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|  | **Baldwin-Whitehall School District**  ***UNIT OF INSTRUCTION OVERVIEW*** |

**General Course Information**

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| **Course Title:** | **English 10** | | **Course Code:** | | **N/A** |
| **Pre-requisites:** | **English 9** | **Time Allocated Per Unit:**  ***(Based on 165 days of instruction)*** | | | **16.5 Days** |
| **Authors:** | **Krystal Schulte, Ann Watson, Rachel Murrman** | | | **Last Updated:** |  |
| **Reviewed by:** | **Andrea Huffman** | | | **Date Entered:** |  |

**Course Description**

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| * *What information would accurately and articulately describe what students will know and be able to do as a result of this course?*   + Is the description worded in such a way that it is engaging and interesting to both students and parents?   + Does the description provide the essential skills and competencies that students will be able to demonstrate upon successful completion of the course?   + Does the description mention the duration of the course?   + Does the description use the title of the course within it?   + Does the description specifically communicate expectations of students? |
| Students who have experienced success in English 9 should take the year long English 10 course. The course is literature-based and includes the study of novels, drama, short stories, poetry and nonfiction. The development of composition skills will be integrated with the study of literature and will focus on multi-paragraph essays and Keystone-style writing prompts. Students will follow the steps of the writing process to develop these essays. Additional skills will also be developed from their study of literature with great emphasis on Keystone vocabulary and Keystone close reading strategies. Students will improve vocabulary, communication skills, critical thinking skills and speaking ability. Moreover, students will complete a library-based research project that will culminate in an oral presentation to the class. Students will be expected to multi-task during this course as they will be expected to complete more than one project at a time and read portions of several literary works independently throughout the duration of the year. |

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| **Unit Title 1** | **Non-fiction Narrative Texts** | **Instructional Days Needed** | **25** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| **CC.1.2.9–10.A -** Determine a central idea of a textand analyze its development overthe course of the text, includinghow it emerges and is shaped andrefined by specific details; providean objective summary of the text.  **CC.1.2.9–10.B -** Cite strong and thorough textualevidence to support analysis ofwhat the text says explicitly, aswell as inferences and conclusionsbased on an author’s explicitassumptions and beliefs about asubject.  **CC.1.2.9–10.C -** Apply appropriate strategies toanalyze, interpret, and evaluatehow an author unfolds an analysisor series of ideas or events,including the order in which thepoints are made, how they areintroduced and developed, andthe connections that are drawn between them.  **CC.1.2.9–10.E -** Analyze in detail how an author’sideas or claims are developed andrefined by particular sentences,paragraphs, or larger portions of atext.  **CC.1.2.9–10.F -** Analyze how words and phrasesshape meaning and tone in texts.  **CC.1.2.9–10.G -** Analyze various accounts of asubject told in different mediums(e.g., a person’s life story in bothprint and multimedia), determining which details are emphasized in each account.  **CC.1.2.9–10.J -** Acquire and use accuratelygeneral academic and domain specificwords and phrases,sufficient for reading, writing, speaking, and listening at the college‐ and career‐readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **CC.1.2.9–10.K -** Determine or clarify the meaningof unknown and multiple‐meaningwords and phrases based ongrade‐level reading and content,choosing flexibly from a range ofstrategies and tools.  **CC.1.2.9–10.L -** Read and comprehend literarynonfiction and informational texton grade level, readingindependently and proficiently.  **CC.1.4.9-10.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary non-fiction.  **CC.1.3.9–10.A** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **CC.1.3.9–10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions.  **CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Readers must make meaningful connections between history and literature/nonfiction texts. * Writers often communicate cultural characteristics, important themes and historical events in their nonfiction texts and memoirs. * It is important to read about, discuss, and reflect on important issues within selected works such as tolerance, injustice, genocide, ethnocentrism and racism. | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * Can humanity triumph over evil? * What can we learn from the mistakes made in the past? * Why is teaching tolerance important to ending hatred? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1:   * Define vocabulary in context and literary terms * Discuss prior knowledge of historical events relevant to the readings * Identify historical background information prior to reading   Level 2:   * Summarize the events and ideas presented in each text * Infer character motivations/beliefs, author’s purpose and cause and effect relationships * Predict outcomes based on prior knowledge of historical context   Level 3:   * Investigate historical contexts in order to understand nonfiction texts * Cite evidence to support textual analysis of key ideas and themes * Compare the style and purpose of all works * Assess the ideas of classmates in class discussions * Formulate questions and responses in think-pair-share format   Level 4:   * Analyze how the author uses literary elements and/or devices to convey a major theme of the work * Analyze key passages for literary and stylistic elements * Create a literary analysis multi-paragraph paper * Connect major ideas of the nonfiction texts to their historical contexts and film clips | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| * The students will understand and use key vocabulary defined in the unit. * The students will know how to identify/analyze the literary elements and devices of a nonfiction text. * The students will communicate their observations and opinions about the literary works to each other through oral and online class discussions, partner work and written work. * The students will connect the factual ideas from the literary works to historical context and related film clips. * The students will create an argument and cite specific textual evidence to support their claims about a literary work in essay format. | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| **“Farewell to Manzanar”**  Before Reading:   * + Complete note guide while viewing and discussing Powerpoint detailing key ideas about Pearl Harbor, Japanese internment camps, and the atomic bombs   + Discuss question: "What if your government declared you the enemy?" (p.864)   + Read background in textbook: author, historical context, literary terms, & vocabulary (p.865)   During Reading:   * + Review reading strategies: Predicting, Summarizing, Questioning, & Connecting by completing chart while reading (866-876)   After Reading:   * + Complete reading check quiz on content and vocabulary   + Analyze by discussing and completing graphic organizer: "Literary Analysis: Memoir and Cultural Characteristics"   + Complete and discuss partner questions   + Read poem: "In Response to Executive Order 9066: ALL AMERICANS OF JAPANESE DESCENT MUST REPORT TO RELOCATION CENTERS," discuss response questions, complete Venn Diagram between poem and Farewell to Manzanar excerpt   **“Montgomery Boycott”**  Before Reading   * Define key vocabulary prior to reading * Understand difference between fact and opinion * Complete Journal reflection: What would you change in your community? How would you help make this change? * Recall major events during Civil Rights Movement * Read background on Coretta Scott King (881)   During Reading   * Identify motivation for the boycott * What are the actions of Rosa Parks? * Distinguish fact from fiction through close reading * Create a chart on historical events * Make connections to the text through journaling   After reading   * Reading check quiz * Discuss key idea of change in relation to text * Summarize the overall message of King * Draw conclusions about leadership * Compare this text to “Manzanar” in a one paragraph essay   ***Night***  Before Reading:   * Recall what you know about the Holocaust. Record responses on the board. * Complete Scavenger hunt in computer lab or using laptop cart. Each pair will be responsible for knowing all information. Students will keep notes/ information to refer to as they read. * Receive a glossary of key terms for the novel, background on Elie Wiesel, timeline for the totalitarian state, and comprehension questions. * Warm- up: Elie Wiesel said, “More dangerous than anger and hatred is indifference. Indifference is not a beginning, it is an end- and it is always a friend to the enemy.” What is indifference? Give an example of indifference. Why would a Holocaust survivor be so against indifference?   During Reading   * Daily journal reflections based on chapters * Complete the question guide while reading which discuss themes and literary devices. * Discuss themes, devices, characterization, author’s purpose, etc. as a class after each chapter. * Watch Oprah’s interview with Elie. Complete reflection and discuss film as a class.   After Reading   * Reading check quiz * Complete Socratic Seminar over the novel as a whole. * Follow the steps of the writing process to create a multi-paragraph literary analysis paper on *Night:* prewriting, drafting, editing, revising. | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| * Class discussions/questioning * Graphic organizers for class discussions * Reading strategy charts * Partner analysis questions * Film clip connections * *Night* chapter questions * *Night* Socratic Seminar * *Night* Scavenger Hunt * Reading check quizzes * *Night* multi-paragraph paper * “Farewell to Manzanar” and “Montgomery Boycott” comparison paragraph | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| “Farewell to Manzanar” Terms   * inevitable, permeate, subordinate, irrational, sinister   “Montgomery Boycott” Terms   * degrading, boycott, tactic, militant, perpetuation, coercion   *Night* Terms   * Handout with defined terms for chapter 1 (pogram, Talmud, etc.)   Literary Terms   * Author’s Purpose - The author’s intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something * Fact - a statement that can be verified using a reliable source * Inference - a logical assumption that is based on observed facts and one’s own knowledge and experience * Key/Supporting Details - Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea. * Literary Nonfiction - Text that includes literary elements and devices usually associated with fiction to report on actual people, places and events. One example of this is a memoir. * Main Idea - The author’s central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph. * Memoir - a personal account of the significant events and people in the author’s life * Opinion - a personal belief that cannot be proved * Theme - an underlying message about life or human nature that a writer wants a reader to understand | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| Textbook and textbook audio CD   * Allen, Janet, et al., eds. *Holt McDougal: Literature, Fourth Course*. Evanstown, IL: Houghton Mifflin Harcourt, 2012. Print.   Supplemental Book   * Wiesel, Elie. *Night*. New York: Glencoe McGraw-Hill, 2000. Print.   Film Clips “Auschwitz Death Camp : Oprah and Elie Wiesel.” Harpo, Inc. 2006. Film.  * Bush, George. “Speech to the Nation on 9-11.” 2001. Film. * Pearl Harbor Video Clip | | | |

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| **Unit Title 2** | **Nonfiction - Informational Texts** | **Instructional Days Needed** | **22** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| **CC.1.2.9–10.A -** Determine a central idea of a textand analyze its development overthe course of the text, includinghow it emerges and is shaped andrefined by specific details; providean objective summary of the text.  **CC.1.2.9–10.B -** Cite strong and thorough textualevidence to support analysis ofwhat the text says explicitly, aswell as inferences and conclusionsbased on an author’s explicitassumptions and beliefs about asubject.  **CC.1.2.9–10.C -** Apply appropriate strategies toanalyze, interpret, and evaluatehow an author unfolds an analysisor series of ideas or events,including the order in which thepoints are made, how they areintroduced and developed, andthe connections that are drawn between them.  **CC.1.2.9–10.E -** Analyze in detail how an author’sideas or claims are developed andrefined by particular sentences,paragraphs, or larger portions of atext.  **CC.1.2.9–10.F -** Analyze how words and phrasesshape meaning and tone in texts.  **CC.1.2.9–10.G -** Analyze various accounts of asubject told in different mediums(e.g., a person’s life story in bothprint and multimedia), determining which details are emphasized in each account.  **CC.1.2.9–10.J -** Acquire and use accuratelygeneral academic and domain specificwords and phrases,sufficient for reading, writing, speaking, and listening at the college‐ and career‐readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **CC.1.2.9–10.K -** Determine or clarify the meaningof unknown and multiple‐meaningwords and phrases based ongrade‐level reading and content,choosing flexibly from a range ofstrategies and tools.  **CC.1.2.9–10.L -** Read and comprehend literarynonfiction and informational texton grade level, readingindependently and proficiently.  **CC.1.4.9-10.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary non-fiction.  **CC.1.4.9**–**10.A -** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.  **CC.1.4.9–10.B -** Write with a sharp, distinct focus identifying topic, task, and audience.  **CC.1.4.9–10.C -** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.  **CC.1.4.9–10.D -** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.  **CC.1.4.9–10.E -** Write with an awareness of the stylistic aspects of composition.   * Use precise language and domain-specific vocabulary 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.   **CC.1.4.9–10.F -** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Writers use literary elements and devices within non-fiction informational texts to convey factual ideas to the reader. * Readers must adopt an active role in analyzing non-fiction informational texts through close reading in order to understand the factual ideas the author is trying to convey. * Many of the ideas within the non-fiction informational texts in this unit are rooted in history and thus require a general understanding of historical events by readers. | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * How do authors use literary elements and devices within non-fiction informational texts to effectively convey factual ideas to the reader? * How does one adopt an active role in analyzing non-fiction informational texts through close reading in order to understand the factual ideas? * What historical events does one need to be familiar with in order to understand the non-fiction informational texts in this unit? