

Appendix 1

Implementing District Standards

This unit implements the following Common Core State Standards in Reading, Writing, Speaking and Listening, and Language:

R.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.

R.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

R.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

R.12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

W.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.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.12.1 Initiate and participate effectively in a range of collaborative discussions.

L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing

L.12.3 Apply knowledge of language to understand how language functions in different contexts.

L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Appendix 2

Unit-Specific Questions

In order to meet course guidelines, Common Core State Standards, and district graduation requirements, this curriculum unit spans the course as an overriding theme. While the included literature supports the designated curriculum unit's topic and goals, it is not restricted to them. In order to clarify the connection and establish how the topic, Culture and Identity: Intertwined and Influential, better develops by understanding each text's support, the following unit essential questions are provided.

Unit 1-A: Anglo-Saxons

How do cultural ideals influence how identity develops and is honored within the community?

Unit 1-B: Middle Ages

How can identity be revealed to reflect a type of person within a society? (i.e. How do Chaucer's characters come to represent "everyman"?)

Unit 2: Renaissance

How do authors purposefully use their craft and chosen genre to express their identity?

Unit 3: The Restoration and the 18th Century

How do historical events and ideological shifts affect people's values and identity formation?

Unit 4: Romanticism

How do industry, economy, politics, and personal satisfaction or dissatisfaction influence how people identify with their society (its struggle and its achievements) and the environment?

Unit 5: Modern World

In what ways do increased communication, travel, and cultural awareness impact identity? Reversely, how does identity impact society?

Unit 6: Modern and Contemporary Literature

What role do values (consider personal, community, and family values) play in identity formation?

Supplemental Questions:

How might identity be attributed to both intrinsic and extrinsic sources?

Is identity better supported as being static or dynamic over time? Provide support for claim.

How do individuals contribute to how cultures and communities value characteristics of identity?

How do identity and culture influence each other simultaneously? Does one outweigh the other in influential power?