



# Southern Lehigh School District

UbD Curriculum Template

Course: **English 10**  
 Teacher Team: **Marlo Spritzer and Amy Bausher**

Unit: **Native American Creation Myths**

Grades: **10**  
 Date: **August, 2014**

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?  <i>Global Awareness</i>  <i>Effective Communication Skills</i>  <i>Transfer of Learning</i>  <i>Problem-solving</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a>            CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently            CC.1.3.9-10 .A 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.            CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.            CC.1.3.9–10.C Analyze how complex</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>American literature in all time periods reflects the culture of society and evolves as society changes.</i></li> <li>2. <i>Creation myths exist in nearly every culture and religion to explain the origins of the earth and/or humanity, as well as teach the moral values of the culture.</i></li> <li>3. <i>Literary devices such as personification and imagery are effectively used in story-telling.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will become more globally aware of varying beliefs across cultures.</i></li> <li>2. <i>Students will understand that Literature often reflects the beliefs, needs, or changes of a society in a given time period.</i></li> <li>3. <i>Students will develop effective oral and written communication skills.</i></li> <li>4. <i>Students will develop effective strategies for independent reading comprehension.</i></li> </ol>
<b>Essential Questions</b>	
<b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b>	
<p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>What is a creation myth?</i></li> <li>2. <i>What characteristics are common among creation myths across different cultures?</i></li> <li>3. <i>What literary devices are effective in the story-telling process?</i></li> </ol>	
<b>Acquisition</b>	
<b>Students will know...</b>	<b>Students will be skilled at... (be able to do)</b>
6. What facts should students know and be able to	9. What discrete skill and processes should students

<p>characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.,  CC1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text  CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.  CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.,  CC1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.,  CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.  CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.  CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.,  CC.1.4.9–10.D Organize ideas, concepts, and information to make important</p>	<p>use to gain further knowledge?  <i>Characteristics of creation myths</i>  <i>Types of creation myths</i></p> <p>7. What vocabulary should students know and be able to recall?  1. <i>personification</i>  2. <i>imagery</i>  3. <i>point of view</i></p> <p>8. What basic concepts should students know and be able to recall and apply?  1. <i>Creation myths explain origin.</i>  2. <i>Animals are featured as human-like characters. Creation myths teach moral values of a culture.</i></p>	<p>be able to demonstrate?  <i>EC L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</i>  <i>EC L.F. 1.1.2 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.</i>  <i>EC L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</i>  <i>EC L.F. 1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</i>  <i>EC L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</i>  <i>EC L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i>  <i>EC L.F.2.1.2 Cite evidence from a text to support generalizations.</i>  <i>EC L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i>  <i>EC L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</i>  <i>EC L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i>  <i>EC L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</i>  <i>EC L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</i>  <i>EC L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</i>  <i>EC L.F.2.5.2 Identify, explain, and analyze the</i></p>
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<p>connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.,</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise claim.,</p> <p>CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events</p> <p>CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey</p>		<p><i>structure of poems and sound devices.</i></p> <p><i>EC L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</i></p> <p><i>Identify a given story as a creation myth, and determine the type of creation myth.</i></p> <p><i>Identify characteristics in a given creation myth.</i></p> <p><i>Select and provide evidence from the text to prove characteristics are present or prove type of myth.</i></p> <p><i>Write in narrative form to develop an original creation myth including the characteristics.</i></p> <p><i>Respond to literature in paragraph form, citing evidence from text, and demonstrating good organization.</i></p> <p><i>Use speaking and listening skills to effectively communicate about the literature within small groups and the whole class.</i></p> <p><i>Use correct capitalization.</i></p> <p><i>Correctly punctuate possessive nouns and pronouns.</i></p> <p><i>Use strategies to identify the meanings of unfamiliar words.</i></p>
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<p>a vivid picture of the experiences, events, settings, and/or characters.,</p> <p>CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. -- Use parallel structure. -- Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.,</p> <p>CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9–10.X Write routinely over</p>		
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<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences., CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
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Stage 2 – Evidence	
<a href="#">NETS for Students</a>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i></p>	<p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ol style="list-style-type: none"> <li>1. <i>Write a one-paragraph analysis of a creation myth to prove its characteristics. (Transfer: apply characteristics learned to the understanding of a specific culture.)</i></li> <li>2. <i>Compare and contrast two creation myths from different Native American cultures.(Transfer: note that there are similarities and differences between subcultures, even among the larger Native American culture.)</i></li> </ol>

Technology Operations	3. Write an original narrative that tells a new creation myth to explain a natural phenomenon, the origin of something, or a moral value. (Transfer: apply learned characteristics to students' own individual cultures, share and compare with each other)
	<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
	Examples include but are not limited to final projects, research papers, quizzes and tests.  List the assessments: Quiz on application of vocabulary and characteristics.

