

Planned Course: Career English	Course Number: E103C	Department: English	
Unit: Reading Literature	Grade Level: 12		
Estimated Time: 7 Weeks Integrated	Level/Track: Career English E103C	Date Approved: 9/14/2015	
PA Common Core Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<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.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>	<p>▶ What are some of the characteristics of the writing style of particular writers?</p> <p>▶ What is the major theme evident in the novel, poem, or short story?</p> <p>▶ How is plot developed in a piece of literature?</p> <p>▶ What changes are evident in the characters' development?</p> <p>▶ What mood is conveyed in a particular poem?</p> <p>▶ How many poetic devices are present in a poem?</p> <p>▶ How does the vocabulary of the writer enhance the piece of literature?</p>	<p>-Compare various articles by different writers and List the characteristics of their styles. (Remedial).</p> <p>-Identify the major theme in a piece of literature. (Remedial)</p> <p>-List the plot of a piece of literature (short stories, novels, or dramas). (Remedial)</p> <p>-Discuss & Explain how the characters evolve in a piece of literature.</p> <p>-Students will Produce an alternative ending to a drama or novel.</p> <p>-Students will read a variety of poetry and Recognize mood and tone. (Enrichment)</p> <p>-Recognize & List poetic devices. (Remedial & Enrichment)</p>	<ul style="list-style-type: none"> • Students will select various magazine articles (of career interest) to Compare/List characteristics of the writers. • Read a piece of literature to Determine its major theme. • Students will view a film version of a novel or drama to Identify elements of plot and List them in the order as they occur. • Students will collaborate and Discuss & Explain how the characters change throughout a piece of literature. • Students will Review various on line sources to locate character analysis for a piece of literature. • In small groups, students will Dramatize an alternative ending to a drama. • In small groups, students will Report & Explain to their peers an alternative
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<p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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)</p> <p>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,</p>		<p>-Identify & Chose new and unusual vocabulary words used from a piece of literature (short stories, novels, dramas). (Remedial & Enrichment)</p>	<p>ending to a drama or novel.</p> <ul style="list-style-type: none"> • Research poetry in the library or on the Internet to Evaluate & Judge the literature for its mood/tone. • Read a variety of poems to Estimate and List as being poetic devices. • Independently or with partners, students will Determine which vocabulary words in the literature are uncommon to the normal vocabulary used among their age group. • Discuss & Explain how the literature’s vocabulary enhances the mood, tone or message of the piece.
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<p>including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11-12.J 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>CC.1.3.11-12.1 Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>			
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