

					Performance	Tier 2 and 3		
Timeline	Suggested Themes	Common Core Focus Standards	Objectives	Exemplars	Tasks	Vocabulary	Additional Resources	Assessments
6 weeks		RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story	Apply critical	The Tragedy of Hamlet by	Write multiple drafts	epic	Tragic Hero	Formative
0 weeks	Understanding: As	or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		William Shakespeare (Drama)	of a personal	kennina	http://vccslitonline.cc.va.us/tragedy/aristotle.ht	Summative
	students enter the twelfth	of drama (e.g., where a story is set, now the action is ordered, now the characters are introduced and developed).	evaluating other's	William Shakespeare (Drama)	narrative that reflects	caesura	m	(Benchmark and/or
		RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a	interpretations of	"Ode to a Grecian Urn" by John	an individual pursuit	paraphrase		Diagnostic if
	full circle within the	play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one		Keats (Poetry)	to leave a legacy.	legendary hero	Hamlet	applicable)
		play by Shakespeare and one play by an American dramatist.)	of fiction and	riodio (i ooliy)	Narrative should be	assonance	full text:	
	12th grade Webb's Depth		nonfiction.	"The Latin Deli: An Ars Poetica"	written in MLA format	alliteration	http://shakespeare.mit.edu/hamlet/full.html	Intentionally vague
		RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at		by Judith Ortiz Cofer (Poetry)	with a minimum of	scop	.,	to allow for
		the high end of the grades 11–CCR text complexity band independently and proficiently.	Create a personal	, , , , , , , ,	two pages.	integrate	teaching tools:	professional
	The students are asked		narrative that	Beowulf (Epic poem) (Non-		evaluate	http://www.folger.edu/template.cfm?cid=2782	development
	to utilize transformational	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or	reflects an	Negotiable)	(e.g. Students will	outcome		opportunities for
	thinking to build their	events interact and develop over the course of the text.	individual pursuit to	,	have discussed	usage	vocab list:	school entities and
	leadership qualities for		leave a legacy.	"The Seafarer" (Poetry)	legacies left by	pacing	http://www.vocabulary.com/lists/26751#view=	Intermediate Unit
	successful entry into	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,			fictional characters	tone	definitions	
	college and workforce	visually, quantitatively) as well as in words in order to address a question or solve a problem.	Create a self-eulogy	"The Wanderer" (Poetry)	such as Beowulf as	Old English		
	training.		that reflects		well as historical	Anglo-Saxon	"Ode on a Grecian Urn"	
		RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades	introspection about	"My Furthest Back Person" by	figures. After	Proto-Indo-	full text:	
	Leaving a Legacy	11-CCR text complexity band independently and proficiently.	intended life	Alex Haley (Essay)	considering a variety	European	http://www.folger.edu/template.cfm?cid=2782	
			accomplishments.		of legacies a person	Germanic		
	Essential Questions: In	W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-		"Ozymandias" by Percy Bysshe	can leave behind,	loanwords	Collaborative Presentation Tools	
		chosen details, and well-structured event sequences.	Analyze how literary	Shelley (Poetry)	students will consider		www.prezi.com	
	questions were created	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance,	elements evolve		what legacy they	runes		
	and given to the students	establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth	and transcend	"When I Have Fears" by John	would like to leave	insular hand	http://www.google.com/google-d-	
	to enhance connections	progression of experiences or events.	throughout various	Keats (Poetry)	behind for posterity,	thorn	s/presentations/	
	within the theme. To	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop	works.		and create a personal			
	extend the thinking	experiences, events, and/or characters.		The History of the English	narractive in which	Standard English		
	process, students are	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole		Language (Nonfiction) (Non-	they express these	Nonstandard		
	now expected to	and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).		Negotiable)	ideas. They may take a reflective viewpoint	English		
	brainstorm and	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the		Manda di Adhiri (Otana) (Nan	as one looking back			
	deconstruct the theme of	experiences, events, setting, and/or characters.		Morte d'Arthur (Story) (Non- Negotiable)	on a long, productive			
	each unit and to construct the essential	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the		Negotiable)	life or a prospective			
	questions, making the	course of the narrative.		The Things They Carried by Tim	view in which they			
	1			O'Brien (Novel) (Regular or	anticipate future			
	learning experience unique to each group of	SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when		Honors)	legacies they have			
	students.	indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)		rionors)	yet to create.)			