Stage 3 – Learning Plan		
<a href="#">NETS for Students</a>	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p>Research and Information Fluency Communication and Collaboration Critical Thinking Technology Operations</p>	<p>Questions to consider while planning:</p> <ol style="list-style-type: none"> <li>Are transfer and acquisition addressed in the learning plan?</li> <li>Does the learning plan reflect principles of learning and best practices?</li> <li>Is there tight alignment with Stages 1 and 2?</li> <li>Is the plan likely to be engaging and effective for all students?</li> </ol>	<ul style="list-style-type: none"> <li><b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b> observation, discussion, review of written responses</li> <li><b>What are potential rough spots and student misunderstandings?</b> confusion over types of myths, how to analyze a text, how to effectively incorporate textual evidence</li> <li><b>How will students get the feedback they need?</b> written comments on their writing, teacher and peer response during class discussion</li> </ul>
	<p><b>List planned activities</b> (examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</p> <ol style="list-style-type: none"> <li>independent</li> </ol>	<p><b>List resources required</b> (examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</p> <ol style="list-style-type: none"> <li>Wikipedia article on creation myths <a href="http://en.wikipedia.org/wiki/Creation_myth">http://en.wikipedia.org/wiki/Creation_myth</a></li> </ol>

	<p>reading of informational text (Wikipedia article) and take notes on main ideas</p> <ol style="list-style-type: none"> <li>2. guided and independent reading of creation myths</li> <li>3. modeling text annotation on paper and/or online or PDF</li> <li>4. small group discussion of reading chunks or full texts</li> <li>5. whole group discussion of concepts and texts</li> <li>6. informal student presentations of small group findings during whole group discussion</li> <li>7. shared writing opportunities in partners or small groups to develop skills of paragraph development and citing evidence from text</li> <li>8. independent writing opportunities to show individual understanding of concepts and skill development</li> <li>9. explicit</li> </ol>	<ol style="list-style-type: none"> <li>2. Text: "The Earth on Turtle's Back" <a href="http://www.brooksidemuseum.org/wp-content/uploads/2009/07/earth-on-turtles-back.pdf">http://www.brooksidemuseum.org/wp-content/uploads/2009/07/earth-on-turtles-back.pdf</a></li> <li>3. Text: "When Grizzlies Walked Upright" <a href="http://www.csun.edu/~sa54649/314/Grizzlies.html">http://www.csun.edu/~sa54649/314/Grizzlies.html</a></li> <li>4. Laptops</li> <li>5. Internet</li> <li>6. Handouts</li> <li>7. Projector and doc cam</li> <li>8. Blackboard or other Learning Management System</li> <li>9. Big paper and markers</li> <li>10. Spartandocs or word processing software</li> </ol>	<p><i>Aimsweb</i></p> <ol style="list-style-type: none"> <li>1. Use <a href="http://www.socrative.com/">http://www.socrative.com/</a> or other method to assess prior knowledge of creation myths and literary devices prior to learning.</li> <li>2. teacher feedback on written responses to literature and grammar practice activities</li> <li>3. gallery walks for peer feedback</li> <li>4. teacher observation during class discussions and gallery walks</li> <li>5. teacher as facilitator during all activities</li> </ol>
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	instruction/review of the rules of capitalization and possessives 10. student practice of capitalization and possessives		
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# Southern Lehigh School District

