

## English 11 Pacing Guide

First 4.5 week period ~All listed skills will be considered for benchmark testing at the end of 4.5 weeks

VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies
<p><b>11.6 The student will write in a variety of forms, with an emphasis on persuasion.</b> (C6)</p> <p>a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. c) Organize ideas in a sustained and logical manner. d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. f) Revise writing for clarity of content, accuracy and depth of information. g) Use computer technology to plan, draft, revise, edit, and publish writing. h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</p>	<p><b>11.6 To be successful with this standard, students are expected to:</b></p> <ul style="list-style-type: none"> <li>• apply a variety of planning strategies to generate and organize ideas.</li> <li>• present a thesis that focuses on the problem or argument to be solved.</li> <li>• anticipate and address the counterevidence, counterclaims, and counterarguments.</li> <li>• use effective rhetorical appeals, to establish credibility and persuade intended audience.</li> <li>• refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful.</li> <li>• understand a variety of organizational patterns.</li> <li>• use appropriate and varied transitions to link sentences and paragraphs.</li> <li>• elaborate ideas clearly and accurately.</li> <li>• show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims.</li> <li>• introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims.</li> <li>• organize the reasons and evidence logically.</li> <li>• use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.</li> <li>• select an appropriate audience by analyzing assumptions, values, and background knowledge.</li> <li>• develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose.</li> <li>• use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation</li> </ul>	<p><b>11.6</b> It is expected that students will use a writing process to develop real-world, practical products. Examples of possible products include: -----</p> <p>Strategies that might be used include:</p> <ul style="list-style-type: none"> <li>• frame paragraph</li> <li>• Conclusion-Support Notes ( Project CRISS)</li> <li>• Essay template (Project CRISS)</li> <li>• Spool papers (Project CRISS)</li> </ul>

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<p><b>11.5 The student will read and analyze a variety of nonfiction texts.</b></p> <p><b>(B4)</b></p> <p>a) Use information from texts to clarify understanding of concepts.</p> <p>c) Generalize ideas from selections to make predictions about other texts.</p> <p>f) Identify false premises in persuasive writing.</p>	<p><b>11.5 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts.</li><li>• know the purpose of the text they are to read and their own purpose in reading it.</li><li>• use format (page design and layout), text structures, and features to aid in understanding of text.</li><li>• distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts</li><li>• analyze and identify false premises that intentionally manipulate audiences</li></ul>	<p><b>11.5</b></p> <p>Students will receive explicit instruction in the following skills with nonfiction text:</p> <ul style="list-style-type: none"><li>• generalizing ideas</li><li>• making predictions based on text evidence</li><li>• following step-by-step directions.</li></ul> <p>They will <u>identify</u> and <u>analyze</u> the steps in their own reading process in order to broaden their critical understanding</p> <ul style="list-style-type: none"><li>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, text annotation, KWL, column notes</li></ul>
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<p><b>11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b> (C5)</p> <p>b) Use verbals and verbal phrases to achieve sentence conciseness and variety.</p>	<p><b>11.7 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use correctly the following verbal phrases in writing:               <ul style="list-style-type: none"> <li>◦ gerund phrase;</li> <li>◦ infinitive phrase;</li> <li>◦ participial phrase; and</li> <li>absolute phrase</li> </ul> </li> <li>• place main subjects of sentences in front of strong, active verbs and avoid forms of the verb “to be”. [The baseball was thrown by the pitcher (passive construction); better: The pitcher threw the baseball (active construction).]</li> </ul>	<p><b>11.7</b></p> <p><b>Need at least one strategy.....</b></p>
<p><b>11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.</b> (C6)</p> <p>a) Use technology as a tool to research, organize, evaluate, and communicate information. b) Narrow a topic and develop a plan for research. c) Collect information to support a thesis. d) Critically evaluate quality, accuracy, and validity of information. e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Synthesize and present information in a logical sequence. g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). h) Revise writing for clarity of content, accuracy, and depth of information. i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. j) Define the meaning and consequences of plagiarism and follow ethical and legal</p>	<p><b>11.8 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• utilize technology to conduct research, organize information, and develop writing.</li> <li>• identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine.</li> <li>• develop a plan to locate and collect relevant information about the chosen topic.</li> <li>• identify a variety of primary and secondary sources of information.</li> <li>• generate notes while following a logical note-taking system.</li> <li>• preview resource materials to aid in selection of a suitable topic.</li> <li>• identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.</li> <li>• synthesize information in a logical sequence document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list.</li> <li>• incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and</li> </ul>	<p><b>11.8</b> Students will be instructed in specific strategies to assist them to collect, organize, and evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable, including:</p> <p>Students will receive explicit instruction on the meaning of plagiarism across multiple settings and will recognize the consequences of plagiarism according to the Code of Conduct and School honor policies.</p>