	students.			The Time Machine by H.G. Wells	you to orodio.,			
		L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or		(Novel) (Regular)				
		speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes		(******)				
		contested.						
		b. 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.			1			
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6 weeks	Finding Passion	RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well	Analyze character	Jane Evre by Charlotte Bronte	Using the RAFT	frame story	Resources on Odes	Formative
- 1100110	aig i assion	as inferences drawn from the text, including determining where the text leaves matters uncertain.	development in	(Story) (Regular or Honors)	model, write a	setting	http://academic.brooklyn.cuny.edu/english/mel	Summative
			fiction construct a	(Coory) (Coogsian or Coorse)	character analysis	context clues	ani/cs6/ode.html	(Benchmark and/or
		RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the	product using the	"A Poem of Changgan" by Li Po	that reflects direct	plot		Diagnostic if
		course of the text, including how they interact and build on one another to produce a complex account;	RAFT model.	(Poem)	and indirect character	exposition	http://www.poets.org/viewmedia.php/prmMID/	applicable)
		provide an objective summary of the text.	Connect written		development.	rising action	5784	
			product to literature.	"Ode to My Suit" by Pablo		climax		Intentionally vague
		RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as		Neruda (Poem)	(e.g. Characters	falling action	"Mother Tongue"	to allow for
		inferences drawn from the text, including determining where the text leaves matters uncertain.	Explore how syntax		within this theme	resolution	full text:	professional
			and semantics	"Mother Tongue" by Amy Tan	exhibit in-depth	static character	http://www.scribd.com/doc/13297165/Mother-	development
		RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the	impact the reader's	(Informational)		dynamic character	Tongue-By-Amy-Tan-I-Am-Not-A	opportunities for
		text, including how they interact and build on one another to provide a complex analysis; provide an	comprehension.		an opportunity for	point of view	L	school entities and
		objective summary of the text.		Pride and Prejudice (Novel)	students to do a	sonnet	Jane Eyre teaching aid: http://edsitement.neh.gov/lesson-	Intermediate Unit
				(Honors)	complete character analysis in a creative	syntax guatrain		
		W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new		"Federigo's Falcon" (Story) (Non-	way. For example, in	couplet	plan/introducing-jane-eyre-unlikely-victorian- heroine	
		approach, focusing on addressing what is most significant for a specific purpose and audience.		Negotiable)	"The Wife of Bath's	metaphor	lierolite	
		SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in		regulable)	Tale" the wife tells	analyze	full text:	
		presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		"The Wife of Bath's Tale" (Story)		prefix	http://www.gutenberg.org/ebooks/1260	
		presentations to enhance understanding or infulngs, reasoning, and evidence and to add interest.		(Non-Negotiable)	who has committed a			
		L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make			terrible crime, but is	suffix	Pride and Prejudice	
		effective choices for meaning or style, and to comprehend more fully when reading or listening.		"The Wife's Lament" (Poem)	given a temporary		vocab list:	
		a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an		(Non-Negotiable)	reprieve by Queen		http://www.vocabulary.com/lists/19136	
		understanding of syntax to the study of complex texts when reading.			Guinevere. It			
					describes his journey		The Canterbury Tales	
		L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			to a greater		full text (modern and middle English):	
		grades 11-12 reading and content, choosing flexibly from a range of strategies.		"My Last Duchess" (Poem)	knowledge of himself		http://www.canterburytales.org/canterbury_tal	
		a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a			and women. A		es.html	
		sentence) as a clue to the meaning of a word or phrase.		"Porphyria's Lover" (Poem)	student might choose		h Est.	
