

## Unit 6

**Goal 1:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise and analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

4.0	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences analyzing how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise and analyzing a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature that was explicitly taught, extending knowledge and inferences to other literary works.</i></p>
3.0	<p>TARGET LEARNING GOAL: Student will be able to:</p> <ul style="list-style-type: none"><li>- <i>Evaluate</i> the author's choices concerning structure to reflect the cultural experiences shown in a work of literature.</li><li>- <i>Analyze</i> a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li><li>- <i>Analyze</i> how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.</li></ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>- <i>Determine</i> a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li><li>- <i>Determine</i> how an author structures a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.</li><li>- <i>Identify</i> how a text is structured, including order of events within it, and manipulation of time.</li></ul>
1.0	<p>The student is able to identify how a text is structured, including order of events within it, and manipulation of time, with support from teacher.</p>
0.0	<p>Even with assistance from the teacher, identify how a text is structured, including order of events within it, and manipulation of time.</p>

**Goal 2:** Strategically integrate use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

4.0	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond strategically integrating use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest that was explicitly taught, extending knowledge and inferences to other pieces of literary criticism.</i></p>
3.0	<p>TARGET LEARNING GOAL: Student will be able to:</p> <ul style="list-style-type: none"> <li>- <i>Integrate</i> use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>- <i>Apply</i> 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.</li> <li>-</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- <i>Determine</i> digital media (e.g. textual, graphical, audio, visual, and interactive elements), and potential uses in presentations.</li> <li>- <i>Identify</i> language and how it functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>- <i>Produce</i> narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>
1.0	<p>The student is able to determine digital media (e.g. textual, graphical, audio, visual, and interactive elements), and potential uses in presentations, with support from teacher.</p>
0.0	<p>Even with assistance from the teacher, determine digital media (e.g. textual, graphical, audio, visual, and interactive elements), and potential uses in presentations.</p>