

## Stage 1 Desired Results---Short Story Unit

### ESTABLISHED

### GOALS (CCSS)

---- *Emphasized standards  
(as all standards will be  
addressed in each unit)*

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL. 9-10.2 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.

RL. 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### *Transfer*

***Students will be able to independently use their learning to...***

Read and extract numerous literary elements within short stories. They will also be able to critically evaluate these ideas and generate an understanding of thematic material within a text. Students will be able to formulate an argumentative essay in which the use tools like thesis, claim, data, and warrants to create a literary analysis.

### *Meaning*

#### **UNDERSTANDINGS**

***Students will understand that...***

- How to formulate an expository essay
- How to construct an argument
- Understand and identify traditional short story structure and elements.
- How types of conflict build different types of suspense.
- Understand how conflict and theme coincide.
- Understand and analyze the various recurring themes of short stories.
- Define and use appropriate literary terms related to short story.

#### **ESSENTIAL QUESTIONS:**

- What is conflict?
- What role does conflict play in the creation of a theme?
- What makes a "good" story?
- Can literature serve as a vehicle for social change?
- How are belief-systems represented and reproduced through literature?
- How does the study of literature help individuals construct an understanding of reality?
- Why is it important for people and cultures to construct narratives about their experience?
- Are there universal themes in literature that are of interest or concern to all cultures and societies?

### *Acquisition*

***Students will know...***

- Types of suspense
- Types of conflict
- Literary elements used to write sort stories
- The literary structure of a short story.
- Literary elements used to write short stories
- The structure of a well formulated argument.

***Students will be skilled at...***

- Participate in class discussions about the literary/social effect of selected authors' works.
- Develop strategies for reading and responding personally and analytically to short stories
- Compare, contrast, analyze, and evaluate connections between text, ideas, and experience.
- Use text details to analyze character, plot, setting, point of view and development of theme.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1&3 above.)

W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1&3 up to and including grades 9-10 on page 54.)

W.9-10.6 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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Thesis statements and its role in academic writing.

- Write a multi-paragraph essay with an effective thesis statement and elaboration through specific and relevant details.
- Refine grammar, usage, and composition skills in a variety of formats.

<b>Stage 2 - Evidence</b>				
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>			
<b>PERFORMANCE TASKS</b>	<b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):</b> Write argumentative essay on their perspective on themes within the stories read throughout the unit. Use texts studied in class to defend and explain ideas. Students must research and use at least one outside source in their writing. Rubric used to grade and provide feedback.			
	<b>OTHER EVIDENCE:</b> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Quizzes and Tests</li> <li>- Small groups identifying literary evidence in texts</li> </ul>			
<b>CLAIMS</b>	<b><u>CLAIM 1</u></b>	<b><u>CLAIM 2</u></b>	<b><u>CLAIM 3</u></b>	<b><u>CLAIM 4</u></b>
<b>DEPTH OF KNOWLEDGE LEVELS</b>	<b><u>DOK 1</u></b>	<b><u>DOK2</u></b>	<b><u>DOK 3</u></b>	<b><u>DOK4</u></b>
<b>ACHIEVEMENT LEVEL DESCRIPTORS</b>	<b><u>ALD 1</u></b>	<b><u>ALD 2</u></b>	<b><u>ALD 3</u></b>	<b><u>ALD 4</u></b>
<b>Stage 3 – Learning Plan</b>				
<i>Summary of Key Learning Events and Instruction</i>	<ul style="list-style-type: none"> <li>- Study will include a variety of textual forms               <ul style="list-style-type: none"> <li>o Numerous short stories from the text and outside sources as well.</li> <li>o Informational texts will be used to build background</li> <li>o There will also be film versions use in the study of some of these stories.</li> </ul> </li> <li>- Terms to highlight, review and assess               <ul style="list-style-type: none"> <li>o Symbol</li> <li>o Argumentation</li> <li>o Claim, data, warrant</li> <li>o Extended metaphors</li> <li>o Plot Structures</li> <li>o Theme</li> <li>o Types of characters</li> <li>o Rules of notice</li> <li>o Suspense and types of suspense</li> </ul> </li> <li>- Assessment               <ul style="list-style-type: none"> <li>o Content quizzes</li> <li>o Projects</li> <li>o Numerous formatives assessments</li> <li>o Writing assignments: expository and literary analysis</li> <li>o Discussion</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"><li>○ Tests over larger textual pieces</li><li>- <b>Final Assessment:</b> Literary analysis that makes connections with themes in the text, the world, and the students own experiences. This is the beginning of scaffolding for research in the spring. Students will use MLA citation in this essay.</li></ul>
<b>Materials/Resources</b>	<i>The Scarlet Ibis, The Most Dangerous Game, The Necklace, The Secret Life of Walter Mitty, The Birds, The Tale-Tell Heart, Two Were Left, The Interlopers, Playtime, The Cask of Amontillado, Other selections from the text book are appropriate as well. This is an exhaustive list that teachers may add to as they see fit.</i>

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