		b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,		"Long Walk to Forever" (Story)	the knight to analyze and assume the role		vocab list: http://www.vocabulary.com/lists/25201#view=	
		conceive, conception, conceivable).		Long Walk to Forever (Story)	of an attorney who is		definitions	
		c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and		"Lamb to the Slaughter" (Story)	defending or		definitions	
		digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its		(Non-Negotiable)	prosecuting the		teaching aids:	
		etymology, or its standard usage.			knight. The audience		http://www.readwritethink.org/classroom-	
		<ul> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>		Shakespearean Sonnets	is the jury in a		resources/lesson-plans/exploring-prologue-	
		incaring in context of in a dictionary).		(Poems)	modern court of law.		canterbury-tales-30508.html	
					The writing format is			
					a closing argument.		http://edsitement.neh.gov/lesson-	
					The topic is to use		plan/chaucers-wife-bath	
					both direct and			
					indirect			
				1	characterization of the knight to create a			
					character analysis			
				1	that proves his guilt			
					or innocence.)			
				1				
				1				
				1				



6 weeks	Coping with Harsh	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and	Independently	Don Quixote by De Cervantes	Reasearch an	Homeric/epic simile	Don Quixote	Formative
	Realities	connotative meanings; analyze the impact of specific word choices on meaning and tone, <b>including words with</b>	investigate and	(Story)	historical topic related	speaker	full text:	Summative
i l		multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as	draw conclusions	, ,,	to a work studied and	diary	http://www.gutenberg.org/ebooks/996	(Benchmark and/or
į l	1	well as other authors.)	about an historical	Crime and Punishment by Fyodor		Holocaust		Diagnostic if
1 1	1		topic related to a	Dostoevsky(Story)	PowerPoint that	journalistic style	teaching aid:	applicable)
i l		RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated		III I II b A Ob I-b	illustrates the	multiple meanings	http://www.discoveryeducation.com/teachers/f	lata atia a allo con acco
1	i '	in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Produce a PowerPoint that	"Home" by Anton Chekhov (Story)	connection between history and literature.	sarcasm style	ree-lesson-plans/don-quixote.cfm	Intentionally vague to allow for
1 ,	i '		synthesizes	(Story)	PowerPoint should	rhetoric	vocab list:	professional
1 ,	i '	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	information	"The River Merchant's Wife: A	include a minimum of	arguments	http://www.vocabulary.com/lists/16646	development
1 ,	i '	terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	communicating a	Letter" by Ezra Pound (Poetry)	eight slides, including	diction	intp.//www.vocabalary.com/incla/rooro	opportunities for
1 ,	i '	terms over the course of a text (e.g., now industrial entres faction in Federalist No. 10).	connection between	1	documentation.	connotation	Crime and Punishment	school entities and
1 ,	i '	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly	history and	"Take the Tortillas Out of Your		premise	full text:	Intermediate Unit
i ,		effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	literature.	Poetry" by Anaya Rudolfo	(e.g. The selections	hyperbole	http://www.gutenberg.org/ebooks/2554	
1 ,	i '			(Informational)	within this theme	satire		
1 ,	i '	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing		The Hied (Deces) (No.	reflect specific historical events.	sarcasm understatement	teaching aid:	
1 ,	i '	products in response to ongoing feedback, including new arguments or information.		The Iliad (Poem) (Non- Negotiable)	nistorical events. Students could	understatement stance	http://www.discoveryeducation.com/teachers/f ree-lesson-plans/split-character-studies-in-	
1	i '			Negotiable)	choose any historical	points of emphasis	crime-and-punishment.cfm	
1	i '	W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced		"Ulysses" (Poem) (Non-	event related to any	tone	crime-and-punishment.crim	
1 1	1	searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and		Negotiable: Honors Only)	of the literature	nationalism	vocab list:	
1 1	1	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.		,,	studied in class. A	attitude	http://www.vocabulary.com/lists/27347	
1 ,	i '	overtellance on any one source and following a standard format for citation.		"The Man He Killed" (Poem)	student might choose	stanza	1	
1	1	W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		(Non-Negotiable)	to research how	rhyme scheme	"Home"	
