

Designer Name(s): CGPercy

Date: 6/04/2014

Subject Area: ELA

Grade Level(s):9

Unit Title/Focus: Research: Where Literature Begins

Estimated Amount of Instructional Time: 10 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

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.9-10.3

Analyze how the 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.

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.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Students will understand that:

- Language develops and changes over time from both internal & external influences.
- Literature's history has roots in history and social conflict.
- Literature combines elements of real life and folklore.
- Elements of storytelling extend into everyday life.

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

- What influences changes in language conventions?
- How do elements of a story change due to the storyteller?
- What were the major historical events that directly affected literature?
- When did the concept of fiction and nonfiction arise?
- How does Literature change over time?

Big Idea(s)

Through literacy experiences, we can explore the thoughts and beliefs of others as well as clarify our own.

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> - Some of the popular beginnings of literature. - How literature has changed over time and some of the influences of those changes. - The sources and uses of language through 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"> - Craft subjective questions about historical literature. - Identify primary works of early literature. - Use specific references to historical documents in literature.
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Create catalogs of historical literature, characters, and related references in current social media. Presentation of a visual overview of a work of literature that illustrates a major piece of historical literature.</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Create reference tools to use during analysis exercises. Prepare short creative writing examples to illustrate understanding of characters and texts. Illustrate understanding through brief written observations.</p>
<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>	
<p><i>Learning Activities:</i></p> <p>Where: Collect and organize information on historical literature. Hook: Students choose an author 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 literary work Evaluate: Find other references in modern social media that links back to works of literature from prior periods Tailor 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

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