UbD Curriculum Template

Course: **English 10**  
Teacher Team: **Marlo Spritzer and Amy Bausher**

Unit: **Puritan Literature**

Grades: **10th**  
Date: **August, 2014**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Problem-solving</i> <i>Transfer of Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a> CC.1.2.9–10.A 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. CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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.</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>American literature in all time periods reflects the culture of society and evolves as society changes.</i></li> <li>2. <i>The Earliest American literature was influenced predominately by religious beliefs and historical events.</i></li> <li>3. <i>Literary devices can be effectively used to help an author convey a message.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will see that all literature is influenced by the historical and sociological perspective.</i></li> <li>2. <i>* Students will understand that Literature often reflects the beliefs, needs, or changes of a society in a given time period.</i></li> <li>3. <i>* Students will develop effective oral and written communication skills.</i></li> <li>4. <i>* Students will develop effective strategies for independent reading comprehension.</i></li> <li>5. <i>* Students should understand effective techniques that can be used in any spoken or written argument to persuade others.</i></li> </ol>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>What characteristics are common to all Puritan Writings?</i></li> <li>2. <i>Based on historical and sociological influence, what types of writing were present during the time period?</i></li> <li>3. <i>How does the author's purpose influence the development of the text?</i></li> <li>4. <i>What literary devices are effective in conveying the author's message?</i></li> </ol>
	<p style="text-align: center;"><b>Acquisition</b></p>

<p>CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9–10.G 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.</p> <p>CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently</p>	<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ol style="list-style-type: none"> <li>1. <i>Characteristics of Puritan Writing</i></li> <li>2. <i>Literature genres: diary, sermon, poem</i></li> <li>3. <i>Literary Devices</i></li> </ol> <p>7. What vocabulary should students know and be able to recall?</p> <ol style="list-style-type: none"> <li>1. <i>Point of view</i></li> <li>2. <i>Imagery</i></li> <li>3. <i>Metaphor</i></li> <li>4. <i>Simile</i></li> <li>5. <i>Allusion</i></li> <li>6. <i>Logos</i></li> <li>7. <i>Pathos</i></li> <li>8. <i>Ethos</i></li> <li>9. <i>Repetition</i></li> <li>10. <i>Rhyme Scheme</i></li> <li>11. <i>Exact Rhyme</i></li> <li>12. <i>Slant/Near Rhyme</i></li> <li>13. <i>Manifold</i></li> <li>14. <i>Recompense</i></li> <li>15. <i>Abominable</i></li> </ol> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Puritan literature includes religious references, direct message, references to everyday objects/activities, and simple language.</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>EC L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</i></p> <p><i>EC L.F. 1.1.2 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.</i></p> <p><i>EC L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</i></p> <p><i>EC L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p><i>EC L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p><i>EC L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple meaning, or ambiguous words.</i></p> <p><i>EC L.F.1.2.4 Draw conclusions about connotations of words.</i></p> <p><i>EC L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>EC L.F.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p><i>EC L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i></p> <p><i>EC L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</i></p> <p><i>EC L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i></p> <p><i>EC L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</i></p> <p><i>EC L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or</i></p>
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<p>and proficiently.</p> <p>CC.1.3.9–10.A 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.</p> <p>CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC. 1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise claim.</p> <p>CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims;</p>		<p><i>cultural significance.</i></p> <p><i>EC L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</i></p> <p><i>EC L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</i></p> <p><i>EC L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</i></p> <p><i>EC L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</i></p> <p><i>EC L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</i></p> <p><i>EC L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</i></p> <p><i>EC L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</i></p> <p><i>EC L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p><i>EC L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p><i>EC L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</i></p> <p><i>EC L.N.1.2.4 Draw conclusions about connotations of words.</i></p> <p><i>EC L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</i></p> <p><i>EC L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</i></p> <p><i>EC L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</i></p> <p><i>EC L.N.2.1.1 Make inferences and/or draw</i></p>
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<p>develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		<p><i>conclusions based on analysis of a text.</i></p> <p><i>EC L.N.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p><i>EC L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i></p> <p><i>EC L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary non-fiction.</i></p> <p><i>EC L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i></p> <p><i>EC L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.</i></p> <p><i>EC L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.</i></p> <p><i>EC L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction.</i></p> <p><i>EC L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.</i></p> <p><i>EC L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction.</i></p> <p><i>EC L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction.</i></p> <p><i>EC L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</i></p> <p><i>EC L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</i></p> <p><i>EC L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</i></p> <p><i>L.N.2.5.1 Differentiate between fact and opinion.</i></p> <p><i>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.</i></p>
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<p>CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9–10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.E Adapt speech to a variety</p>		<p><i>L.N.2.5.3 Distinguish essential from nonessential information.</i></p> <p><i>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</i></p> <p><i>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</i></p> <p><i>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.</i></p> <p><i>Use context clues to determine meaning of unfamiliar words.</i></p> <p><i>Identify main ideas and summarize the text.</i></p> <p><i>Identify literary devices used in context.</i></p> <p><i>Identify and analyze a variety of persuasive techniques used in a speech.</i></p> <p><i>Identify the characteristics of Puritan writing by providing evidence from text to support claims.</i></p> <p><i>Respond to literature in both written and spoken form.</i></p> <p><i>Draw inferences from the text.</i></p> <p><i>Use speaking and listening skills to effectively communicate about the literature within small groups and whole class instruction.</i></p> <p><i>Research time period and build knowledge of historical context.</i></p> <p><i>Write a persuasive essay using a variety of techniques.</i></p> <p><i>Identify and understand phrases, independent clauses, dependent clauses.</i></p> <p><i>Identify and apply appropriate sentence structure including simple, compound, complex, and compound-complex.</i></p>
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<p>of contexts and tasks.          CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.          CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
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Stage 2 – Evidence	
<a href="#">NETS for Students</a>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation            Communication and Collaboration            Research and Information Fluency            Critical Thinking            Digital Citizenship</i></p>	<p><i>Examples include but are not limited to:            Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ol style="list-style-type: none"> <li>1. <i>Summarize the poem “To My Dear and Loving Husband,” citing evidence from the text to support interpretation. (Transfer: Apply understanding of literary devices and word choice to convey intended meaning)</i></li> <li>2. <i>Find a modern day love song directed to another individual, highlighting common characteristics of a love song. (Transfer: Connect the common images, phrases, and themes of modern day love songs to Bradstreet poem, focusing on the ideas that transcend time)</i></li> <li>3. <i>Compare/Contrast Bradstreet poem to modern love song (Transfer: Note the similarities and differences between Puritan era expression of love and modern day expression of love)</i></li> <li>4. <i>Write one-paragraph analysis citing evidence from the text to support the use of at least three persuasive techniques in “Sinners in the Hands of an Angry God” (Transfer: Apply understanding of the effective use of persuasive techniques: pathos, ethos, logos, repetition, and imagery)</i></li> <li>5. <i>Write a 5 paragraph opinion argument essay that highlights a problem that exists among students’ age group and focuses on a solution (Transfer: Use the learned persuasive techniques applied to a problem that is relevant to their age group)</i></li> <li>6. <i>Complete a webquest using the website “The Salem Witch Trials of 1692” <a href="http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm">http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm</a> to become familiar with this event in history. (Transfer: Note the reasons for the trials and the magnitude it had on the country)</i></li> <li>7. <i>Guided reading of Samuel Sewall’s diary to determine his role in the trials and examination of how his point of view</i></li> </ol>