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1   * Define vocabulary in context and key literary terms * Recognize use of literary elements and devices in the nonfiction texts * Identify key aspects of author background and time period to help predict and comprehend events/facts included in the text   **Level 2**   * Use context clues to determine meaning of challenging vocabulary throughout nonfiction texts * Summarize the main factual ideas/events presented in each nonfiction text * Infer character motivations/beliefs, author’s purpose and cause and effect relationships between events * Distinguish between the writing styles of authors, considering syntax, dialogue use and word choice * Predict events and outcomes based on prior knowledge of historical context   Level 3   * Draw conclusions about the author’s use of literary elements and devices throughout the nonfiction texts * Compare and contrast major ideas of the nonfiction texts to film clips * Cite evidence to support analysis of literary elements and devices within the nonfiction texts * Assess the ideas of classmates in discussions and respond appropriately * Investigate historical contexts in order to understand nonfiction texts * Formulate questions and responses in a character panel discussion based on textual evidence * Develop a logical argument in a single paragraph essay about a nonfiction fresh read on a Keystone-style exam * Cite evidence to support claims made in a single paragraph essay about a nonfiction fresh read on a Keystone-style exam   Level 4   * Analyze the use of literary elements and devices within the nonfiction texts through class discussions (oral and online), partner questions and graphic organizers. * Critique the effectiveness of the authors at conveying their chosen factual ideas through the use of the literary elements and devices * Connect major ideas of the nonfiction texts to their historical contexts and film clips * Design a student-generated sensory poem based on events in a nonfiction text * Synthesize information learned through reading a nonfiction text by questioning and responding in a character panel discussion * Apply analysis strategies learned throughout nonfiction close reads and discussions to analyzing Keystone-style nonfiction fresh reads * Create a single paragraph essay interpreting and analyzing a nonfiction fresh read on a Keystone-style exam | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| * The students will know how to perform before, during and after reading strategies to aid in their comprehension and interpretation of nonfiction literary works. * The students will know how to identify and analyze the literary elements and devices of a nonfiction, informational text through close reading. * The students will know to effectively communicate their observations and opinions about the literary works to each other through oral and online class discussions, partner work, a jigsaw and a panel discussion. * The students will know how to connect the factual ideas from the literary works to historical context, related film clips and original poems created by the students. * The students will know how to formulate an argument and cite specific textual evidence to support their claims about the literary works, orally and in an essay. | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| “The Race to Save Apollo 13” (p.112)   * Before Reading   + View a film clip(s) from *Apollo 13* showing the main events leading up to the explosion then predict/discuss problems the astronauts are going to face (physical/psychological/emotional)   + Identify key aspects of author’s background and historical context (p.113)   + Define suspense in own words (p.113)   + Understand how to take notes to aid in comprehension of a text (p.113)   + Define the “Vocabulary in Context” terms (p.113) * During Reading   + Listen to portions of the text together as a class and read portions independently   + Interact with the text by summarizing, predicting, questioning and connecting on a reading strategy chart   + Use context clues to define challenging vocabulary   + Analyze suspense throughout the text and take notes by responding to the margin questions * After Reading   + Analyze passages from the text through close reading and charting textual evidence of suspense   + Evaluate the effectiveness of the author’s creation of suspense   + Cite evidence and analyze the following literary terms through partner discussion questions: tone, sequence/text organization, imagery, historical context, dialogue, point of view, characterization, visual representations (diagram, photographs), syntax and style   + View the film clip from *Apollo 13* presented in the textbook (p.130), answer the “Viewing Guide” questions (p.132) and evaluate the creation of suspense by completing the “Write or Discuss” (p.133)   *The Johnstown Flood* (p.100)   * Before Reading   + Show film clip from *The Impossible* (tsunami wave hitting shore and immediate aftermath) then reflect on/discuss what students would do to survive if in that situation   + Identify key aspects of author’s background and historical context (p.101)   + Define historical narrative and mood in own words (p.101)   + Understand how to use time-order signal words to determine chronological order of events (p.101) * During Reading   + Listen to portions of the text together as a class and read portions independently   + Interact with the text by summarizing, predicting, questioning and connecting on a reading strategy chart   + Use context clues to define challenging vocabulary   + Analyze mood throughout the text and chronological order by responding to the margin questions * After Reading   + Analyze passages from the text through close reading and charting textual evidence of main events in chronological order   + Evaluate the cause and and effect relationships between the events in the text   + Cite evidence and analyze the following literary terms through partner discussion questions: conflict, setting, style (strong verbs), imagery, characterization, visual representations (photographs) and personification   + Write a sensory imagery poem about the main character’s experience in the text. Be sure to create a specific mood and include the events from the text in chronological order.   *Bomb: The Race to Build - And Steal - The World’s Most Dangerous Weapon* (supplemental text)   * Before Reading   + View *The Butter Battle* by Dr. Seuss and relate key events to the Arms Race with the Soviets to understand the historical context of the Cold War Era   + Define scientific/technical terms as well as words/phrases from the historical context that may be challenging or unfamiliar   + Understand the first three sections of the book by reading teacher-generated summaries of main events/character descriptions/conflicts, then sharing the information in a jigsaw * During Reading (Section 4 only)   + Listen to portions of the text together as a class and read portions independently   + Analyze passages from the text through close reading and citing textual evidence on a study guide of main events in chronological order as well as character names, traits and importance in the text   + Respond to more analytical questions in a discussion board during the times the class reads the section together (such as “Why do you think he/she did this…?” or “Do you sympathize with this character or not and explain…” or “Were you surprised by this information - why or why not?”   + Use context clues to define challenging vocabulary * After Reading (focus on Section 4 characters)   + Prepare for and participate in panel discussions in which students assume roles of various characters from the text while other students question them about their role in the creation/implementation/theft of the atomic bomb and its technology     - Character panels could include: scientists, spies, politicians, etc.     - Questions should address basic knowledge of character’s identity and role as well as extend the discussion (such as asking a character what his/her motivations were or to justify his/her actions/decisions)     - Answers should include specific evidence from the text to support   End of Unit: Keystone-style assessment with nonfiction fresh reading passages, multiple choice questions and a single paragraph essay | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| Formative Assessments   * Class discussions/questioning * Graphic organizers for class discussions * Reading strategy charts * Partner analysis questions * Sensory poem * Film clip connections * *Bomb* jigsaw notes * *Bomb* study guide * *Bomb* online discussion board * *Bomb* panel discussion * Reading check quizzes   Summative Assessment   * Keystone-style exam with nonfiction fresh reading passages followed by multiple choice analysis questions and a single paragraph essay | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| “The Race to Save Apollo 13”   * Replenish - (v.)to fill again * Trajectory - (n.) path of a moving body through space * Mandate - (n.) a command or instruction * Innovative - (adj.) able to create new, original ideas * Respite - (n.) period of rest or relief * Collaborative - (adj.) done in cooperation with others   The Johnstown Flood   * No “Vocabulary in Context” for this reading   *Bomb: The Race to Build - And Steal - The World’s Most Dangerous Weapon*   * Physicist (12), radioactive (13), particles (13), electrons (13), nucleus (13), neutrons (13), protons (13), theoretical physics (13), uranium (15), atom (15), fission (20), blitzkrieg (20), tradecraft (22), Communist (23), Allied Powers (33), Axis Powers (33), agent cultivation (39), Manhattan Project (48), KGB (60), intelligence (61), mesa (67), Los Alamos Ranch School (67), chain reaction (71), Vemork (75), comrades (78), demolition (79), saboteurs (87), “the gadget” (98), tamper (99), Army Counter-Intelligence Corps (101), censors (121), plutonium (133), monopoly (135), 509th Composite Group (147), implosion (156), Enola Gay (190), radar (191), incriminating (228), fusion (231), hydrogen bomb (232), nuclear war (236)   Literary Terms   * Author’s Purpose - The author’s intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something. * Diction - An author’s choice of words, phrases, sentence structures and figurative language, which combine to help create meaning and tone. * Fact - A piece of information provided objectively, presented as true. * Generalization - A conclusion drawn from specific information that is used to make a broad statement about a topic or person. * Headings, Graphics and Charts - Any visual cues on a page of text that offer additional information to guide the reader’s comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists. * Informational Text - Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material for adults (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals). * Key/Supporting Details - Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea. * Main Idea - The author’s central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph. * Opinion - A personal view, attitude, or appraisal. * Style - The author’s choices regarding language, sentence structure, voice, and tone in order to communicate with the reader. * Syntax - The ordering of words into meaningful verbal patterns such as phrases, clauses and sentences. * Text Organization/Structure - The author’s method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc. | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| Textbook and textbook audio CD   * Allen, Janet, et al., eds. *Holt McDougal: Literature, Fourth Course*. Evanstown, IL: Houghton Mifflin Harcourt, 2012.   Supplemental Book   * Sheinkin, Steve. B*omb: The Race to Build - And Steal - The World’s Most Dangerous Weapon*. New York: Roaring Books Press, 2012. Print.   Film clips   * Howard, Ron., dir. *Apollo 13.* Universal Pictures, 1995. Film. * Bayona, J.A., dir. *The Impossible.* Warner Bros., 2013. Film. * Bakshi, Ralph, dir. *The Butter Battle Book*. Turner Home Entertainment, 1995. Film.   Common Assessment: Keystone-style assessment with a non-fiction fresh reading passage, multiple choice questions and a single paragraph essay | | | |

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| **Unit Title 3** | **Non-fiction - Persuasive Texts and Propaganda** | **Instructional Days Needed** | **17** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| **CC.1.2.9–10.A -** Determine a central idea of a textand analyze its development overthe course of the text, includinghow it emerges and is shaped andrefined by specific details; providean objective summary of the text.  **CC.1.2.9–10.B -** Cite strong and thorough textualevidence to support analysis ofwhat the text says explicitly, aswell as inferences and conclusionsbased on an author’s explicitassumptions and beliefs about asubject.  **CC.1.2.9–10.C -** Apply appropriate strategies toanalyze, interpret, and evaluatehow an author unfolds an analysisor series of ideas or events,including the order in which thepoints are made, how they areintroduced and developed, andthe connections that are drawn between them.  **CC.1.2.9–10.D -** Determine an author’s particularpoint of view and analyze howrhetoric advances the point ofview.  **CC.1.2.9–10.E -** Analyze in detail how an author’sideas or claims are developed andrefined by particular sentences,paragraphs, or larger portions of atext.  **CC.1.2.9–10.F -** Analyze how words and phrasesshape meaning and tone in texts.  **CC.1.2.9–10.G -** Analyze various accounts of asubject told in different mediums(e.g., a person’s life story in bothprint and multimedia), determining which details are emphasized in each account.  **CC.1.2.9–10.H -** Delineate and evaluate theargument and specific claims in atext, assessing the validity ofreasoning and relevance of evidence.  **CC.1.2.9–10.I -** Analyze seminal U.S. documents ofhistorical and literary significance,including how they addressrelated themes and concepts.  **CC.1.2.9–10.J -** Acquire and use accuratelygeneral academic and domain specificwords and phrases,sufficient for reading, writing, speaking, and listening at the college‐ and career‐readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **CC.1.2.9–10.K -** Determine or clarify the meaningof unknown and multiple‐meaningwords and phrases based ongrade‐level reading and content,choosing flexibly from a range ofstrategies and tools.  **CC.1.2.9–10.L -** Read and comprehend literarynonfiction and informational texton grade level, readingindependently and proficiently.  **CC.1.4.9-10.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary non-fiction.  **CC.1.5.9–10.A -** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **CC.1.5.9–10.B -** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  **CC.1.5.9–10.D -** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.  **CC.1.5.9–10.E -** Adapt speech to a variety of contexts and tasks.  **CC.1.5.9–10.F -** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.  **CC.1.5.9–10.G -** Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Authors use persuasive techniques to attempt to influence a reader’s opinion about the subject matter of the literary work. * The ability of an author to persuade his/her readers varies depending upon the effectiveness of the argument and persuasive techniques in the text. * Readers must be able to distinguish between valid arguments and faulty reasoning based on propaganda. | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * What are the persuasive techniques authors use to attempt to influence a reader’s opinion about the subject matter of the literary work and how does one identify them in a text? * How does a reader evaluate the effectiveness of the argument and persuasive techniques in the text? * What are propaganda techniques and how does one differentiate between strong and weak/misleading arguments? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1   * Define vocabulary in context and key literary terms * Recognize use of non-fiction and persuasive techniques in the literary works * Identify key aspects of author background and time period to help establish author’s purpose * Identify persuasive techniques in World War II posters and television commercials   Level 2   * Use context clues to determine meaning of challenging vocabulary throughout non-fiction texts * Summarize, predict and question each text while reading by completing a reading strategy chart * Infer author’s purpose and perspective based on main ideas and supporting details in the text * Distinguish between types of reasoning (inductive, deductive), types of propaganda and types of persuasive appeals (ethical, logical, emotional) and compare effectiveness * Identify patterns of text organization and compare effectiveness   Level 3   * Draw conclusions about the author’s use of persuasive techniques and other literary devices throughout the non-fiction texts * Compare and contrast the use and effectiveness of persuasive techniques in the non-fiction texts and war posters * Cite evidence to support analysis of persuasive techniques and literary devices within the non-fiction texts * Assess the ideas of classmates in discussions and respond appropriately * Develop logical arguments in a class debate and cite evidence to support those claims   Level 4   * Analyze the use of persuasive techniques and literary devices within the non-fiction texts through class discussions, partner questions and graphic organizers * Critique the effectiveness of the authors at achieving their purposes through the use of the persuasive techniques and literary devices * Connect major ideas of animal rights texts to an ABCNews documentary * Apply analysis strategies learned throughout non-fiction close reads and discussions to analyzing war posters and television commercials * Create an argument outline using inductive reasoning and one using deductive reasoning * Analyze and critique the use of persuasive techniques in two television commercials by writing and presenting a three-minute speech | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| * The students will know how to perform before, during and after reading strategies to aid in their comprehension and interpretation of nonfiction literary works. * The students will know how to identify and analyze the literary elements and devices of a non-fiction, persuasive text through close reading. * The students will know to effectively communicate their observations and opinions about the literary works to each other through class discussions, partner work and a debate. * The students will know how to formulate arguments using deductive and inductive reasoning. * The students will know how to connect the persuasive techniques within the literary works to World War II posters. * The students will know how to identify, analyze and evaluate commercials for persuasive techniques in a formal speech. | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| “Abolishing the Penny Makes Good Sense” (p.586)   * Before Reading   + Use ActiveInspire voting devices to poll the class: Are you more likely to pick a penny up off the street or leave it there? Show Gallup poll results and discuss/reflect on results   + Identify key aspects of author’s background and historical context (p.587)   + Define evidence in own words (p.587)   + Understand how author’s arrive at a general conclusion by using deductive reasoning (p.587) * During Reading   + Listen to portions of the editorial together as a class and read portions independently   + Interact with the text by summarizing, predicting, questioning and connecting on a reading strategy chart   + Use context clues to define challenging vocabulary   + Analyze evidence and deductive reasoning throughout the editorial by responding to the margin questions * After Reading   + Analyze passages from the editorial through close reading and charting textual evidence of deductive reasoning (general principle, specific situation, reasons, evidence and conclusion)   + Evaluate the effectiveness of the author’s reasoning   + Cite evidence and analyze the following literary terms through partner discussion questions: tone, author’s purpose, bias, counterargument, anecdotes, logical appeals, emotional appeals, facts, opinions and sequence/text organization   + Create an original argument using a deductive reasoning chart (applying a general principle to a specific situation) for or against a school appropriate, modern issue   “On Nuclear Disarmament” (p.592)   * Before Reading   + Use ActiveInspire voting devices to poll the class: As a general goal, which of these two do you think is more desirable: the elimination of all nuclear arms in the world, or for a few major countries including the U.S. to have enough nuclear arms so no country would dare attack them? Show Gallup poll results and discuss/reflect on results   + Identify key aspects of author’s background and historical context (p.593)   + Define rhetorical devices, repetition and parallelism in own words (p.593)   + Understand how author’s arrive at a generalization by using inductive reasoning (p.593)   + Define the “Vocabulary in Context” terms (p.593) * During Reading   + Listen to portions of the speech together as a class and read portions independently   + Interact with the text by summarizing, predicting, questioning and connecting on a reading strategy chart   + Use context clues to define challenging vocabulary   + Analyze rhetorical devices and inductive reasoning throughout the speech by responding to the margin questions * After Reading   + Analyze passages from the speech through close reading and charting textual evidence of inductive reasoning (evidence, conclusion)   + Evaluate the effectiveness of the author’s reasoning   + Cite evidence and analyze the following literary terms through partner discussion questions: historical allusion, tone, author’s purpose, bias, counterarguments, anecdotes, logical appeals, emotional appeals, ethical appeals, facts, opinions and sequence/text organization   + Create an original argument using an inductive reasoning chart (evidence building toward a conclusion) for or against a school appropriate, modern issue   “I Acknowledge Mine” (p.604)   * Before Reading   + Use ActiveInspire voting devices to poll the class: Should animals have the same rights as people (protection from harm and exploitation)? Show Gallup poll results and discuss/reflect on results   + Identify key aspects of author’s background and historical context (p.605)   + Define rhetorical persuasive techniques and emotional appeals in own words (p.605)   + Understand how to summarize using main ideas and supporting details (p.605)   + Define the “Vocabulary in Context” terms (p.605) * During Reading   + Listen to portions of the essay together as a class and read portions independently   + Interact with the essay by summarizing, predicting, questioning and connecting on a reading strategy chart   + Use context clues to define challenging vocabulary   + Analyze persuasive techniques and emotional appeals throughout the essay by responding to the margin questions   + Summarize using main ideas and supporting details throughout the essay by responding to the margin questions * After Reading   + Analyze passages from the essay through close reading and charting main ideas and supporting details   + Evaluate the effectiveness of the author’s argument based on the main ideas and supporting details   + Cite evidence and analyze the following literary terms through partner discussion questions: author’s perspective, tone, author’s purpose, bias, ethical appeals, facts, opinions and sequence/text organization, word choice/diction, imagery, figurative language   + View the documentary, 20/20: Almost Human - Medical Research and Chimpanzees and connect ideas from the documentary to the reading selection from the textbook   “Use of Animals in Biomedical Research” (p.618)   * Before Reading   + Use ActiveInspire voting devices to poll the class: Should animals have the same rights as people (protection from harm and exploitation)? Reflect on/discuss if Jane Goodall’s essay (read/analyzed previously) changed the results of the class polling and why/why not.   + Identify key aspects of author’s background and historical context (p.619)   + Define counterarguments in own words (p.619)   + Understand how to monitor by asking questions and paraphrasing (p.619)   + Define the “Vocabulary in Context” terms (p.619) * During Reading   + Listen to portions of the position paper together as a class and read portions independently   + Interact with the position paper by summarizing, predicting, questioning and connecting on a reading strategy chart   + Use context clues to define challenging vocabulary   + Analyze counterarguments and monitor with questions and paraphrasing throughout the position paper by responding to the margin questions * After Reading   + Analyze passages from the position paper through close reading and charting textual evidence of opposing viewpoints, counterarguments and support for the counterarguments   + Evaluate the effectiveness of the author’s ability to refute opposing viewpoints   + Cite evidence and analyze the following literary terms through partner discussion questions: tone, author’s purpose, bias, logical appeals, facts, opinions, sequence/text organization and style (formal language), reasons/evidence   + Debate the use of animals in biomedical research using primary evidence from the “I Acknowledge Mine” and “The Use of Animals in Biomedical Research” as well as secondary support from reliable internet sources (split class into two opposing positions)   World War II Posters: Images and Text   * Define propaganda techniques and view samples of the techniques in use through a webquest (name-calling, glittering generality, euphemism, transfer, testimonial, plain folks, bandwagon, fear) * Analyze the images and text of World War II posters for the use of the propaganda techniques * Evaluate the effectiveness of the techniques in the posters   Formal Speech   * As a class, view a modern commercial, identify and analyze its persuasive content and language, evaluate the effectiveness of the persuasive techniques * Assign each student two commercials from a teacher-approved list * Students prepare then present speeches (3 minutes) that provide background on the products in their commercials and audience(s)/purpose(s) of the commercial, show the commercials, identify and analyze the use of persuasive content and language, evaluate which commercial was more effective in its persuasion and explain why. | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| Formative Assessments   * Class discussions/questioning * Graphic organizers for class discussions * Reading strategy charts * Partner analysis questions * Original deduction and inductive argument chart * Debate * Documentary connection * Reading check quizzes   Summative Assessment   * Formal (three minute) speech analyzing two commercials for persuasive content and language | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| “Abolishing the Penny Makes Good Sense”   * No “Vocabulary in Context” for this reading selection   “On Nuclear Disarmament”   * Precursor - (n.) something that comes before and signals or prepares the way for what will follow * Annihilate - (v.) to destroy completely * Carnage - (n.) massive slaughter * Contending (adj.) struggling in rivalry * Malice - (n.) a desire to harm others * Reconcile - (v.) to restore friendly relations   “I Acknowledge Mine”   * Stark - (adj.) harsh or grim * Boisterous - (adj.) noisy and lacking in restraint or discipline * Alleviate - (v.) to make easier or provide relief * Stridently - (adv.) harshly; conspicuously * Complicity - (n.) association or partnership in a crime or offense   “Use of Animals in Biomedical Research”   * Proponent - (n.) a person who pleads for or supports a cause * Speculative - (adj.) based on guesses and theories rather than fact * Rhetoric - (n.) grand but empty talk * Impede - (v.) to obstruct or hinder     Literary Terms   * Argument/Position - The position or claim the author establishes. Arguments should be supported with valid evidence and reasoning and balanced by the inclusion of counterarguments that illustrate opposing viewpoints. * Author’s Purpose - The author’s intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something. * Bias - The subtle presence of a positive or negative approach toward a topic. * Defense of a Claim - Support provided to mark an assertion as reasonable. * Diction - An author’s choice of words, phrases, sentence structures and figurative language, which combine to help create meaning and tone. * Fact - A piece of information provided objectively, presented as true. * Generalization - A conclusion drawn from specific information that is used to make a broad statement about a topic or person. * Headings, Graphics and Charts - Any visual cues on a page of text that offer additional information to guide the reader’s comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists. * Key/Supporting Details - Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea. * Main Idea - The author’s central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph. * Opinion - A personal view, attitude, or appraisal. * Propaganda - Information aimed at positively or negatively influencing the opinions or behaviors of large numbers of people.   + Name-calling is an attack on a person instead of an issue.   + Bandwagon tries to persuade the reader to do, think or buy something because it is popular or because “everyone” is doing it.   + Emotional appeal tries to persuade the reader by using words that appeal to the reader’s emotions instead of to logic or reason.   + Testimonial attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity endorsement).   + Repetition attempts to persuade the reader by repeating a message over and over again.   + Appeal to numbers, facts, or statistics attempts to persuade the reader by showing how many people think something is true. * Style - The author’s choices regarding language, sentence structure, voice, and tone in order to communicate with the reader. * Text Organization/Structure - The author’s method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc. | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| Textbook and textbook audio CD   * Allen, Janet, et al., eds. *Holt McDougal: Literature, Fourth Course*. Evanstown, IL: Houghton Mifflin Harcourt, 2012.   Gallup Polls:   * Hagenbaugh, Barbara.“A Penny Saved Could Become a Penny Spurned.”  *USAToday.com.* USAToday. 7 July 2006. Web. 14 July 2015. <<http://usatoday30.usatoday.com/money/2006-07-06-penny-usat_x.htm>>. * Steinhauser, Paul. “CNN Poll: Public Divided on Eliminating All Nuclear Weapons.” *CNN.com.* CNN. 12 April 2010. Web. 14 July 2015. <<http://politicalticker.blogs.cnn.com/2010/04/12/cnn-poll-public-divided-on-eliminating-all-nuclear-weapons/>>. * Riffkin, Rebecca. “In U.S., More Say Animals Should Have Same Rights as People.” *Gallup.com*. Gallup. 18 May 2015. Web. 14 July 2015. <<http://www.gallup.com/poll/183275/say-animals-rights-people.aspx>>.   Documentary   * *20/20: Almost Human - Medical Research and Chimpanzees*. Prod. ABCNews. DVD. ABCNews, 2009.   ActiveInspire voting devices, SmartBoard with ActiveInspire software | | | |