1 ,		a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-			Hitler devised the	reasoning	full text:	
1 ,	i '	and early-twentieth-century foundational works of American literature, including how two or more texts from the		"An Irish Airman Forsees His	plans for	evidence	http://www.readbookonline.net/readOnLine/52	
1 ,	i '	same period treat similar themes or topics").		Death" (Poem) (Non-Negotiable)	concentration camps,. The student	synthesize divergent	57/	
1 ,	i '	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in		"The Soldier" (Poem) (Non-	would then create a	uiveigeni		
1 ,	i '	seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S.		Negotiable)	PowerPoint detailing			
1 ,	i '	Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of		riogonabio)	this historical			
i ,	I	public advocacy [e.g., The Federalist, presidential addresses]").		"A Modest Proposal" (Essay)	information and also			
1 ,	i '	SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the		(Non-Negotiable)	show how history is			
i ,	I	stance, premises, links among ideas, word choice, points of emphasis, and tone used.			accurately reflected			
1 ,	i '	cames, promises, mine among recas, nord choice, pointe or emphasis, and tene accu-		"The Sniper" (Story)	in the literary piece to			
1 ,	i '	L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Hiroshima Diary (Nonfiction)	which it's connected. For example, the			
1 ,	i '	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.		(Non-Negotiable)	student might choose			
1 ,	i '	b. Analyze nuances in the meaning of words with similar denotations.		(Non-Negotiable)	a descriptive passage			
1 ,	i '			Night (Story) (Non-Negotiable)	that illustrates the			
i ,	I			riigiii (otory) (rion riogotiabio)	implementation of			
i ,	I			Vietnam Memoir (Nonfiction)	something described			
1 ,	i '				in Hitler's plan.			
i ,	I			"Homeless" (Essay)	Outside sources and			
1 ,	i '			n	the literary piece itself			
1	1			Robinson Crusoe (Story)	must be used and correctly	1		
1	1			The Jungle (Novel) (Honors)	documented. While	1		
1	1			cangle (Novel) (Noriola)	the teacher will	1		
1	1			Speak (Novel) (Regular)	assess each	1		]
1	1			1	student's work, his or	1		
1	1			Freedom Writers Diary	her peers will also	1		
1	1			(Nonfiction) (Regular)	evaluate the	1		]
1	1			Cotobox in the Bus (Nous!)	PowerPoint	1		
1 1	1			Catcher in the Rye (Novel) (Honors)	presentation by using a rating rubric based	1		
1	1			(1.0.0.0)	on the common core	1		
1 1	1			The Hunger Games (Novel)	focus standards.)	1		
1	1			(Regular)		1		
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1 1	1			1	1	1		
1	1				1	1		]
1 1	1			1	1	1		
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well with the second control of the	6 weeks	Materia a Manada a	DI 44 40 5 Annie ben an alteria de incentrale de incentral	Apply concepts -f	The Nemanaka by Ibuses - 1 - 1:-	Dogozek on	Code of Chinal-	Madamiam http://www.online	Formativa
overall structure and meaning as well as its seatheric impact.  81 11-12.6. Another and evaluation the effectiveness of the structure makes points clear, conviction,g and engaging.  91 11-12 Vivis information selection and convergence and	6 weeks	Valuing Morals and	RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the	Apply concepts of	The Namesake by Jhumpa Lahiri	Research an	Code of Chivalry	Modernism http://www.online-	Formative
R1 11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her expansion or regiment, including whether the structure makes points clear, correction, and canning whether the structure and convey complete, sites, corcepts, and information of the control of t		Luncs			(Ololy)			merature.com/penous/modernism.pnp	
or againment, Including whether the structure makes points clase, concept, stage, concept, and intermediate whether the stage of contents to contents to the stage of contents to the stage of conten			overall structure and meaning as wen as its abstricte impact.		Tartuffe by Jean-Baptiste			http://www.pbs.org/wnet/americannovel/timeli	
Will 1-12_Wise informative explanatory tests to examine and convey complex ideas, concepts, and information distantly and accurately through the effective selection, organization, and analysis of contents.  The selection of the selection organization or the selection organization or the selection organization of the selection organization orga	1		RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition	well-written	Poquelin Moliere (Drama)			ne/modernism.html	applicable)