## English 11 Pacing Guide

Second 4.5 week period ~All listed skills will be considered for benchmark testing at the end of 4.5 weeks

<p>guidelines for gathering and using information.</p> <hr/>	<p>citing them appropriately.</p> <ul style="list-style-type: none"><li>• revise writing for effect, clarity, accuracy, and depth of information.</li><li>• follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization.</li><li>• avoid plagiarism by:<ul style="list-style-type: none"><li>◦ understanding that <i>plagiarism</i> is the act of presenting someone else's ideas as one's own;</li><li>◦ recognizing that one must correctly cite sources to give credit to the author of an original work;</li><li>◦ recognizing that sources of information must be cited even when the information has been paraphrased; and</li></ul></li><li>• using quotation marks when someone else's exact words are quoted.</li></ul> <hr/>	
<p><b>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</b></p> <p><b>(B4)</b></p> <p>e) Analyze how context and language structures convey an author's intent and viewpoint.</p> <p>g) Explain how imagery and figures of speech appeal to the reader's senses and experience.</p> <p>h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.</p> <p>i) Read and analyze a variety of American dramatic selections.</p> <p>k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <hr/>	<p><b>11.4 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes.</li><li>• analyze and critique themes across texts and within various social, cultural, and historical contexts.</li><li>• analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.</li><li>• analyze the representation of a subject or a key scene in two different media.</li><li>• describe how the use of context and language structures conveys an author's intent and viewpoint.</li><li>• analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).</li><li>• demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li></ul>	

## English 11 Pacing Guide

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<p><b>11.5 The student will read and analyze a variety of nonfiction texts.</b></p> <p><b>(B4)</b></p> <p>d) Draw conclusions and make inferences on explicit and implied information using textual support.</p> <p>e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.</p> <hr/>	<p><b>11.5 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• know the purpose of the text they are to read and their own purpose in reading it.</li><li>• use format (page design and layout), text structures, and features to aid in understanding of text.</li><li>• understand how an organizational pattern enhances the meaning of a text.</li><li>• distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts</li><li>• analyze information from a text to make inferences and draw conclusions.</li><li>• analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li><li>• compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.</li></ul> <hr/>	
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VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies
<p><b>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</b></p> <p><b>(B5)</b></p> <p>a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.            b) Use media, visual literacy, and technology skills to create products.            c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.            d) Determine the author’s purpose and intended effect on the audience for media messages.</p>	<p><b>11.2 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects.</li> <li>• demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of media production.</li> <li>• evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).</li> <li>• determine author’s purpose and distinguish factual content from opinion and possible bias.</li> <li>• analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to provoke to action, to appeal to ethics or beliefs, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Using corresponding strategies as suggested in lower levels.</li> </ul>
<p><b>11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p><b>(C5)</b></p> <p>a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.            c) Distinguish between active and passive voice.            d) Differentiate between in-text citations and works cited on the bibliography page.            e) Adjust sentence and paragraph structures for a variety of purposes and audiences.            f) Proofread and edit writing for intended audience and purpose.</p>	<p><b>11.7 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply MLA or APA style for punctuation conventions and formatting direct quotations.</li> <li>• place main subjects of sentences in front of strong, active verbs and avoid forms of the verb “to be”. [The baseball was thrown by the pitcher (passive construction); better: The pitcher threw the baseball (active construction).]</li> <li>• use in-text citations including parenthetical references and a corresponding list of works cited at the end of the paper.</li> <li>• revise and edit writing for appropriate style and language in informal and formal contexts.</li> </ul>	

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**11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.**

**(B4)**

b) Compare and contrast the development of American literature in its historical context.

d) Analyze the social or cultural function of American literature.

f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.

j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.

**11.4 To be successful with this standard, students are expected to**

- use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.
- discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written.
- analyze and critique themes across texts and within various social, cultural, and historical contexts.
- describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include:
  - Colonialism/Puritanism (17th century);
  - Revolutionary movement/Rationalism (18th century);
  - Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century);
  - Symbolism/Modernism, Harlem Renaissance, Postmodernism (20<sup>th</sup> century); and
  - Contemporary poetry (21<sup>st</sup> Century)
- differentiate among archetypal characters in American literature, such as the:
  - hero/heroine;
  - trickster;
  - faithful companion;
  - outsider/outcast;
  - rugged individualist;
  - innocent;
  - villain;
  - caretaker;
  - Earth mother;
  - rebel;
  - misfit;
  - lonely orphan;
  - shrew;
  - mother/father figure;
  - monster/villain; and
  - scapegoat.