	<p><i>changes from beginning, to middle to end of the trials (Transfer: The recognition that peoples' opinions can change over time)</i></p> <p>8. <i>Compare and contrast Sewall's diary to the Salem Witch trials website to draw connections between actual events and Sewall's perception (Transfer: Note the similarities and differences between reality and perception of events)</i></p> <p>9. <i>Research or examine a modern day court case where public opinion may or may not match factual information (Transfer: Students will think more critically about real world events)</i></p>
	<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:  <i>Objective assessment of literary terms as it applies to literature</i>  <i>Grammar quiz on phrases, clauses, and sentence structure</i></p>

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Research and Information Fluency</i>  <i>Communication and Collaboration</i>  <i>Critical Thinking</i>  <i>Technology Operations</i>  <i>Digital Citizenship</i></p>	<p>Questions to consider while planning:</p> <ol style="list-style-type: none"> <li>1. Are transfer and acquisition addressed in the learning plan?</li> <li>2. Does the learning plan reflect principles of learning and best practices?</li> <li>3. Is there tight alignment with Stages 1 and 2?</li> <li>4. Is the plan likely to be engaging and effective for all students?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b>  observation, discussion, review of written responses</li> <li>• <b>What are potential rough spots and student misunderstandings?</b>  Writing style of Puritan Literature and sentence structure</li> <li>• <b>How will students get the feedback they need?</b>  written comments on their writing, teacher and peer response during class discussion, immediate feedback from on-line grammar quizzes</li> </ul>
	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ol style="list-style-type: none"> <li>1. -independent reading of informational text (Salem Witch Trials Website)and</li> </ol>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. Salem Witch Trails website</li> </ol>

