

# Unit 10: The Realm of Possibility

Content Area: **Language Arts**  
Course(s): **English 3A**  
Time Period: **Semester 1 & 2**  
Length: **6 weeks**  
Status: **Published**

## Standards

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ELA.L	Language
ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
ELA.L.SS.11–12.1.B	Observe hyphenation conventions.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.
ELA.L.KL.11–12.2	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.
ELA.L.KL.11–12.2.A	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.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
ELA.L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that

is particularly fresh, engaging, or beautiful.

ELA.R

Reading

ELA.RL.CR.11–12.1

Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

ELA.RL.CI.11–12.2

Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

ELA.RL.IT.11–12.3

Analyze the impact of the author's choices as they develop ideas throughout the text 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).

ELA.RL.TS.11–12.4

Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

ELA.RL.PP.11–12.5

Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

ELA.RL.MF.11–12.6

Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

ELA.RL.CT.11–12.8

Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

ELA.W

Writing

ELA.W.AW.11–12.1

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

ELA.W.AW.11–12.1.A

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.

ELA.W.AW.11–12.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

ELA.W.AW.11–12.1.C

Use transitions (e.g., words, phrases, clauses) 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.

ELA.W.AW.11–12.1.E

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

ELA.W.WP.11–12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

ELA.SL

Speaking and Listening

ELA.SL.PE.11–12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on

	others' ideas and expressing their own clearly and persuasively.
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
ELA.SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.

## **Enduring Understandings**

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At the conclusion of the unit, students will understand:

- Stereotypes, societal pressures and peers impact one's development and identity.
- Poets use poetic devices, figurative language and form to convey the human experience.
- There is deep value in the search for identity and individuality.
- Human beings who may speak, act, and make different choices than one another can still have many connections and commonalities.

## **Essential Questions**

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- How can stereotypes, societal pressures, and peers impact one's development and identity?
- How do poets utilize stylistic devices, form, and figurative language to develop the themes and characters in a text?
- How do the choices we make in our lives impact our identity and inform our search for individuality?
- How do we find value in our individuality, rather than judge others for their own choices and actions?

## Knowledge & Skills

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### Students will be able to:

- Analyze characters throughout the development of a text.
- Analyze the author’s development of the characters through indirect characterization in the various poems.
- Discuss how the different characters are reflective of individuals and issues in contemporary society.
- Analyze the importance of establishing voice in story-telling and writing.
- Examine the text for stated meaning and implied meaning in each poem.
- Analyze poetic form, figurative language, and diction in building the meaning of the text.
- Consider the author’s choice of using poetic verse to tell the stories of the characters.
- Formulate their own coming of age story that reveals a new understanding or sense of maturity.

## Additional Resources

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**Core text:** *The Realm of Possibility* by David Levithan

Short Stories : “The Flowers” by Alice Walker

“The Raft” by Peter Orner

Poetry: “Fragment 31” by Sappho

“The Road Not Taken” by Robert Frost

“One Art” by Elizabeth Bishop

“Quilts” by Nikki Giovanni

Non-fiction: “The Unknown Rebel” by Pico Iyer *Time Magazine*

“The Hope Speech” by Harvey Milk

## Transfer Goals

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Students will be able to find strength in their own individuality and develop understanding of differences in the choices and individuality of others.

Students will be able to engage with literature as a means of developing empathy and insight.

## **Assessment**

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[https://docs.google.com/document/d/1\\_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing](https://docs.google.com/document/d/1_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing)

## **Modifications**

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<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>