## English 11 Pacing Guide

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|  | <ul style="list-style-type: none"><li>• identify major themes in American literature, such as:<ul style="list-style-type: none"><li>◦ the American Dream;</li><li>◦ loss of innocence;</li><li>◦ coming of age;</li><li>◦ relationship with nature;</li><li>◦ relationship with society;</li><li>◦ relationship with science;</li><li>◦ alienation and isolation;</li><li>◦ survival of the fittest;</li><li>◦ disillusionment; and</li><li>◦ rebellion and protest.</li></ul></li><li>• analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.</li><li>• demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li><li>• analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).</li><li>• use poetic elements to explain, analyze, and evaluate poetry.</li><li>• compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets.</li><li>• compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning.</li><li>• identify and discuss the elements and techniques that poets use to achieve a desired result, such as:<ul style="list-style-type: none"><li>◦ imagery;</li><li>◦ precise word choice;</li><li>◦ sound devices;</li><li>◦ metrical patterns; and</li><li>◦ metaphorical/figurative language.</li></ul></li><li>• describe the language choices and devices that authors use, such as:<ul style="list-style-type: none"><li>◦ rhetorical question;</li><li>◦ sarcasm;</li><li>◦ satire;</li></ul></li></ul> |  |
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## English 11 Pacing Guide

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<p><b>11.5 The student will read and analyze a variety of nonfiction texts.</b></p> <p><b>(B4)</b></p> <p>b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</p> <p>g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p> <p>h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <hr/>	<ul style="list-style-type: none"><li>◦ parallelism;</li><li>◦ connotation/denotation;</li><li>◦ pun;</li><li>◦ irony;</li><li>◦ tone;</li><li>◦ dialect;</li><li>◦ diction; and</li><li>◦ figurative language.</li></ul> <ul style="list-style-type: none"><li>• identify and describe dramatic conventions.</li></ul> <hr/> <p><b>11.5 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• analyze and identify false premises that intentionally manipulate audiences.</li><li>• determine an author’s point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.</li><li>• before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights.</li></ul> <hr/>	
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<p><b>11.1 The student will make informative and persuasive presentations.</b></p> <p><b>(C6)</b></p> <p>a) Gather and organize evidence to support a position.            b) Present evidence clearly and convincingly.            c) Address counterclaims.            d) Support and defend ideas in public forums.            e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.            f) Monitor listening and use a variety of active listening strategies to make evaluations.            g) Use presentation technology.            h) Collaborate and report on small-group learning activities.</p>	<p><b>11.1 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• define a position and select evidence to support that position through reading, writing, and discussion.</li> <li>• establish a purpose.</li> <li>• develop well organized presentations to defend a position or present information.</li> <li>• apply and evaluate persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc.</li> <li>• use effective evidence and oral-delivery skills to convince an audience.</li> <li>• make oral-language choices based on predictions of target audience response.</li> <li>• listen actively by asking clarifying and elaborating questions.</li> <li>• develop effective multimedia presentations.</li> <li>• demonstrate mastery of content through small group collaboration.</li> </ul>	
<p><b>11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</b></p> <p><b>(B4)</b></p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.            b) Use context, structure, and connotations to determine meanings of words and phrases.            c) Discriminate between connotative and denotative meanings and interpret the connotation.            d) Identify the meaning of common idioms.            e) Identify literary and classical allusions and figurative language in text.</p>	<p><b>11.3 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use roots or affixes to determine or clarify the meaning of words.</li> <li>• demonstrate an understanding of idioms.</li> <li>• use prior reading knowledge and other study to identify the meaning of literary and classical allusions.</li> <li>• interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text.</li> <li>• analyze the connotation of words with similar denotations.</li> <li>• 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</li> </ul>	

## English 11 Pacing Guide

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<p>f) Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	<p>to the meaning of a word or phrase.</p> <ul style="list-style-type: none"><li>• identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</li><li>• 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.</li><li>• demonstrate understanding of figurative language, word relationships, and connotations in word meanings.</li></ul>	
<p><b>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</b> <b>(B4)</b></p> <p>a) Describe contributions of different cultures to the development of American literature.</p> <p>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p>	<p><b>11.4 To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written.</li><li>• describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include:<ul style="list-style-type: none"><li>◦ Colonialism/Puritanism (17th century);</li><li>◦ Revolutionary movement/Rationalism (18th century);</li><li>◦ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century);</li><li>◦ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20<sup>th</sup> century); and</li><li>◦ Contemporary poetry (21<sup>st</sup> Century)</li></ul></li><li>• identify major themes in American literature, such as:<ul style="list-style-type: none"><li>◦ the American Dream;</li><li>◦ loss of innocence;</li><li>◦ coming of age;</li><li>◦ relationship with nature;</li><li>◦ relationship with society;</li><li>◦ relationship with science;</li><li>◦ alienation and isolation;</li><li>◦ survival of the fittest;</li><li>◦ disillusionment; and</li></ul></li></ul>	

## English 11 Pacing Guide

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	<ul style="list-style-type: none"><li>◦ rebellion and protest.</li><li>• analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.</li><li>• demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li></ul> <hr/>	
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