with 1-12.2. When informative explanatory years to examine and convey complex ideas, concepts, and information is a furniture of the method the section of the discharge section of the discharge section of the section			or argument, including whether the structure makes points clear, convincing, and engaging.	informational essay	·				
search and accountably through the effective selection, organization, and analysis of content.  In Indicates a logic cognitive complex desire, concepts, and information so that seek how element builds on that which precedes it to create a unified whole, include formating (e.g., neadings), graphics (e.g., floatings), graphics (e.g., floa				Compare enecifie					
a, Introduce a topic, cognitive complex ideas, concepts, and information so that each new element builds on that which precedes it for create a unified whole, cap flagres, tables), and multimedia when used to adding comprehension.  1. Develop the topic throughly by salecting the most significant and relevant facts, extended definition, and trapped to the sale and concepts.  2. Lies appraise and variate the analysis of the many extended the finite of the concepts of the topic.  3. Lies appraise and variate the sale and concepts.  4. Establish and maintain a formal style and extended the finite of the concepts of the disciplinary, and techniques such as metaphor, simile, and analogy of disciplinary.  5. Establish and maintain a formal style and dejective time while attending to the norms and conventions of the disciplinary, and techniques such as metaphor, simile, and analogy of disciplinary.  6. Establish and maintain a formal style and dejective time while attending to the norms and conventions of the disciplinary, and techniques such as metaphor, simile, and analogy of the complex of the concepts of					Prurrock by 1. S. Elliot (Drama)				
that which precedes it to create a unified whole; include formatting (e.g., heading), graphics (e.g., liquings, tables), and malliments whe ruseful to adding compensations.  1. Develop the topic thoroughly by a electing the most significant and relevant facts, exceeded definitions, control edeals, quotions, or other improved and variety and control of the control					"The Fallacy of Success" by G.K.				
sables), and maintendia when useful to ading comprehension.  1. Develop the topic thereign by selection is most significant and relevant facts, ceeraded definitions, concrete details, quotations, or other information and examples appropriate to the audience is knowledge of the Civil and peophorise and varied transitions and eyes and concepts.  2. Use provide a conclusion, so other information and examples appropriate to the audience is knowledge of the Civil and the provided interval to information and examples appropriate to the audience is knowledge of the Civil and the conclusions and concepts.  3. Use provide a conclusion of the topic.  4. Provide a conclusion gastement or section that follows from and supports the information or explanation presented (e.g., anticalism) implications or the significance of the topic.  5. L. 1.1.2.1. Initiate and participate effectively in a mage of collaborative discussions programed, having read and researched marked under study, explicitly draw on that shared, and expressing their own celestations for writing types are defined in standards 1-3 most and expressing their own celestations for writing types are defined in standards 1-3 most and expressing their own celestations for writing types are defined in standards 1-3 most and expressing their own celestations for writing types are defined in standards 1-3 most and expressing their own celestations and other research to the topic rise as the straight of the standards 1-3 most and the research on the topic rise as the straight of the standards 1-3 most and the research on the topic or standards 1-3 most and the research on the topic rise and the research on the standards 1-3 most and the research on the topic rise and the research on the proper contains when possible and other research to residence in a standards 1-3 most and the research on the standards 1-3 most and the research of the standards 1-3 most and the research of the standards 1-3 most and the research on the standards 1-3 most and the research of the standar									
informative speech of topic.  C. Use appropriate and varied transitions and samples appropriate to the auditions is involving of the topic.  C. Use appropriate and varied transitions and syntax to lisk the major sections of the text, create coheron, and clarify the reliationships among complex clears and concepts.  C. Extended to the completity of the topic.  C. Extended and the completi								esson_images/lesson398/biopoem.pdf	
