

Designer Name(s): CGPercy

Date: 6/04/2014

Subject Area: ELA

Grade Level(s):9

Unit Title/Focus: Literary Devices

Estimated Amount of Instructional Time: 20 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

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

Students will understand that:

- Authors use different literary devices and mediums for different reasons.
- The different types of literature have developed over time.
- Reading practices have to be adapted to the type of literature being read.
- No two authors address the same subject with the same outcome.

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

- What influences an author's writing?
- Why would an author choose a specific form or idea?
- What were the major development points in the literary canon?
- When does a piece of writing become a work of literature?

Big Idea(s)

Patterns and forms allow us to make sense of our world.

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> - What are the specific forms of literature. - How literature has changed over time and some of the writers who have changed literature. - The development of types of literature throughout history. 	<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"> - Recognize literary references in related works. - Identify specific types of literature. - Use specific language to describe literature samples.
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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> <ul style="list-style-type: none"> Create catalogs of literature samples. Prepare short creative writing examples to illustrate understanding the different types and devices of literature. Presentation of a visual overview of a work of literature that illustrates a major piece of historical literature. 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> Create reference tools to use during analysis exercises. Practice taking notes during presentations of materials.
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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><i>Learning Activities:</i></p> <ul style="list-style-type: none"> Where: Collect and organize information on types of literature Hook: Students explore a variety of types and styles of literature Equip: Develop additional vocabulary and practice using analytical skills Rethink/Revise: Consider similar themes across the literary genres and devices Evaluate: Find new links to old subjects in modern media sources Tailor literature samples to match student interests Create presentations using electronic devices and systems

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