

The Quest and Hero -- Draft

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

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

Reading Standards for Literature: 5 and 9.

Reading Standards for Informational Texts: 2, 3, 6 and 10.

Writing Standards: 1, 2, and 4-7.

Speaking and Listening Standard: 1 and 3-5.

Transfer

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

Analyze a variety of textual styles and identify fundamental attributes of the Hero's quest. Students will relate these ideas to 21st century examples through a writing assignment on fate versus freewill.

Meaning

UNDERSTANDINGS

Students will understand that...

- Drama has specific elements and structures
- The author is trying to teach the reader a lesson
- The Quest is a map that weaves through each piece of literature
- The quest affects the hero
- Literature from different cultures and time periods have similarities.

ESSENTIAL QUESTIONS:

- How does the author use the quest to weave the story?
- How do you identify and trace the quest in the literature?
- How do the elements of the drama affect the overall work?
- How does the author present the theme of the work to the reader?
- How does literature represent the commonalities between and among differing cultures?

Acquisition

Students will know...

- The purpose of structure and elements of drama
- How to identify theme in a drama
- How to identify and connect allusion to the main theme in drama
- That the quest uses archetypes

Students will be skilled at...

- Analyze theme in drama
- Trace the quest in each piece of literature
- Use textual evidence to write about the quest that is present in the drama or make real life connections to the 21st century

Stage 2 – Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASKS

CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):

- Persuasive essay on fate vs. free will – using textual evidence to develop and explain ideas.

OTHER EVIDENCE:

1. Unit Test
2. Quizzes for literature understanding

	<ol style="list-style-type: none"> 3. Class Discussions 4. Literature circles about texts. 5. Writing Assessments dealing with theme analysis 6. Drama Test 7. Sticky Note Annotation
CLAIMS	<u>CLAIM 1</u> <u>CLAIM 2</u> <u>CLAIM 3</u> <u>CLAIM 4</u>
DEPTH OF KNOWLEDGE LEVELS	<u>DOK 1</u> <u>DOK2</u> <u>DOK 3</u> <u>DOK4</u>
ACHIEVEMENT LEVEL DESCRIPTORS	<u>ALD 1</u> <u>ALD 2</u> <u>ALD 3</u> <u>ALD 4</u>
Stage 3 – Learning Plan	
<i>Summary of Possible Learning Events and Instruction</i>	<ul style="list-style-type: none"> • Study/Reading Guides • Sticky Note Annotation (Either as a reading strategy or focusing on various literary elements, text structure, theme/character development) • Character Maps for the Quest (Map of character interactions, development, relationships) • Word Mapping (Vocabulary) • Vocabatoons (Create a cartoon using vocabulary words) • Hero's Journey Maps with Modern Heroes (Trace the steps of a hero's journey; apply this knowledge to an additional text)
Materials/Resources	<i>Reading selections from English 10 textbooks; True Grit (novel); A Midsummer Night's Dream (play); More to be added.</i>