tim O’Brien
- \* “The Notorious Jumping Frog of Calaveras County” by Mark Twain
- \* “A Rose for Emily” by William Faulkner
- \* “The Story of an Hour” by Kate Chopin
- \* “Teenage Wasteland” by Anne Tyler