c. Use approprise and varied transitions and syntax to link the support and an expert sections of the sub, created cohesion.  d. Use precise language, domant-specific vocabulary, and techniques such as metaphor, simile, and analogy to make the complexity of the typic.  d. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., a studied provided provided in studied provided in studied provided in studied provided in studied in								hate the in the least and the desire for the form	Intermediate Unit
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6 weeks	Developing Leadership	RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational	Develop a logical	The Importance of Being Earnest	In a formal naner	Elizabethan Drama	Tragic Hero	Formative
O WCCKS	Developing Leadership	works of American literature, including how two or more texts from the same period treat similar themes		by Oscar Wilde (Drama)	research and revisit	soliloguy	http://vccslitonline.cc.va.us/tragedy/aristotle.ht	
1	1		a textual analysis of		text and argue the	monologue	mup.//vccsittoriiirie.cc.va.us/trageuy/aristotie.nt	(Benchmark and/or
		or topics.					""	
1	1	L	characters as	"Song VII" by Rabindranath	important qualities of	aside	The Importance of Boing Formest	Diagnostic if applicable)
		RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of	representatives of	Tagore (Poetry)	a good leader. Use	chorus	The Importance of Being Earnest	applicable)
		constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and	sections of society.		valid reasoning and	dialogue	full text: http://www.gutenberg.org/ebooks/844	
		dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist,		"Man Listening to Disc" by Billy	sufficient evidence to	stage directions		Intentionally vague
		presidential addresses).	Independently	Collins (Poetry)	support argument.	tragic hero	teaching aid:	to allow for
			investigate and		Paper should be in	tragic flaw	http://novelinks.org/pmwiki.php?n=Novels.The	professional
		W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning	draw conclusions		MLA format and	comic relief	ImportanceOfBeingEarnest	development
		and relevant and sufficient evidence.	about a selected		should be a minimum	blank verse		opportunities for
		a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the	Canterbury Tale.	(Informational)	of three pages.	act		school entities and
		claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s),				scene		Intermediate Unit
		counterclaims, reasons, and evidence.		The Tragedy of Macbeth		foreshadowing		
		b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each	that communicates	(Drama) (Non-Negotiable)		prose		
	1	while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge	character overview,	1		internal conflict		
	1	level, concerns, values, and possible biases.	text summary,	Gulliver's Travels (Novel)		external conflict		
	1	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create	historical details,	1		climax		
		cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and	and an analysis of a	"Robin Hood and the Three		dramatic irony		
		between claim(s) and counterclaims.	student selected	Squires" (Poem)		inference		
		d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the	period piece.			motif		
				"Speech Before Her Troops"		mood		
		discipline in which they are writing.	Explain the	(Nonfiction)		imagery		
		e. Provide a concluding statement or section that follows from and supports the argument presented.	phenomenon of	,		catastrophe		
		l	"politically correct	"Ballad of Birmingham" (Poem)		tragic impulse		
		W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-	language" in terms	3 . ( ,		satire		
		generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple	of specific			paradox		
		sources on the subject, demonstrating understanding of the subject under investigation.	examples of it, and			bias		
		W 44 0 40 With a state of a state	critique the validity			syntax		
		W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter	of each example.			propaganda		
		time frames (a single sitting or a day or two) for a range of tasks, purposes				1 1 3 3 1 1 1		
		CLAS 400 between military and information and an alternative and altern						
		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.		1				
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1	1	L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling		ĺ				
	1	when writing.		1				
1	1	a. Observe hyphenation conventions.		ĺ				
	1	b. Spell correctly.		1				
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