

Topic: EL Unit 1 Middle Ages

Days: 30

Subject(s): English Language Arts

Grade(s): 12th

## Know:

11-12.R.L.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.

11-12.R.I.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.

11-12.S.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.

11-12.L.3 - Apply knowledge of language to understand how language functions in

## Understand:

Although the Middle Ages often is characterized as a period of darkness, the literature and art of the time typically suggest a more complex picture. Through a combination of close reading and exposure to an array of texts, students observe how satire reveals some of the contradictions and divergences within medieval literature and will draw connections between literary form and philosophy. In addition, they consider how certain traits of medieval literature can also be found in the art of the period: for instance, how characters have symbolic meaning both in literature and in iconography. Students write essays in which they analyze a work closely, compare two works, or trace an idea or theme throughout the works they have read.

## Do:

11-12.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.W.1a - 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.

11-12.W.1b - 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 a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

11-12.W.1c - 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.

11-12.W.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

11-12.W.1e - Provide a concluding statement or section that follows from and supports the argument presented.

11-12.S.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.

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Know:	Understand:	Do:
<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>11-12.L.3a - 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.</p>		

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Which standards are students learning in this unit?

**11-12.R.L.5 – Unranked**

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.

**11-12.R.I.2 – Unranked**

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.

**11-12.W.1 – Unranked**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**11-12.W.1a – Unranked**

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.

**11-12.W.1b – Unranked**

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 a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**11-12.W.1c – Unranked**

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.

**11-12.W.1d – Unranked**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**11-12.W.1e – Unranked**

Provide a concluding statement or section that follows from and supports the argument presented.

**11-12.S.4 – Unranked**

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.

**11-12.L.3 – Unranked**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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**11-12.L.3a – Unranked**

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.