

Twelfth Grade Module 2: Leadership & Gov/MacBeth (Instructional days: 15) Quarter 3 Weeks 1-3

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| Eligible Content FICTION | L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text |
| | L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose |
| | L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept |
| | L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text |
| | L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text |
| | L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words |
| | L.F.1.2.4 Draw conclusions about connotations of words |
| | L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text |
| | L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole |
| | L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text |
| | L.F.2.1.2 Cite evidence from a text to support generalizations |
| Eligible Content NONFICTION | L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. |
| | L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader |
| | L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text |
| | L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words |
| | L.N.1.2.4 Draw conclusions about connotations of words |
| | L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text |
| | L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole |
| | L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another |
| | L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text |
| | L.N.2.1.2 Cite evidence from a text to support generalizations |
| | L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts |
| PA Core Standards READING FICTION | 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 |
| | 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 |
| | 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 |
| | CC.1.3.11-12.D: Evaluate how an author’s point of view or purpose shapes the content and style of a text |
| | 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 |
| | CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts |
| | CC.1.3.11-12.H: Demonstrate knowledge of foundational genre of literature, including comparison of theme, topic |
| | 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 |

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| | 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 |
| PA Core Standards READING NONFICTION | CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text |
| | CC.1.2.11-12.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 |
| | CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text |
| | CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text |
| | CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts |
| | CC.1.2.11-12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments |
| | CC.1.2.11-12.I: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features |
| | CC.1.2.11-12.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 |
| PA Core Standards WRITING | CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately |
| | CC.1.4.11-12.B-F (These standards further describe the information/explanatory writing process, but for the sake of space were not included in this document. Please refer to http://www.pdesas.org/Standard/PACore for more information.) |
| PA Core Standards SPEAKING/ LISTENING | CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively |
| | CC.1.5.11-12.B: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone |
| | CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content |
| Common Core Standards READING FICTION | RL.11-12.1 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 |
| | RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text |
| | RL.11-12.3 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) |
| | RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| | RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact |
| | RL.11-12.6 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) |

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| | RL.11-12.7 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.) |
| Common Core Standards READING NONFICTION | RI.11-12.1 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 |
| | RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text |
| | 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 terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10) |
| | RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text |
| | RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses) |
| | RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features |
| Common Core Standards WRITING | W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content |
| | W.11-12.2.A-F (These standards further describe the information/explanatory writing process, but for the sake of space were not included in this document. Please refer to http://www.corestandards.org/ELA-Literacy/W/11-12/ for more information.) |
| Common Core Standards SPEAKING/ LISTENING | SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively |
| | SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used |
| | SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks |
| Common Core Standards LANGUAGE | L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| | L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| | L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading |