



Grade 11 - Unit 1 - Humans and Their Stories

Unit Focus

Junior year the focus on analysis continues with literature from around the world. When analyzing literature from other cultures, students will use research and reading strategies to understand ancient texts and their importance in creating foundations for the literature that came afterwards. Students will read, comprehend, and analyze stories from various countries and cultures. These texts might include any of the following titles in the list provided, with a preference to *The Odyssey* or *The Epic of Gilgamesh*.

While reading the ancient stories from other cultures, students will also complete short journal entries about connections to their own lives that will be used later in the course during the personal essay writing assignment (college essay).

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 11-12<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RL.11-12.1)Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.ELA-LITERACY.RL.11-12.3)By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.11-12.10)Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.11-12.1)Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-LITERACY.W.11-12.1.A)Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T3 Compare and contrast literary patterns across texts.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 A culture's ancient texts can identify important foundational elements of that culture. U2 Cultural norms and archetypes can evolve based on social, economic, political, and environmental/physical space. U3 Readers use appropriate strategies to construct meaning from texts. U4 Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony). U5 Readers ask and answer questions to deepen understanding and promote further thinking.	<i>Students will keep considering...</i> Q1 What can we learn about a culture from its stories? Q2 How can viewing a text through a literary lens impact our understanding of the text? Q3 What's my strategy for reading this text? How do I know if it is working? Q4 What does close reading require? Q5 How do people/characters, events, and ideas develop within the text?

Stage 1: Desired Results - Key Understandings

<p>a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. <i>(CCSS.ELA-LITERACY.W.11-12.1.B)</i></p> <ul style="list-style-type: none"> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <i>(CCSS.ELA-LITERACY.W.11-12.1.C)</i> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <i>(CCSS.ELA-LITERACY.W.11-12.1.D)</i> Provide a concluding statement or section that follows from and supports the argument presented. <i>(CCSS.ELA-LITERACY.W.11-12.1.E)</i> Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3.) <i>(CCSS.ELA-LITERACY.W.11-12.4)</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>(CCSS.ELA-LITERACY.W.11-12.5)</i> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>(CCSS.ELA-LITERACY.W.11-12.7)</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.11-12.2)</i> Observe hyphenation conventions. <i>(CCSS.ELA-LITERACY.L.11-12.2.A)</i> Spell correctly. <i>(CCSS.ELA-LITERACY.L.11-12.2.B)</i> Language 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. <i>(CCSS.ELA-LITERACY.L.11-12.6)</i> <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. <i>(POG.1.2)</i> Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. <i>(POG.5.2)</i> 	<h3 style="text-align: center;">Acquisition of Knowledge and Skill</h3>	
	<h4 style="text-align: center;">Knowledge</h4>	<h4 style="text-align: center;">Skill(s)</h4>
	<p><i>Students will know...</i></p> <p>K1 Archetypes exist and are used across different cultures, time periods, and places.</p> <p>K2 Relevant background information about a culture including but not limited to mythological figures (Greek, Sumerian)</p> <p>K3 Social, economic, political, and environmental/physical lenses can be used as strategies for reading difficult texts</p> <p>K4 Evidence must be contextualized and integrated to effectively support claims and analysis</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying and analyzing archetypes to aid comprehension about cultures, time periods, and places</p> <p>S2 Researching relevant background information to aid in comprehension and understanding of a dense text</p> <p>S3 Analyzing a text through multiple lenses to comprehend both literal and inferred meaning</p> <p>S4 Contextualizing evidence from the text to support their claims and analysis</p>