



Unit Name: Reading Literature

Duration: Unit 5

Essential Questions:

How can one effectively examine a primary source?

Where can appropriate and valid external support for a thesis be found?

What makes a good thesis?

How would we define a utopian society?

Has the concept of utopia changed over time and/or across cultures or societies?

What are the ideals (freedom, responsibility, justice, community) that should be honored in any society?

Enduring Understandings: Readers can recognize aspects of a viable thesis statement.

Readers can understand structure of note cards, works cited, outline form.

Readers can identify techniques for utilization of primary and external quotations including framing and parenthetical citation.

Readers can identify common grammatical and structural errors within a paper.

Readers can understand characterization and symbolism.

Relevant Standards: RL 11-12.2,3,5,6 RL 11-12.1,2,3,4,5,6 W11-12.1,2,3,5 SL 11-12.1,2,3,4 L 11- 12.1,2,3,4,5,6

Core Instruction: Contemporary novels blend reading, writing and grammar lessons.



Reading: Genre Literature/Fiction

- Close reading skills; fluency; analyze how particular elements of a story interact:
- How setting shapes the characters; how plot shapes the characters;
- Analyze how author develops and/or contracts points of view of different character or narrator.
- Learn proper search techniques using library and internet resources
- Compile appropriate support from various external sources
- Create proper citations for works cited and parenthetical citation
- Generate outline of major essay points
- Create essay based on research and outline
- Critique personal and peer work
- Analyze passages from novel
- Analyze the relationship between history and literature
- Define satire
- Analyze effectiveness of satiric strategies
- Discuss purpose and effectiveness of epistolary novel
- Understand cyclical novels

Writing: Developing a Research Paper.

Elements of a Research Paper: thesis and introduction paragraph, 2-3 reasons to prove thesis supported by research and including in-text citations, concluding paragraph

Students write a literary based research paper in relation to World literature taught thus far.

- Develop a thesis.
- Employ proper search techniques using library and internet sources.



- Support a thesis using primary and secondary sources.
- Write with well-structured supporting details.
- Write a conclusion that ties thesis to supporting details.
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work in groups to connect the themes of the novels to the historical background of the time period that they were written in.

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, concrete, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, first draft, genre, narrator, notice,



objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: conflict, rising action, resolution, rhyme scheme, form, stanza, outline, edit

Core Instructional Materials/Resources/Digital Tools: *Handmaid's Tale*, *To the Lighthouse*, *The Color Purple*, *Our House in the Last World*

21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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<p>8.1 Educational Technology</p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>
<p>Assessments and Performance Tasks:</p>	<p>Students will read a story and analyze it using literary elements.</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on the literature studied.</p> <p>Write a research paper based on the World Literature studied thus far.</p>



Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>



<p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p>	<p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive</p>
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