

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Literature and Composition		
Author	Litt		
Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Students will evaluate works of fiction, poetry, and drama from various periods and cultures. Students will read short stories and a novel and write essays to explain and support their analysis. Through close reading of texts, students will understand the techniques used by an author and their effects on the reader. Students will present their interpretations and make an argument in writing and speech formats.		
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	<i>Great Gatsby</i> 3 months	<i>Their Eyes Were Watching God</i> 3 months	<i>Ceremony</i> 3 months
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	How has the American Dream evolved over the last hundred years? What makes a novel “great”?	How does one realize their authentic self in spite of societal norms and the expectations of others? How does language affect the way we see ourselves and each other?	How do individual dreams and collective survival compete with each other? What does a balance between them look like? What if the American Dream were about more than just individual success?
GX Focus <i>Clarification: These is the GX’s you plan to pay particular attention to.</i>	Communication	Culture and Community	Culture and Community
GP- Content Indicators	CR.KID.11.1	CR.KID.11.1	CR.KID.11.1

Clarification: These are the <i>performance indicators you will teach, assess and report on.</i>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u> CR.KID.11.2 <u>Determine two or more</u> themes or central ideas of a text and analyze their development over the course of the text, including how <u>they interact and build on one another to produce a complex account</u>; provide an objective summary of the text. CR.CS.11.1 Determine an author's point of view or purpose in a text <u>in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</u> CR.CS.11.2 <u>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u> W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> ● Introduce <u>precise</u> claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</u> ● <u>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u> ● Use words, phrases, and clauses to <u>link the major sections of the text</u>, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a formal style and <u>objective tone while attending to the norms and conventions of the</u>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <u>including determining where the text leaves matters uncertain.</u> CR.KID.11.2 <u>Determine two or more</u> themes or central ideas of a text and analyze their development over the course of the text, including how <u>they interact and build on one another to produce a complex account</u>; provide an objective summary of the text. 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Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	<i>The Great Gatsby</i> is one of America’s most revered literary works. It is hailed as “the great American novel” and taught in nearly every high school in the country. Is this reverence deserved? In your opinion, is <i>The Great Gatsby</i> truly great? Write a well-reasoned review in which you discuss your appraisal of <i>The Great Gatsby</i> . Be sure to discuss the craft of the novel as well as its impact on you personally. [W.1]	Think about the language Zora Neale Hurston uses in <i>Their Eyes Were Watching God</i> . Analyze how Hurston’s choices concerning language (e.g., use of dialect, diction, imagery, and/or figurative language) contribute to the novel’s overall meaning as well as its aesthetic impact.	You are a legislative assistant in the United States Congress. Your job is to write a memorandum synthesizing the information on the impacts on the uranium mining and Trinity test in New Mexico, recommending next steps for the government, and laying out a rationale to support them.
Link to Unit <i>Clarification:</i> <i>This is the link to your unit plan.</i>	https://www.commonlit.org/units/the-great-gatsby#about-this-unit	https://www.commonlit.org/units/their-eyes-were-watching-god	https://www.commonlit.org/units/ceremony