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| **Unit Title 4** | **Fiction - Short Stories** | **Instructional Days Needed** | **17** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| **CC.1.3.9–10.A -** Determine a theme or central idea of a text and analyze in detail itsdevelopment over the course ofthe text, including how it emergesand is shaped and refined byspecific details; provide anobjective summary of the text.  **CC.1.3.9–10.B -** Cite strong and thorough textualevidence to support analysis ofwhat the text says explicitly, aswell as inferences and conclusionsbased on an author’s explicitassumptions and beliefs about asubject.  **CC.1.3.9–10.C -** Analyze how complex charactersdevelop over the course of a text,interact with other characters, andadvance the plot or develop thetheme.  **CC.1.3.9–10.D -** Determine the point of view of thetext and analyze the impact thepoint of view has on the meaningof the text.  **CC.1.3.9–10.E -** Analyze how an author’s choicesconcerning how to structure atext, order events within it, andmanipulate time create an effect.  **CC.1.3.9–10.F -** Analyze how words and phrasesshape meaning and tone in texts.  **CC.1.3.9–10.G -** Analyze the representation of asubject or a key scene in twodifferent artistic mediums,including what is emphasized or absent in each treatment.  **CC.1.3.9–10.H -** Analyze how an author draws onand transforms themes, topics,character types, and/or other textelements from source material ina specific work.  **CC.1.3.9–10.I -** Determine or clarify the meaningof unknown and multiple‐meaningwords and phrases based ongrade‐level reading and content,choosing flexibly from a range ofstrategies and tools.  **CC.1.3.9–10.J -** Acquire and use accurately grade appropriategeneral academic anddomain‐specific words andphrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **CC.1.3.9–10.K -** Read and comprehend literaryfiction on grade level, readingindependently and proficiently.  **CC.1.4.9-10.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary non-fiction.  **CC.1.4.9**–**10.A -** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.  **CC.1.4.9–10.B -** Write with a sharp, distinct focus identifying topic, task, and audience.  **CC.1.4.9–10.C -** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.  **CC.1.4.9–10.D -** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.  **CC.1.4.9–10.E -** Write with an awareness of the stylistic aspects of composition.   * Use precise language and domain-specific vocabulary 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.   **CC.1.4.9–10.F -** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Writers use literary elements and devices within short stories to achieve certain, intentional purposes. * Many ideas within short stories are universal and thus relatable to audiences and the surrounding world. * Readers must adopt an active role in analyzing short stories through close reading in order to understand deeper meanings. | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * How do authors use literary elements and devices within short stories to achieve certain, intentional purposes? * How does one connect the ideas within short stories to oneself, others and/or the surrounding world? * How does one adopt an active role in analyzing short stories through close reading in order to understand deeper meanings? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1   * Define vocabulary in context and key literary terms * Recognize use of literary elements and devices in the stories * Identify key aspects of author background and time period to help establish author’s purpose   Level 2   * Use context clues to determine meaning of challenging vocabulary throughout stories * Summarize the exposition, rising action, climax, falling action and resolution of each story * Infer character motivations/beliefs, symbolic meanings and thematic messages * Distinguish between types of conflicts, narration styles, types of irony and characters * Predict story events and outcomes based on prior knowledge and clues provided within the text   Level 3   * Draw conclusions about the author’s use of literary elements and devices throughout the short stories * Compare and contrast major ideas of stories to real life, other literary works, artwork and film clips * Cite evidence to support analysis of literary elements and devices within the short stories * Assess the ideas of classmates in discussions and respond appropriately * Develop a logical argument in a single paragraph essay about a fictional fresh read on a Keystone-style exam * Cite evidence to support claims made in a single paragraph essay about a fictional fresh read on a Keystone-style exam   Level 4   * Analyze the use of literary elements and devices within the short stories through class discussions, partner questions and graphic organizers * Critique the effectiveness of the authors at achieving their purposes through the use of the literary elements and devices * Connect major ideas of stories to real life, other literary works, artwork and film clips * Apply analysis strategies learned throughout short story close reads and discussions to analyzing a Keystone-style fictional fresh read * Create a single paragraph essay interpreting and analyzing a fictional fresh read on a Keystone-style exam | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| * The students will know how to perform before, during and after reading strategies to aid in their comprehension and interpretation of literary works. * The students will know how to identify and analyze the literary elements and devices of a short story through close reading. * The students will know to effectively communicate their observations and opinions about the literary works to each other through class discussions and partner work. * The students will know how to formulate an argument and cite specific textual evidence to support their claims about the literary works, orally and in an essay. * The students will know how to connect the ideas within a text to themselves, others and the surrounding world. | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| Theme: “How Much Land Does a Man Need?” (p.644)   * Before Reading   + Make a judgment and debate if money makes the world go ‘round. Then, observe and discuss results of internet poll asking people what they would/not do for a million dollars.   + Identify key aspects of author’s background (p.645)   + Define didactic literature in own words   + Understand how to set a purpose for reading through predicting (p.645)   + Define the “Vocabulary in Context” terms for the story (p.645) * During Reading   + Listen to portions of the story together as a class and read portions independently   + Summarize aspects of plot (exposition, rising action, climax, falling action and resolution) on a plot pyramid handout   + Use context clues to define challenging vocabulary   + Analyze didactic literature and predict throughout the story by responding to the margin questions * After Reading   + Analyze passages from the story through close reading and charting textual evidence of foreshadowing, character traits/motivations and irony (situational/dramatic/verbal).   + Connect the author’s use of foreshadowing, character traits/motivations and irony to his theme (didactic literature)   + Cite evidence and analyze the following literary devices through partner discussion questions: suspense, theme, symbol, author’s purpose, resolution, character foil and omniscient narration   + Compare and contrast the story’s theme to artwork: “Death of the Miser” and “The Temptation of St. Anthony”   Conflict: “On the Rainy River” (p.908)   * Before Reading   + Observe and discuss the images and emotions conveyed in a painting of the Vietnam War memorial in Washington, D.C. (“Vietnam Reflections” by Lee Teter)   + View the Vietnam War segment from the film, *Forrest Gump*, and predict why the narrator may be fearful about going to the war   + Identify key aspects of the author’s background (p.909)   + Define historical context in own words and identify key aspects of the Vietnam War including the role of Communism and the draft (p.909)   + Define author’s perspective and predict how the author’s perspective will influence the story   + Define the “Vocabulary in Context” terms for the story (p.909) * During Reading   + Listen to portions of the story together as a class and read portions independently   + Summarize aspects of plot (exposition, rising action, climax, falling action and resolution) on a plot pyramid handout   + Use context clues to define challenging vocabulary   + Analyze historical context and author’s perspective throughout the story by responding to the margin questions * After Reading   + Analyze passages from the story through close reading and charting textual evidence of internal/external conflicts   + Connect the conflicts to how they reveal the narrator’s feelings and beliefs   + Cite evidence and analyze the following literary devices from the story: setting, symbol, characterization, atmosphere, antagonist, sensory details, mood and flashback   + Compare and contrast the story’s conflicts to those found in war poems from various eras: “Aftermath,” “War is Kind,” “DULCE ET DECORUM EST,” “Speaking: The Hero,” “Harry Williams,” “The Box”   Setting: “A Chip of Glass Ruby” (p.628)   * Before Reading   + Reflect on and explain what you would be willing and not willing to sacrifice for justice.   + Identify historical context by viewing the last twenty-five minutes of the film, *The Power of One*, and charting the differences in the living conditions of the white and the native blacks of South Africa during apartheid; Reflect on and share student emotional reaction   + Identify key aspects of the author’s background (p.629)   + Explain how theme and persuasion are related in literature (p.629)   + Define drawing conclusions in own words   + Define the “Vocabulary in Context” terms for the story (p.629) * During Reading   + Listen to portions of the story together as a class and read portions independently   + Summarize aspects of plot (exposition, rising action, climax, falling action and resolution) on a plot pyramid handout   + Use context clues to define challenging vocabulary   + Analyze the connection between theme and persuasion and draw conclusions throughout the story by responding to the margin questions * After Reading   + Analyze passages from the story through close reading and charting textual evidence story events that were directly or indirectly caused by the historical context (setting)   + Connect the events caused by the setting to influence on character attitudes and interactions   + Cite evidence and analyze the following literary devices from the story: dynamic character, static character, symbolism, tone, theme and third-person limited point of view   + Connect setting events in this story to those of previously read literary works such as *Night* and *Farewell to Manzanar* as well as modern and/or personal events that entail a lack of justice for a group of people   Character: “The Possibility of Evil” (p.186)   * Before Reading   + Make a judgment by explaining why one thinks people are generally good or evil at their core   + Identify key aspects of the author’s background (p.187)   + Define character motivations and how to determine character motivations in own words (p.187)   + Define making inferences in own words   + Define the “Vocabulary in Context” terms for the story (p.187) * During Reading   + Listen to portions of the story together as a class and read portions independently   + Summarize aspects of plot (exposition, rising action, climax, falling action and resolution) on a plot pyramid handout   + Use context clues to define challenging vocabulary   + Analyze character motivations and make inferences throughout the story by responding to the margin questions * After Reading   + Analyze passages from the story through close reading and charting textual evidence of character actions and motivations that caused the behavior   + Connect the character actions/motivations to the character traits the reveal   + Cite evidence and analyze the following literary devices from the story: irony, resolution, symbolism, mood, imagery, foreshadowing, atmosphere   + Connect character motivations and actions in story to those of real people by viewing the reaction of New Jersey residents to homeless people on an episode of ABC’s “What Would You Do?” and observe and discuss the results caught on camera   Point of View: “By the Waters of Babylon” (p.288)   * Before Reading   + Reflect on and discuss why first impressions can be misleading   + View Gestalt images and determine the two different images within each picture   + Identify key aspects of the author’s background (p.187)   + Define first person point of view and how it influences the telling of the story (p.187)   + Define making inferences in own words   + Define the “Vocabulary in Context” terms for the story (p.187) * During Reading   + Listen to portions of the story together as a class and read portions independently   + Summarize aspects of plot (exposition, rising action, climax, falling action and resolution) on a plot pyramid handout   + Use context clues to define challenging vocabulary   + Analyze first person point of view and make inferences throughout the story by responding to the margin questions * After Reading   + Analyze passages from the story through close reading and charting textual evidence of the items/settings/events the narrator describes   + Connect the narrator’s descriptions with prior knowledge to determine the modern references included in the story   + Cite evidence and analyze the following literary devices from the story: imagery, symbolism, biblical allusion, theme, antagonist and historical context   + Connect the limited point of view of the story’s narrator to a magic trick by viewing a clip from “Breaking the Magician’s Code” and investigating how the audience’s limited point of view creates the illusion   End of Unit: Keystone-style assessment with a fictional fresh reading passage, multiple choice questions and single-paragraph essay | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| Formative Assessments   * Class discussions/questioning * Graphic organizers * Plot pyramids * Partner analysis questions * Art/film clip/TV episode clip connections * Reading check quizzes   Summative Assessment   * Keystone-style exam with fictional fresh reading passages followed by multiple choice analysis questions and a single paragraph essay | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| “How Much Land Does a Man Need?”   * Disparage - (v.) to speak of in a negative or insulting way * Discord - (n.) disagreement; lack of harmony * Forbear - (v.) refrain from; resist * Prostrate - (adj.) lying in a flat, horizontal position   “On the Rainy River”   * Acquiescence - (n.) passive agreement; acceptance without protest * Censure - (n.) harsh criticism or disapproval * Compassionate - (adj.) feeling or sharing the suffering of others * Naive - (adj.) unsophisticated, lacking worldly experience * Preoccupied - (adj.) absorbed in one’s thoughts; distracted * Reticence - (n.) the quality of keeping silent or reserved   “A Chip of Glass Ruby”   * Disarmed - (v.) to win over; to make less hostile * Patronize - (v.) to behave in a manner that shows feelings of superiority * Presumption - (n.) behavior or language that is boldly arrogant or offensive * Repute - (n.) reputation; fame   “The Possibility of Evil”   * Infatuated - (adj.) intensely fond * Rapt - (adj.) fully absorbed; entranced * Negotiable - (adj.) able to be bargained with * Degraded - (adj.) corrupted, depraved * Translucent - (adj.) allowing light to shine through * Reprehensible - (adj.) deserving blame and criticism   “By the Waters of Babylon”   * No “Vocabulary in Context” listed for this story in textbook   Keystone Literary Terms   * Exposition - A narrative device, often used at the beginning of a work that provides necessary background information about the characters and their circumstances * Rising Action - The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point * Climax - The turning point in a narrative; the moment when the conflict is at its most intense * Falling Action - The part of a literary plot that is characterized by diminishing tensions and the resolution of the plot’s conflicts and complications * Resolution - The portion of a story following the climax in which the conflict is resolved * Setting - The time and place in which a story unfolds * Conflict (internal and external) - A struggle or clash between opposing characters, forces, or emotions * Character - a person, animal or inanimate object portrayed in a literary work * Theme - a stated or implied major idea broad enough to cover the entire scope of a literary work * Point of View - The position of the narrator in relation to the story, as indicated by the narrator’s outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc.) * Flashback - An organizational device used in literature to present action that occurred before current (present) time of the story * Foreshadowing - An organizational device used in literature to create expectation or to set up an explanation of later developments * Irony - The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result. * Symbolism - A device in literature where an object, person or place represents an idea * Suspense - a state or feeling of excited or anxious uncertainty about what may happen * Imagery - Descriptive or figurative language in a literary work; the use of language to create sensory impressions * Mood - The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| * Textbook and textbook audio CD   Allen, Janet, et al., eds. *Holt McDougal: Literature, Fourth Course*. Evanstown, IL: Houghton Mifflin Harcourt, 2012.   * Poems   + “Aftermath - Poem by Siegfried Sassoon.”  *PoemHunter.com*. Poem Hunter, July 10, 2015. Web. 11 July 2015. <<http://www.poemhunter.com/poem/aftermath/>>.   + “War is Kind - Poem by Stephen Crane.” *PoemHunter.com*. Poem Hunter, July 10, 2015. Web. 11 July 2015. <<http://www.poemhunter.com/poem/do-not-weep-maiden-for-war-is-kind-2/>>.   + “War Poems - Poems For War - Dulce Et Decorem Est.” *PoemHunter.com*. Poem Hunter, July 10, 2015. Web. 11 July 2015. <<http://www.poemhunter.com/poems/war/page-/16231/>>.   + “Felix Pollak.” *Voices Compassion Education.*  Voices Compassion Education, December 11, 2010. Web. 11 July 2015. <<http://voiceseducation.org/content/felix-pollak>>.   + “Harry Williams.” *PoetryNook.com.* Poetry Nook, n.d. Web. 11 July 2015. <<http://www.poetrynook.com/poem/harry-williams>>.   + “The Box by Lascelles Abercrombie.”  *FamousPoetsandPoems.com.*  Famous Poets and Poems, 2010. Web. 11 July 2015. <<http://famouspoetsandpoems.com/poets/lascelles_abercrombie/poems/7319>>. * Internet poll   + “What Would You Do For A Million Dollars.” *Misterpoll.* Pollbob Inc. 2015. Web. 11 July 2015. <<http://www.misterpoll.com/polls/41602/results>>. * Gestalt images   + JPeterMurmann [Johann Peter Murmann]. “Experience Gestalt Pictures.” *Professor Murmann’s Web.* n.p. 21 Dec. 2014. Web. 11 July 2015. * Artwork   + Bosch, Hieronymus. *Death and the Miser.* 1485. National Gallery of Art, Washington, D.C. *The Collection: National Gallery of Art*. Web. 11 July 2015. <<https://www.nga.gov/collection/gallery/gg39/gg39-41645.html>>.   + Dali, Salvador. *The Temptation of St. Anthony*. 1946. Musee Royaux des Beaux-Arts, Brussels. *Salvador Dali: Paintings, Biography, and Quotes.* Web. 11 July 2015.   + Teter, Lee. *Reflections*. 1988. *Vietnam Veterans of America*. Silver Spring, Maryland. Web. 11 July 2015. <http://www.leeteter.com/>. * Film clips   + Zemeckis, Robert., dir. *Forrest Gump*. Paramount Pictures, 1994. Film.   + Avildsen, John G., dir. *The Power of One*. Warner Bros., 1992. Film. * Television show clips   + “What Would You Do? Woman Collapses on Sidewalk: WWYD?.” *What Would You Do?* ABCNews. WABC-TV, New York City. 22 Oct. 2010. Television.   + “Show Thirteen: Walking on Water (Surrounded by Spectators.” *Breaking the Magician’s Code: Magic’s Biggest Secrets Finally Revealed*. Fox Broadcasting Company. FOX. 18 May 2009. Television. * Keystone-style common assessment with fictional fresh reading passages, multiple choice questions and a single paragraph essay | | | |

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| **Unit Title 5** | **Novel: Literary Elements and Devices - Lord of the Flies** | **Instructional Days Needed** | **20** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.  CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.  CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.  CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.  CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.  CC.1.3.9–10.I 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.  CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.  CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.  CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary 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.  CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * It is important for students to understand the purpose of writing, and to comprehend the latent ideas in a text. * It is important for students to be exposed to nonfiction writing about literature. * It is important for students to comprehend the structures of effective writing, and to be able to evaluate a text based on those structures. | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in b  |  | | --- | |  | | | | |
| * How does Golding use his novel to criticize both World War II, the Cold War, and humanity in general? * How does this novel conform to an archetypical ironic plot structure? * How does Golding use literary devices to facilitate his purpose? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1:   * Define vocabulary in context and literary terms * Discuss prior knowledge of historical events relevant to the readings: WWII, Cold War * Identify historical background information prior to reading   Level 2:   * Organize characters and traits into chart form * Relate to/Make connections to the text through various journaling activities * Make predictions while reading   Level 3:   * Cite evidence to support analysis of literary elements and devices within the text * Assess the ideas of classmates in discussions and respond appropriately * Investigate historical contexts in order to understand fiction texts   Level 4:   * Analyze how the author uses literary elements and/or devices to convey a major theme of the work * Analyze key passages for literary and stylistic elements * Create a literary analysis multi-paragraph paper * Synthesize secondary support from one teacher-assigned critical article in a multi-paragraph paper. | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| Students will...   * Analyze literature for literary devices and elements of narration through Socratic seminars, think-pair-share, small and large group work, and a formal essay. * Identify and define literary criticism, and develop skills and reading strategies for understanding this type of nonfiction writing. * Connect a published author's ideas to their own through formal writing. * Apply the steps of the writing process and MLA formatting to create an original, formal, literary analysis essay. * Demonstrate an understanding of the text through speaking and writing. | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| Before Reading   * Receive a glossary of key terms for the novel, background on William Golding and context of the novel. * Receive and define a packet of vocabulary terms by chapter. * View Powerpoint introduction to the novel. * Review/Recall aspects of WWII and the Cold War and take notes. * Reflect on William Golding quote: “It was simply what seemed sensible for me to write after the war when everyone was thanking God they weren’t Nazis. I’d seen enough to realize that every single one of us could be Nazis.”   During Reading   * Complete daily journal warm-ups by chapter. * Handout: Recall setting and provide textual evidence of how the boys set up their island civilization in chapters 1-3. * Keep track of characterization on sheets designed for each character: Jack, Ralph, Piggy, etc. * Select important quotations that reinforce characterization while reading. * Read supplemental article on fight or flight response and discuss how it relates to chapter 7. * Participate in a Literature Circle for chapters 1-10. * Complete Venn diagram on Ralph and Jack for chapter 11. * Answer comprehension question during reading. (Provided in packet form.)   After Reading   * Reading Check Quiz and Vocabulary Quiz * Provide a thorough description of each character on a character chart as review. * Identify major conflicts, themes and symbolism in the novel and discuss. * Participate in Fish Bowl Seminars based on the text. * Define and take notes on literary criticism. * Follow steps of the writing process to write a paper which includes citations from one article of literary criticism. | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| * Class discussions/questioning * Graphic organizers for class discussions in packet: setting, characterization, theme * Journaling - journal prompts in packet * Character chart * Reading check quizzes * Literature Circles * Fish Bowl Socratic Seminars * Literary analysis multi-paragraph paper | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| Vocabulary in the novel will be covered by chapter.  Example: Chapter 1   * efflorescence -blooming of flowers, state of flowering * enmity - deep seated hatred; state of being an enemy * decorous - exhibiting appropriate behavior or conduct * chorister - a singer or leader of a choir * bastion - a stronghold or fortification; similar to a stronghold * hiatus - a gap or interruption in continuity; a break or pause   Additional Terms   * Allegory - a form of extended metaphor in which objects, persons and actions in a narrative are equated with meanings that lie outside the narrative itself. The underlying meaning may have moral, social, political, or religious significance and characters are often personifications of abstract ideas. * Barbarism - absence of culture and civilization. * Cold War - the state of political hostility that existed between the Soviet bloc countries and the US-led Western powers from 1945 to 1990. * Communism - a political theory derived from Karl Marx, advocating class war and leading to a society in which all property is publicly owned and each person works and is paid according to their abilities and needs. * Conch - a tropical marine mollusk with a spiral shell that may bear long projections and have a flared lip. * Individualism - a social theory favoring freedom of action for individuals over collective or state control. * Irony - the use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected results. * Savagery - the condition of being primitive or uncivilized. * Symbolism - a device in literature where an object represents an idea. | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| * Golding, William. *Lord of the Flies.* New York: Penguin Group, 1982. Print. * PowerPoint presentations: novel introduction and writing workshop * Selected articles of literary criticism from BHS library. * Lord of the Flies Vocabulary packet and handouts * Literature Circle Role Sheets * Fish Bowl Seminar Questions * Writing Workshop packet | | | |

