

<u>Big Idea(s)</u>	<u>Concept(s)</u>	<u>Competencies</u>	<u>Essential Questions</u>
<ul style="list-style-type: none"> • Effective speakers prepare and communicate with an audience • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information 	<p>Students will know:</p> <ul style="list-style-type: none"> • Figurative language • Stylistic aspects of composition • Elements of fiction • Presentation skills • Digital platforms 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify figurative language • Discuss elements of fiction • Create an outline • Create a speech • Use technology to enhance speeches 	<ul style="list-style-type: none"> • How do task, purpose, and audience influence how speakers craft and deliver a message? • How do speakers employ language and utilize resources to effectively communicate a message? • How does interaction with text provoke thinking and response?
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Narrative Personal Statement Metaphor Simile Dialogue</p>	<p><u>Approx. # of weeks - % of time</u></p> <p>3 weeks</p>	<p><u>PA Academic Standards</u></p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>NA</p>

<u>Unit/Chapter/Selection of Study</u>	<u>Approx. # of weeks - % of time</u>	<u>PA Academic Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p>Novel study: Mystery Elements of Fiction Characters Plot Foreshadowing “Red Herring”</p>	<p>4 weeks</p>	<p>CC.1.3.11–12.B</p> <p>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.</p> <p>CC.1.3.11–12.C</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama</p> <p>CC.1.3.11–12.I</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools</p>	<p>NA</p>

		<p>C.1.3.11–12.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Speeches Speaking skills Impromptu speeches Informative speech Powerpoint presentation</p>	<p><u>Approx. # of weeks - % of time</u></p> <p>2 weeks</p>	<p><u>PA Academic Standards</u></p> <p><u>CC.1.5.11–12.C</u></p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><u>CC.1.5.11–12.D</u></p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>NA</p>

CC.1.5.11–12E

Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.