Instructional Timeframe:	Learning Goals	Suggested Learning Support
Unit 2 Theme/Inferences **34 Days**	**Overarching learning goals:** - I can infer from a text and defend my inferences with textual evidence. - I can identify a theme in a passage and support it with textual evidence - I can compare and contrast themes across works and cultures **Overarching language goals:** -I can write an expository composition with a controlling thesis and supporting details. -I can read for understanding and purpose with fluency and comprehension. -I can speak and listen with peers in small groups to discuss a prompt.	(From grade 12 literature textbook) The Seafarer The Paston letters Female Orations by Mary Cavendish; from The Journal and Letters of Fanny Burney An Encounter with King George On Her Loving Two Equally/ Written At The Close Of Spring Remembrance My Last Duchess Vindication of the rights of Woman The Rocking Horse
PASS Content Standards	**- 1.0 Vocabulary-** The student will expand vocabulary through word study, literature, and class discussion. **- 2.1.c Literal Understanding-** use study strategies such as note taking, outlining, and using study-guide questions to better understand texts **- 2.1.e Literal Understanding-** read silently with comprehension for a sustained period of time **- 2.2.a Inferences and Interpretation**- interpret the possible inferences of the historical context on literary works **- 2.2.b Inferences and Interpretation**- describe the development of plot and identify conflicts and how they are addressed and resolved **- 2.2.c Inferences and Interpretation**- identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality) **- 2.2.d Inferences and Interpretation**- make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations **- 2.3.a Summary and Generalization-** determine the main idea and supporting details by producing summaries of text **- 2.3.b Summary and Generalization-** use text features and elements to support inferences and generalizations about information **- 2.3.d Summary and Generalization**- compare and contrast elements of text such as themes, conflicts, and allusions both within and across text **- 3.1 Literary Genres-** demonstrate a knowledge of and an appreciation for various forms of literature **- 3.2.a Literary Elements**- evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim **- 3.2.d Literary Elements**- evaluate the significance of various literary devices and techniques, including imagery, allegory, and symbolism, and explain their appeal **- 3.2.e Literary Elements-** Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices **- 3.4.a Literary Works**- Analyze and evaluate works of literature and the historical context in which they were written **- 3.4.b Literary Works-** Analyze and evaluate literature from various cultures to broaden cultural awareness **- 3.4.c Literary Works-** Compare works that express the recurrence of archetypal characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work **- 3.1.a Standard English Usage-** Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect) **- 3.1.b Standard English Usage-** identify and use correct verb forms and tenses	

	- **3.1.c Standard English Usage-** identify and use correct subject-verb agreement - **2.2.d Mechanics and Spelling-** Use correct spelling of commonly misspelled words and homonyms **In Units 1 and 2:** - **2.2 Write expository compositions**, including analytical essays, historical investigations, and research reports
PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)	**RL.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 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 or the text **RI 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 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

Possible Learning Activities	Possible Assessments	Essential Questions
Inference chart Comparison and contrast chart for real life connections Vocabulary charts connecting to text and real life Compare and contrast women of today and women of the era Compare and contrast gender issues and roles Interpret visual portrayals of women using different media (art, magazine ads, television roles, etc.) TPCASTT chart TWIST chart	Quick writes exit tickets expository Schaffer double chunk related to theme	Are there universal themes in literature that are of interest or concern to all cultures and societies? Can values be imposed? How do themes connect us to the world?
Academic Vocabulary/Concepts	**Proficiency Scales**	
Inference, main idea, supporting details, evidence; theme; author's purpose		