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| **Unit Title 6** | **Poetry** | **Instructional Days Needed** | **19** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| **CC.1.3.9–10.A -** Determine a theme or central ideaof a text and analyze in detail itsdevelopment over the course ofthe text, including how it emergesand is shaped and refined byspecific details; provide anobjective summary of the text.  **CC.1.3.9–10.B -** Cite strong and thorough textualevidence to support analysis ofwhat the text says explicitly, aswell as inferences and conclusionsbased on an author’s explicitassumptions and beliefs about asubject.  **CC.1.3.9–10.D -** Determine the point of view of thetext and analyze the impact thepoint of view has on the meaningof the text.  **CC.1.3.9–10.E -** Analyze how an author’s choicesconcerning how to structure atext, order events within it, andmanipulate time create an effect.  **CC.1.3.9–10.F -** Analyze how words and phrasesshape meaning and tone in texts.  **CC.1.3.9–10.G -** Analyze the representation of asubject or a key scene in twodifferent artistic mediums,including what is emphasized or  absent in each treatment.  **CC.1.3.9–10.H -** Analyze how an author draws onand transforms themes, topics,character types, and/or other textelements from source material ina specific work.  **CC.1.3.9–10.I -** Determine or clarify the meaningof unknown and multiple‐meaningwords and phrases based ongrade‐level reading and content,choosing flexibly from a range ofstrategies and tools.  **CC.1.3.9–10.J -** Acquire and use accurately grade appropriategeneral academic anddomain‐specific words andphrases; gather vocabulary  knowledge when considering a word or phrase important to comprehension or expression.  **CC.1.3.9–10.K -** Read and comprehend literaryfiction on grade level, readingindependently and proficiently.  **CC.1.4.9–10.E -** Write with an awareness of thestylistic aspects of composition.  • Use precise language and domain‐specific vocabulary 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.  **CC.1.4.9–10.N -** Engage and orient the reader bysetting out a problem, situation, orobservation, establishing one ormultiple points of view, andintroducing a narrator and/orcharacters.  **CC.1.4.9–10.O -** Use narrative techniques such asdialogue, description, reflection,multiple plotlines, and pacing todevelop experiences, events,and/or characters; use precisewords and phrases, telling details,and sensory language to convey avivid picture of the experiences,  events, settings, and/or characters.  **CC.1.4.9–10.R -** Demonstrate a grade‐appropriatecommand of the conventions ofstandard English grammar, usage,capitalization, punctuation, andspelling. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Writers utilize the title of a poem to help a reader to comprehend the ideas that will be addressed in a poem * The purpose of poetry is to create a visual representation for a reader and develop a message, moral, or story * Poetry can be more simple or more complex than a student may imagine * Poetry can be connected to other various works such as songs, stories, or other poetic pieces * Poetry goes beyond a surface reading of a text to make deeper connections and increases levels of imagery and themes * Poetry uses multiple points of view to provide a reader with a different perspective of a poem and to allow the reader to explore multiple perspectives that can be perceived by a particular piece. | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * What impact does figurative language have on poetry and why is it essential to a particular piece? * How do the lessons/morals from poetry connect to our daily lives or our daily situations and how do you make this connection to the piece? * How can poetry be classified and what element does this create for the reader? What impact does this have the emotion that is attached to poetry? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1:   * Recall previous information learned about poetry * Define key poetic terminology * Identify figurative language and sound devices found in the poems * Identify the form of the poem (free verse, sonnet, blank verse, etc.) * Identify the point of view of the poem     Level 2:   * Use context clues to identify the theme of the poems * Distinguish the meaning of the title of the poem * Distinguish the connotation and denotation of the words in the title * Construct the rhyme scheme of the poem * Make observations about the imagery used in the poem and connect this imagery to real life examples * Infer the symbolic meaning of symbols presented   Level 3:   * Construct a paraphrased version of the poem * Differentiate between the speaker’s attitude in the poem and the writer’s attitude * Cite evidence of poetic shifts created in the poem and explain the purpose of the shift to the poem’s meaning and structure * Critique poetic techniques used by author * Formulate opinions about how/why an author included different figurative language within a piece of poetry * Draw conclusions about what the theme of the poem is and how it is to be applied to life     Level 4:   * Analyze how the point of view impacts the reader’s interpretation of the poem * Connect allusions presented in the poem to what they are meant to allude to * Prove how the meaning of the title has changed after reading and interpreting the poem * Connect poetic content to events and feelings presented in daily life * Create original pieces of poetry modeling studied form * Analyze poetic devices used by authors and determine the relevance of incorporating these techniques into their work | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| * Students will know the definitions of poetic devices * Students will know how to identify the style of a select poem * Students will know how to find poetic devices in a piece of literature * Students will know how to identify and analyze the use of sound devices in poetry * Students will know how read and interpret various forms of poetry * Students will know how to interpret the use of imagery in poems * Students will know how to identify and interpret dialect presented in poetry * Students will know how break down complex forms into simpler forms to create a better understanding * Students will know how to recognize poetry in their daily lives * Students will know how to comprise their own poetic pieces modeling provided poetic forms | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| * Poetry pre-test to establish how well students understand provided poetic devices and to establish how much will need to be retaught * Style Focus: “Mending Wall,” “Birches” - Complete TPCASTT and compare/contrast meaning presented in both poems: Listen to Mending Wall by the Beatles and compare and contrast style and theme from song to poem * Style Focus: “When I Heard the Learn’d Astronomer,” “The Artilleryman’s Vision” - Complete TPCASTT: Compare and contrast poetic themes, writing style, and use of imagery * Sound Devices: “Piano,” “Fifteen,” Tonight I Can Write” - TPCASTT, graphic organizer tracing sound devices used in each poem and analysis connection on which were most effective and what impact they provided to the reader - creation of mini poem utilizing sound devices * Figurative Language and Imagery: “The Fish,” “Christmas Sparrow,” “The Sloth,” “George Gray,” “Loveliest of the Trees,” “Mother to Son” - TPCASTT, graphic organizer outlining 5 senses and citation of evidence from poems as well as connection to what image is to represent in daily life, Meaning of Life Poem, Original Poem * Sonnets: “Sonnet 18,” “Sonnet XXX” - TPCASTT, How to Recognize a Sonnet Handout, Comparison/Contrast handout between themes of each individual sonnet, Sonnet Creation Activity * Ballads and Dialect: “Lord Randall,” “Ballad,” “Midwinter Blues” - TPCASTT, study of a ballad handout to trace how this particular form is implemented, connection to present day ballads * Final Keystone Style assessment on poetic terms and cold read poems with multiple choice questions for analysis with a single paragraph Keystone style response question * Poetry Multi-Paragraph paper on “The Gift” and “Those Winter Sundays”   *\*\* Note: There are more works listed above then will be able to be completed by the teacher in the given time frame but we wanted to provided all materials available. Each individual teacher can pick which poems they would like to teach as long as they cover each target category.* | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| Formative:   * Class Discussions * Class Questioning * Graphic Organizers * Class Activities (TPCASTT) * Practice Quiz on Poetic Devices * Exit/Admit Slips     Summative Assessments:   * Unit Exam * Original Poem * Meaning of Life Poem * Poetry Multi-Paragraph Paper | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| * Extended Metaphor - Metaphor developed over several lines or throughout a poem * Connotation - The feelings associated with a word (not the literal meaning) * Denotation - The literal meaning of a word * Idiom - Phrases that are not meant to be taken literally * Dialect - Way or mode of speaking that links people to a geographical region * Iamb - A metrical foot consisting of an unaccented syllable followed by an accented syllable. * Meter - The pattern of the beats in a poem * Allusion - A reference to something famous (person or place) that the reader should be familiar with * Parallelism - When words or lines are arranged in a similar manner (running, jumping, swimming) * Speaker - The person whose voice you hear as you read a poem | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| * Textbook * Copy of Mother to Son * Copy of George Gray * Copy of Loveliest of Trees * TPCASTT Handout * Meaning of Life Poem Assignment * Mending Wall Music Video * Original Poem Assignment * Poetry Supplemental Handouts for each poetic pair * Poetry Pre-Test * Poetry Final Exam * Poetry Paper Packet | | | |

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| **Unit Title 7** | **Novel - A Lesson Before Dying** | **Instructional Days Needed** | **23** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| CC.1.2.9–10.A - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  CC.1.2.9–10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  CC.1.2.9–10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  CC.1.2.9–10.D - Determine an author’s particular point of view and analyze how rhetoric advances the point of view.  CC.1.2.9–10.E - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.  CC.1.2.9–10.F - Analyze how words and phrases shape meaning and tone in texts.  CC.1.2.9–10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.  CC.1.2.9–10.J - 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.2.9–10.K - 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.  CC.1.3.9–10.A - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  CC.1.3.9–10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  CC.1.3.9–10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  CC.1.3.9–10.D - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.  CC.1.3.9–10.F - Analyze how words and phrases shape meaning and tone in texts.  CC.1.3.9–10.H - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.  CC.1.3.9–10.I - 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.  CC.1.3.9–10.J - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.3.9–10.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.  CC.1.4.9–10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  CC.1.5.9–10.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  CC.1.5.9–10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.  CC.1.5.9–10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text * Listening provides the opportunity to learn, reflect, and respond * Historical interpretation involves an analysis of cause and result * Information to gain or expand knowledge can be acquired through a variety of sources * Purpose, topic and audience guide types of writing | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * How does/did racism and injustice impact our society? * What effect do relationships between friends and family have on our life and our decisions that we make? * How can pride allow a person to overcome the greatest struggles in life? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1:   * Define key unit vocabulary * Identify key information about Ernest J. Gaines * Identify the many layers and permutations of racism and prejudice   Level 2:   * Describe the various strengths and styles of the strong women that impact Jefferson and Grant, including Miss Emma, Tante Lou, and Vivian. * [Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text.](http://www.pdesas.org/Standard/StandardsBrowser#24487) * Compare and contrast Jefferson and Grant and how the characters develop and change throughout the novel * Distinguish how the death penalty is connected to race in the United States * Compare and contrast moral dilemmas and discuss how the situation varies the end result * Compare concepts of the story to other texts such as Tuesdays with Morrie   Level 3:   * Discuss the impact of racism and prejudice on individuals and on society. * Cite evidence for how Jefferson changes from a hog to a man * Develop an argument for the roots of Grant’s escapism and trace his journey of self-discovery * Develop a logical argument for your belief in the death penalty or your opposition to the death penalty and prepare to defend your position in a group discussion * Cite evidence from the story to complete assigned role sheet for literature circle discussion sheets   Level 4:   * Prove and analyze how Jefferson is “sacrificed” for the community. * Prove how the setting of the story shapes the lives of the characters in the story * Evaluate the different ways in which people are educated throughout the story * Analyze the way in which a work of literature is related to the themes and issues of a historical period * Create a scene analysis using multimedia and connect to other parts of the text through group project * [Analyze the effectiveness of literary elements used by authors in various genres](http://www.pdesas.org/Standard/StandardsBrowser#24500) * Analyze the way in which a work of literature is related to the themes and issues of a historical period | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| * The students will know that slavery and segregation existed not long ago and were difficult times for those involved * The students will know that relationships can develop throughout a course of time * The students will know that men can change in times of adversity * The students will know that point of view of a character makes an impact of the interpretation of the story * The students will know that words can have a greater impact than intended * The students will know that pride is one characteristic necessary for a successful life | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| * Introduction Learning Centers - Students will go through 4 centers in which the learn about Ernest J. Gaines, Moral Dilemmas, Jim Crow Laws, and Tuesdays with Morrie * PBS Freedom Video with comprehension questions * Students will complete character charts noting the behaviors of Jefferson and Grant and how they change throughout the story and cite evidence on what caused this change * Students will create a chart of themes that are presented throughout the story and cite examples of when this theme is revealed throughout the novel. * Students will be assigned comprehension questions to keep track of key events in the story. * Students will complete literary circle assignments sheets as we read in relation to which role they were assigned by their group (discussion director, summarizer, illustrator, illuminator, connector) * Students will participate in a socratic seminar at the completion of the story to discuss key issues from the story and make connections to real life examples * Students will be assigned a portion of the book and have to create a presentation about key events and quotes from that portion of the book and present it to the class justifying why they found these particular items to prevail the most. * Review Carousel Activity * Theme Thoughts Activity | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| · Formative Assessments:  \* Class Questioning  \* Class Discussion  \* Exit/Admit Slips  \* Graphic Organizers  \* Peer/Self Assessments  \* Comparison Chart  \* Review Carousel  \* Theme Thoughts  \* Literature Circles  · Summative Assessments:  \* Group Project presenting assigned section of story | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| * Civil War - a war between political factions or regions within the same country * Jim Crow Laws - any state law discriminating against black persons * Moral Dilemma - a conflict in which you have to choose between two or more actions and have **moral** reasons for choosing each action * 14th Amendment - addresses citizenship rights and equal protection of the laws, and was proposed in response to issues related to former slaves following the American Civil War * 15th Amendment - granted African American men the right to vote by declaring that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude * Ku Klux Klan - a secret organization in the southern U.S., active for several years after the Civil War, which aimed to suppress the newly acquired powers of blacks and to oppose carpetbaggers from the North, and which was responsible for many lawless and violent proceedings * Plessey vs. Ferguson - a landmark 1896 U.S. Supreme Court case that upheld a Louisiana law that allowed railway passenger cars to be "separate" for races but required that they be "equal." * Segregation - a setting apart or separation of people or things from others or from the main body or group * Dignity - bearing, conduct, or speech indicative of self-respect or appreciation of the formality or gravity of an occasion or situation * Black Code - any code of law that defined and especially limited the rights of former slaves after the Civil War | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| * A Lesson Before Dying Books * Computers * PBS Film * Discussion Questions * Literature Circle Packets * Group Assignments * Socratic Seminar Questions * Theme Thoughts Activity * Review Carousel * Computer Lab * Google Docs and Google Accounts for students * Promethean Board * Death Penalty Handouts * Moral Dilemma Handouts | | | |

