

Designer Name(s): CGPercy

Date: 6/9/2014

Subject Area: ELA

Grade Level(s):10

Unit Title/Focus: Devices: Biography

Estimated Amount of Instructional Time: 20 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

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

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.8

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.

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.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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.L.9-10.2.B

Use a colon to introduce a list or quotation.

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

Students will understand that:

- Biography finds expression within literary forms.
- Conflicts between man and society result in many levels of adaptation.
- The adolescent experience is a universal process.
- Individuals are a result of their social, economic, and physical environments.

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- Which is stronger: nature or nurture?
- How are the events in teenagers lives reflected in their big life decisions?
- Do American teenagers have the same adolescent experience as other cultures?
- How necessary is conformity to survival?
- Which is stronger: the individual or the group?

Big Idea(s)

The individual is the building block of society.

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> - Biography is as subjective as any other form of literature. - How to identify an author's bias about the biographical subject. - What a subjective interpretation is and how to support it using textual evidence. 	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> - Expand their knowledge of biographical literature. - Identify the role of the individual in literary texts. - Evaluate and analyze specific individuals and their influence on the canon of literature.
Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Presentation of a visual overview of biographies that link a series of historical or social events in history. Biographical interviews of individuals that offer authentic examples of authorial influence.</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Identifying the authorial voices of biographical literature. Collecting samples that illustrate biographical styles in literature. Quizzes on vocabulary and terminology.</p>
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><i>Learning Activities:</i></p> <p>Where: Consider and evaluate alternatives in the presentation of biographical materials Hook: Students choose an author or person or time period of interest Equip: Develop additional vocabulary and practice using analytical skills Rethink/Revise: Consider possible historical perspectives that influence the literature of biography Evaluate: Using visual presentations to develop additional context for specific biographical characters Tailor biographical literature samples to match student interests Create presentations using electronic devices and systems</p>	

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 4
	<input type="checkbox"/> Claim #2/DOK 3
	<input type="checkbox"/> Claim #3/DOK 3
	<input type="checkbox"/> Claim #4/DOK 4
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):