

Designer Name(s): CGPercy

Date: 6/09/2014

Subject Area: ELA

Grade Level(s):10

Unit Title/Focus: Humanities: Culture of War

Estimated Amount of Instructional Time: 80 days

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.RI.9-10.2

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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.1

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

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.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.)

<p><b>Enduring Understandings:</b> <i>(what are the big ideas, what are the specific understandings desired)</i></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• War impacts human society on many levels.</li> <li>• War brings changes through technology, media, and social reactions.</li> <li>• Connections to war exist in music, art, literature, and other areas of the humanities.</li> <li>• Conflict is integral to human relations.</li> </ul>	<p><b>Essential Questions:</b> <i>(what questions will foster inquiry, understanding, and transfer of learning)</i></p> <ul style="list-style-type: none"> <li>• What influences human conflicts?</li> <li>• How does war change social relationships?</li> <li>• Who are some of the prominent players in the wars of the world?</li> <li>• What are some of the reasons wars occur?</li> <li>• How is conflict resolved and what problems does war solve?</li> </ul>
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**Big Idea(s)**  
**War and social conflict changes human society and human values.**

<p><b>What Students will know:</b> <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>- Major wars or conflicts in human history.</li> <li>- How war has altered physical boundaries and mingled societies.</li> <li>- The sources and results of human conflict as represented by war and its methods.</li> </ul>	<p><b>What Students will be able to do:</b> <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> <li>- Craft examples of propaganda.</li> <li>- Identify primary sources of human conflict.</li> <li>- Understand the far-reaching impact of war on this planet.</li> </ul>
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**Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)**

<p><b>Performance Tasks:</b> <i>(what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Presentations of a visual overview of various creative projects created during the class activities.  Socratic seminar focused on questions and quotations collected by students during their explorations of war.</p>	<p><b>Other Evidence:</b> <i>(quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Create catalogs of music, weapons, and other components of war.  Create lists of events that illustrate an understanding of the sequence of worldwide conflicts.  Prepare short creative writing and video examples to illustrate components of war.</p>
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**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:**

<p><b>Learning Activities:</b></p> <p>Where: Collect and organize information of war in various culture  Hook: Students choose a specific war or geographical area or point of view  Equip: Develop additional vocabulary and practice using analytical skills  Rethink/Revise: Consider possible alternatives that would dramatically alter the outcome of the conflict  Evaluate: Find other references in modern social media that links back to the culture of war from prior periods  Tailor conflict samples to match student interests  Create presentations using electronic devices and systems</p>
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W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 3
	<input type="checkbox"/> Claim #2/DOK 3
	<input type="checkbox"/> Claim #3/DOK 3
	<input type="checkbox"/> Claim #4/DOK 3
Achievement Level Descriptors	ALD #1: ALD #2: <u>ALD #3</u> : ALD #4: (circle one):

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