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| **Unit Title 8** | **Research** | **Instructional Days Needed** | **18** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.  CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.  CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.  CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.  CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary 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.  CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically  CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.  CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.  CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Researching Ancient Greece, Shakespeare, Julius Caesar, The Elizabethan Time Period, and Ancient Rome provides a historical context for literature and drama * Listening provides the opportunity to learn, reflect, and respond * Historical interpretation involves an analysis of cause and effect * Information to gain or expand knowledge can be acquired through a variety of sources * Purpose, topic and audience guide types of writing and speaking | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * What impact do historical influences have on literature? * How can we connect history to the literature we read? * What impact does history have on our lives today? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1:   * Select topic for research * Recall prior knowledge of topic before commencing research * Define important vocabulary related to topic * List steps of the research process   Level 2:   * Distinguish between important figures and time periods * Summarize key ideas and events during note taking process * Organize a preliminary outline based on notes/findings   Level 3:   * Construct notes and an outline based on MLA format * Cite evidence in a Works Cited page according to MLA format * Formulate a final thesis based on refined research/notes * Develop a logical argument in body of speech outline   Level 4:   * Synthesize sources into a coherent outline with citations * Evaluate text content for inclusion in written and oral presentation * Prove original thesis through speech and outline * Evaluate all presentations based on a detailed rubric | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| Students will:   * Choose a topic to research related to the Elizabethan Time Period, Shakespeare, Ancient Rome, Julius Caesar or Ancient Greece. * Identify ten possible reliable resources to use for presentation by creating a working bibliography, and using correct citations for sources. * Take notes on those ten resources using researched notetaking methods. * Compile research from at least three sources into an outlined speech with thesis statement, specific support, transitions, and a works cited page. * Present a four to six minute speech using power point presentation with proper citations as a visual aid. | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| Over the course of a 3 week period, students will complete the following steps in order:   * Students will select a topic for research. They will then brainstorm on their topic and draft a preliminary thesis statement. * Students will go to the library and participate in orientation with the library media specialist. * Students will learn about reliable resources and types of resources available to them through the library and internet. * Students will use Power Library and the internet to find potential resources. They will record citation information for these resources on bibliography cards using the Research Handbook as a guide for formatting. * Students will finalize a thesis statement before proceeding on to notecards. * After bibliography cards are checked by the teacher, students will read possible resources and take notes on notecards to match with bibliography cards. We will discuss the differences between quotes, paraphrasing, and summaries. We will also discuss how to organize topics. * Once notecards are checked by the teacher, students will narrow their research choices and begin writing their outline. They will include thesis statement, introduction, specific evidence with citations, transitions, and conclusion. * Students will also create a powerpoint presentation to accompany speech as the visual aid. Information should only be highlights (the speech should not be written word for word on power point slides). * Power point should include at least three pictures that are relevant to the speech. * A works cited page should also be included with the outline of the speech and on the last slide. * Students will present their speeches to the class. * Students will have to actively engage in the presentation of others by completing a peer analysis for each presentation. | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| * Prewriting packet * Library research quiz * Ten bibliography cards with proper citations. * Finalized thesis statement * Forty notecards with proper headings and markings. * Outline for presentation with internal citations and works cited page to include at least three resources. * Presentation of material in 4-6 minute speech or lesson * Power point as visual aid (to include at least three relevant pictures and at least three works cited). * Peer analysis of presentations | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| * Bibliography - a list of consulted works found at the end of a research paper when using MLA format * Biography - a written account of another person’s life * Cultural Significance - the generally accepted importance of a work representing a given culture * Drama - the genre of literature represented by works intended for the stage * Evaluate - examine and judge carefully * Fact - a piece of information provided objectively, presented a s true * Informational Text - nonfiction written primarily to convey factual information * Interpret - to give reasons through an explanation to convey and represent the meaning of a text * Opinion - a personal view, attitude or appraisal * Works Cited - a list of only those items cited within a research paper when using MLA format | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| * Computer lab * Google docs * Library resources: print (books, essays, articles, etc.) and electronic resources (online databases, links, catalogues, etc.) * Microsoft PowerPoint software * Research Handbook | | | |

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| **Unit Title 9** | **Drama - Julius Caesar and Antigone** | **Instructional Days Needed** | **30** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| **CC.1.3.9–10.A -** Determine a theme or central idea of a text and analyze in detail itsdevelopment over the course ofthe text, including how it emergesand is shaped and refined byspecific details; provide anobjective summary of the text.  **CC.1.3.9–10.B -** Cite strong and thorough textualevidence to support analysis ofwhat the text says explicitly, aswell as inferences and conclusionsbased on an author’s explicitassumptions and beliefs about asubject.  **CC.1.3.9–10.C -** Analyze how complex charactersdevelop over the course of a text,interact with other characters, andadvance the plot or develop thetheme.  **CC.1.3.9–10.D -** Determine the point of view of thetext and analyze the impact thepoint of view has on the meaningof the text.  **CC.1.3.9–10.E -** Analyze how an author’s choicesconcerning how to structure atext, order events within it, andmanipulate time create an effect.  **CC.1.3.9–10.F -** Analyze how words and phrasesshape meaning and tone in texts.  **CC.1.3.9–10.H -** Analyze how an author draws onand transforms themes, topics,character types, and/or other textelements from source material ina specific work.  **CC.1.3.9–10.I -** Determine or clarify the meaningof unknown and multiple‐meaningwords and phrases based ongrade‐level reading and content,choosing flexibly from a range ofstrategies and tools.  **CC.1.3.9–10.J -** Acquire and use accurately grade appropriategeneral academic anddomain‐specific words andphrases; gather vocabulary  knowledge when considering a word or phrase important to comprehension or expression.  **CC.1.3.9–10.K -** Read and comprehend literaryfiction on grade level, readingindependently and proficiently.  **CC.1.4.9**–**10.A -** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately**.**  **CC.1.4.9–10.B -** Write with a sharp, distinct focusidentifying topic, task, andaudience.  **CC.1.4.9–10.C -** Develop and analyze the topicwith relevant, well‐chosen, andsufficient facts, extendeddefinitions, concrete details,quotations, or other informationand examples appropriate to theaudience’s knowledge of the topic;include graphics and multimedia  when useful to aiding comprehension.  **CC.1.4.9–10.D -** Organize ideas, concepts, andinformation to make importantconnections and distinctions; useappropriate and varied transitionsto link the major sections of thetext; include formatting whenuseful to aiding comprehension;provide a concluding statement orsection.  **CC.1.4.9–10.E -** Write with an awareness of thestylistic aspects of composition.Use precise language anddomain‐specific vocabulary tomanage the complexity of thetopic.Establish and maintain aformal style and objective tonewhile attending to the normsof the discipline in which theyare writing.  **CC.1.4.9–10.F -** Demonstrate a grade‐appropriatecommand of the conventions ofstandard English grammar, usage,capitalization, punctuation, andspelling.  **CC.1.4.9–10.S -** Draw evidence from literary orinformational texts to supportanalysis, reflection, and research,applying grade‐level readingstandards for literature andliterary nonfiction.  **CC.1.4.9–10.T -** Develop and strengthen writing asneeded by planning, revising,editing, rewriting, or trying a newapproach, focusing on addressingwhat is most significant for aspecific purpose and audience.  **CC.1.5.9–10.A -** Initiate and participate effectivelyin a range of collaborativediscussions on grade‐level topics,texts, and issues, building on  others’ ideas and expressing their own clearly and persuasively.  **CC.1.5.9–10.B -** Evaluate a speaker’s perspective,reasoning, and use of evidenceand rhetoric, identifying anyfallacious reasoning or  exaggerated or distorted evidence. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluate texts; showing evidence of responsible interpretations of texts and examining texts critically. * Develop reasonable interpretations of a text and cite evidence to support interpretations * Relate textual themes to larger societal themes/issues * Understand literature as reflecting examples of how certain people choose to live their lives (and consider what connections that might have to students’ lives) | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * How does loyalty impact one’s life? What are the pros and cons of loyalty? * How does ambition impact one’s power? * What is a tragic hero and what makes a tragedy? * How can paraphrasing and summarizing help us to better understand complex texts? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1:   * Define key vocabulary (tragedy, tragic hero, tragic flaw, aside, soliloquy, etc.) * Identify key background information about Shakespeare, parts of a play, Rome, Greek tragedy, Greek religion * Recognize parts of a play     Level 2:   * Distinguish traits of a tragic hero * Infer what is going to happen in the story based on journal questions and student discussions * Make observations about the ideas of loyalty and ambition and connect these ideas to everyday life and values * Use context clues to answer comprehension questions about the play * Infer what is going to happen in the story through author’s use of literary devices * Relate events in the story to everyday situations * Summarize scenes from the story to explain to classmates what has happened in the story * Compare Greek tragedy to Roman tragedy     Level 3:   * Draw conclusions about characters’ feelings through written journal entries * Cite evidence on how superstition is formulated within the story and how it foreshadows future events * Assess how ambition creates a tragic downfall * Compare how Brutus and Antony use rhetorical devices to present their speech to the public * Cite evidence from the story to formulate a thesis statement and prove developed point * Revise paper and submit as a final copy * Investigate alternatives Caesar, Brutus, Antigone, and Creon could have taken * Draw conclusions about the internal and external conflicts present in the plays and evaluate the effect they create on the play * Develop a logical argument about oratory power * Develop a logical argument for moral dilemma choice     Level 4:   * Connect themes to everyday statements and formulate an opinion on why a statement is true or false * Analyze Shakespeare’s language and translate into modern day equivalent * Prove how Caesar, Brutus, Antigone, and Creon are tragic heroes * Connect video clips to the term moral dilemma and prove how the main character’s create/resolve a moral dilemma * Create a jigsaw puzzle piece to be connected with other groups to show symbolism, character motivation, and themes presented in assigned section of the play * Create a chronological comic strip of most important events * Analyze cold read keystone passages with a focus on drama utilizing skills developed throughout the unit   · | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| The students will know the parts of a tragedy  The students will know the characteristics of a tragic hero  The students will know how character motivation drives the plot  The students will know Roman superstitions and Greek religious beliefs  The students will know the life story of Julius Caesar  The students will know the myth of Oedipus Rex  The students will know the value of loyalty and ambition  The students will know the power of oratory  The students will know the meaning of Shakespearean language | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| Caesar:  Before Reading:   * Anticipatory guide with an evaluation of play’s themes * Discussion on the value of friendship and leadership * Shakespeare at a glance - Review of the Bard * Vocabulary Word Study and Parts of a Tragedy Note Taking Guide * Moral Dilemma Activity   During Reading:   * Before each act journal response to main idea of the act and class/partner/group discussion * Background reading about each Roman tradition presented within the act * Graphic organizers focused on superstitions, ambition, loyalty, character development, cause/effect, quote translations * Partner analysis of powerful speeches analyzing rhetorical devices used * Predictions chart for outcomes of the story * Evaluation of the use of foreshadowing throughout the story * Activity on conflict - internal and external examples * Group Activity reflection after the completion of each scene * Annotated reading guides to enforce a close reading of the passage * Reading check quizzes * Completion of comprehension questions (online chatroom) * Type II Writing to assess student comprehension of key ideas * Tragic Hero Chart - Who suffers the greatest downfall?   After reading:   * Unit Exam * Multi-paragraph essay with the incorporation of literary criticism   Antigone:    Before reading:   * Myth of Oedipus Rex - Read together as a class/Create comic strip of key events placing in chronological order * Discussion of Greek tragedy as compared to Roman tragedy   During reading:   * Complete comprehension questions * Analyze key events that occur throughout the story * Trace religious beliefs * Chart character motivation for Creon and Antigone * What’s the value? Determine values presented in the story and connect to daily life examples * Trace traits of the tragic hero * Jigsaw key components of the story with assigned group and connect pieces of the puzzle together as we continue to read through the play * Analyze poetic odes and compare message to message presented in the tragedy * Trace themes throughout the text and evaluate how the themes connect to other literary works we have discussed this year * Comprehension quizzes, type I and II writings, exit slips   After reading:   * Tragic hero traits chart * Keystone style exam on drama cold reads with a Keystone style writing response | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| Formative Assessments:   * Class Questioning * Class Discussion * Exit/Admit Slips * Graphic Organizers * Peer/Self Assessments * Visual Representations * Constructive Quizzes * Journal Responses * Myth Comic Strip * Group Scene Visuals * Online Discussion Board     Summative Assessments:   * Unit Exam (Keystone Style Drama Cold Reads) * Multi-Paragraph Caesar Paper * Jigsaw Activity for Antigone | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| Tragic Hero - a character of high social rank who has a tragic flaw which leads to his or her own downfall  Catastrophe - a disastrous final outcome  Tragic Flaw - a fatal error in judgement or a weakness in a character that contributes to his or her downfall  Dramatic Irony - results when the audience knows more than the characters in the story  Soliloquy - a speech given by a character alone on stage used to reveal his or her private thoughts and feelings  Aside - a character’s remark, either to the audience or to another character, that no one else on stage is supposed to hear  Blank Verse - unrhymed lines of iambic pentameter  Iambic Pentameter - a pattern of rhythm that has five unstressed syllables each followed by a stressed syllable  Repetition - the use of words and phrases more than once  Parallelism - the repetition of grammatical structures to express ideas that are related or of equal importance  Rhetorical questions - the use of questions that require no answer to make the speaker’s rightness seem self-evident  Chorus - a group of actors who comment on the action in the play  Choragus - the leader of the chorus | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| * Textbook * [www.nofearshakespeare.com](http://www.nofearshakespeare.com/) (Caesar text translated) * Caesar Activity Packet * Computers (Lab) * Promethean Board * ActiveInspire Software * Art materials (markers, paper, posterboard, etc.) * Caesar/Antigone film (time dependent - increase comprehension if necessary) * Textbook Audio * Moral Dilemma film clips * Activotes * Oedipus Rex Myth * Comic Strip Activity * Antigone Discussion questions and graphic organizers | | | |

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| **Unit Title 10** | **Satire** | **Instructional Days Needed** | **15** |
| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
| CC.1.2.9–10.A - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  CC.1.2.9–10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  CC.1.2.9–10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  CC.1.2.9–10.E - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.  CC.1.2.9–10.F - Analyze how words and phrases shape meaning and tone in texts.  CC.1.2.9–10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.  CC.1.2.9–10.J - 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.2.9–10.K - 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.  CC.1.2.9–10.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  CC.1.3.9–10.A - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  CC.1.3.9–10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  CC.1.3.9–10.E - Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.  CC.1.3.9–10.F - Analyze how words and phrases shape meaning and tone in texts.  CC.1.3.9–10.H - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.  CC.1.3.9–10.I - 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.  CC.1.3.9–10.J - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.3.9–10.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.  CC.1.4.9–10.B - Write with a sharp, distinct focus identifying topic, task, and audience.  CC.1.4.9–10.D - Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.  CC.1.4.9–10.E - Write with an awareness of the stylistic aspects of composition.   * Use precise language and domain-specific vocabulary 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.   CC.1.4.9–10.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  CC.1.4.9–10.N - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.  CC.1.4.9–10.O - Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.  CC.1.4.9–10.P - Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  CC.1.4.9–10.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.  CC.1.4.9–10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  CC.1.5.9–10.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  CC.1.5.9–10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. | | | |
| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
| * Persuasive appeals can bring out a change in a person’s thinking and/or behavior * Literature is able to reflect social, political, and economic issues of historical time periods * Different genres of reading materials can present similar topics with a different stylistic approach * References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author’s perspective. | | | |
| **Essential Questions:**   * *What provocative questions will foster inquiry, understanding, and transfer of learning?*   + Essential questions are always written in question format.   + Essential questions should be overarching in nature and written in language that is readily understandable.   + Please list only 2-3 essential questions in a unit of instruction.   + Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.   + List each question in bulleted form. | | | |
| * How difficult is it to stand alone on specific issues and beliefs? What factors contribute to a person’s process in making this decision? * How were we created? Creation? Darwin’s theory? Both? * What affect does propaganda have on influencing one’s opinion? * What is the purpose of creating a satire? How is this a beneficial form of writing? | | | |
| **Essential Skills/Objectives:**  Students will be skilled at:   * *What should students eventually be able to do as a result of such knowledge?*    + Essential skills/objectives should be written in statement form.   + Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.   + List each skill on a new line with a bullet point. | | | |
| Level 1:   * Identify and define the key vocabulary for the unit * Recall key events from provided story * Identify key information about evolution and the Scopes Monkey Trial * Identify key annoyances that people are faced with in real life   Level 2:   * Infer why author’s create satires * Distinguish why satires are import to the writing genre * Make observations about people and their beliefs * Discuss how political, social, and economic issues were addressed within the different works * Make observation about the effect of power on people and justify your rationale * Summarize key chapters of the story with a Type 2 writing response   Level 3:   * Draw conclusions on why particular characters in the stories defended their beliefs of why they did not defend their beliefs * Compare the types of propaganda found in the different literary works and state how they impacted the piece of work * Compare the stylistic approaches the authors took in order to create their piece * Draw conclusions from the text to establish the author’s theme * Cite evidence of examples from from a literary work that can be classified as an organizational pattern * Assess how tone and diction is used in the literary works to develop the satirical language * Compare and contrast theories presented in Inherit the Wind and cite evidence provided by the characters to support their argument   Level 4:   * Create an argument for how we were created and be prepared to defend that argument * Analyze a piece of nonfiction and prove how the author’s style develops the tone of the piece * Create a satirical re-write of a previously read piece * Apply concepts of a satire to create a video project | | | |
| **Knowledge:**  Students will know:   * *What key knowledge will students acquire as a result of this unit?*   + Knowledge statements should be written in sentence form.   + Knowledge statements should contain nouns and key information from the unit.   + List each concept on a new line with a bullet point. | | | |
| * The students will know that persuasive appeals can be effective in altering one’s thinking * The students will know how science and religion conflicted to create a political campaign * The students will know how dramatic texts can implement non-fictional ideas * The students will know how people learn how to defend their believes * The students will know the church vs. state argument and recognize its effect on history * The students will know a satire reflects real life beliefs but presents them in a humourous way to make fun of the topic at hand * The students will know satirical devices and be able to apply them to their own creation | | | |
| **Learning Activities**  Students will work toward mastery of the desired outcomes by participating in:   * *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*   + Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.   + List each activity on a separate line as a bullet point. | | | |
| Plot Against the People:   * Prediction Slip - What are some of the biggest annoyances people face * Classification Chart - Record categories, examples, and characteristics from reading * Tone and Diction Chart - Chart the tone shown throughout the story in order to provide examples of satirical language   The Feeling of Power:   * Type 1 Writing: What effect does power have on people? Explain in 7 lines the effect of power and also why you believe this occurs * Two Column Read - Text will be in one column/second column will contain comprehension questions in addition to close reading prompts to distinguish where satirical language is present and explain of the author’s purpose for including it at this portion of the story   Inherit the Wind:   * Introduction Activity - Questions about beliefs, fact/opinion, and discussion of book themes * Historical Webquest - Exploration of historical events connected to the story * Activity Packet - Journal Questions to start each chapter, discussion questions to review content, brief activity to apply concepts (focus on propaganda used and if it was effective/ineffective), exit slips focused on Type 1 and 2 writing to review students comprehension of satirical and figurative language * Group project - Choose a scene from a previously read literary work and create a satirical version of that scene to present to the class in video format with a written explanation of devices utilized | | | |
| **Performance Tasks/Major Assessments:**  Students will demonstrate understanding:   * *Through what authentic performance tasks will students demonstrate the desired understandings?* * *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?* * *By what criteria will performances of understanding be judged?*   + Select the type of assessment that would best measure student knowledge and skills.   + Write a brief description of the assessment.   + Attach/upload a copy of the common major assessments for the unit of instruction.   + Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.). | | | |
| Formative:   * Graphic Organizers * Webquest * Discussion Questions * Exit Slips * Quizzes * Anticipatory Guide * Daily Reading Participation   Summative:   * Satirical Version of literary work in Video Project | | | |
| **Essential Vocabulary & Definitions:**   * *Which essential vocabulary words should every student be able to use?*    + Limit Essential Vocabulary to a maximum of 10 words per unit.   + Use primarily Tier 3 Vocabulary in your list.   + List each Essential Vocabulary term on a separate line as a bullet point. | | | |
| * Satire - the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues * Church vs. State - The phrase "separation of **church** and **state**" itself does not appear in the United States Constitution. The First Amendment states that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." * Evolution - the process by which different kinds of living organisms are thought to have developed and diversified from earlier forms during the history of the earth * Creationism - the belief that the universe and living organisms originate from specific acts of divine creation, as in the biblical account, rather than by natural processes such as evolution * Butler Law - prohibited public school teachers from denying the Biblical account of man's origin * Scopes Monkey Trial - an American legal case in 1925 in which a substitute high school teacher, [John Scopes](https://en.wikipedia.org/wiki/John_Scopes), was accused of violating Tennessee's [Butler Act](https://en.wikipedia.org/wiki/Butler_Act), which made it unlawful to teach human [evolution](https://en.wikipedia.org/wiki/Evolution) in any state-funded school * Darwinism - the theory of the evolution of species by natural selection advanced by Charles Darwin * Diction - the choice and use of words and phrases in speech or writing * Syntax - the arrangement of words and phrases to create well-formed sentences in a language * Classification - to sort ideas or objects into groupsthat share common characteristics | | | |
| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
| * Textbook * Inherit the Wind Text * Computer Lab * Inherit the Wind Film * “The Feeling of Power” Excerpt * Video Camera * Television * Promethean Board * Inherit the Wind Reading Packet * “Plot against the People” Graphic Organizer * “The Feeling of Power” Active Reading Guide | | | |