	<p>take notes on main ideas</p> <ol style="list-style-type: none"> <li>2. -guided and independent reading of Puritan works</li> <li>3. -modeling text annotation on paper and/or online or PDF</li> <li>4. -small group discussion of reading chunks or full texts</li> <li>5. -whole group discussion of concepts and texts</li> <li>6. -informal student presentations of small group findings during whole group discussion</li> <li>7. -shared writing opportunities in partners or small groups to develop skills of paragraph development and citing evidence from text</li> <li>8. -independent writing opportunities to show individual understanding of concepts and skill development</li> <li>9. -explicit instruction/review of phrases/clauses and sentence structure</li> </ol>	<ol style="list-style-type: none"> <li>2. -Text: "To My Dear and Loving Husband"</li> <li>3. -Text: "Sinners in the Hands of an Angry God"</li> <li>4. -Text "Diary of Samuel Sewall"</li> <li>5. -William Bradford "Of Plymouth Plantation"</li> <li>6. -Laptops</li> <li>7. -Internet</li> <li>8. -Handouts</li> <li>9. -Projector and doc cam</li> <li>10. -Blackboard or other learning management system</li> <li>11. -Big paper and markers</li> <li>12. -Spartandocs or word processing software</li> </ol>	<p>method to assess prior knowledge of time period and literary devices prior to learning.</p> <ol style="list-style-type: none"> <li>2. -teacher feedback on written responses to literature and grammar practice activities</li> <li>3. -gallery walks for peer feedback</li> <li>4. -teacher observation during class discussions and gallery walks</li> <li>5. -teacher as facilitator during all activities</li> <li>6. - online sentence structure quizzes</li> </ol>
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# Southern Lehigh School District

UbD Curriculum Template

Course: **English 10**  
Teacher Team: **Marlo Spritzer and Amy Bausher**

Unit: **Enlightenment Literature**

Grades: **10**  
Date: **August, 2014**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Global Awareness</i> <i>Effective Communication Skills</i> <i>Problem-solving</i> <i>Transfer of Learning</i> <i>Career Planning and Life-Long Learning</i> <i>Adaptation and flexibility</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a> CC.1.2.9–10.A 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. CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events,</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>American literature in all time periods reflects the culture of society and evolves as society changes. During this time period, writing shifted from religious to rational.</i></li> <li>2. <i>Enlightenment writing focused on self-improvement, both individually and as a nation.</i></li> <li>3. <i>Historical events leading up to and including the American Revolution greatly influenced the writing of the time period; therefore, most writing was nonfiction.</i></li> <li>4. <i>Literary devices can be effectively used to help an author convey a message.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will understand that literature often reflects the beliefs, needs, or changes of a society in a given time period.</i></li> <li>2. <i>Students will develop effective oral and written communication skills.</i></li> <li>3. <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>4. <i>Students will recognize that independence and self-improvement are American values that transcend time periods.</i></li> <li>5. <i>Students will recognize that effective non-fiction writing and persuasive speaking can prove to be powerful methods of bringing about change.</i></li> </ol>
	<b>Essential Questions</b>
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>In what ways can an individual take steps toward self-improvement?</i></li> <li>2. <i>How can members of a community use the power of words to bring about change in society?</i></li> <li>3. <i>How can logic and reason be used effectively in a persuasive argument?</i></li> </ol>

<p>including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9–10.G 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.</p> <p>CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content,</p>	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ol style="list-style-type: none"> <li>1. <i>Genres of Literature: speeches, pamphlets, autobiographies, non-fiction</i></li> <li>2. <i>Historical context of American Revolution</i></li> </ol> <p>7. What vocabulary should students know and be able to recall?</p> <ol style="list-style-type: none"> <li>1. <i>Vocabulary as needed in context of literature</i></li> <li>2. <i>Logos</i></li> <li>3. <i>Pathos</i></li> <li>4. <i>Ethos</i></li> <li>5. <i>Sable</i></li> <li>6. <i>Diabolic</i></li> <li>7. <i>Benighted</i></li> <li>8. <i>Redemption</i></li> <li>9. <i>Allusion</i></li> <li>10. <i>Simile</i></li> <li>11. <i>Apostrophe</i></li> <li>12. <i>rhyme scheme</i></li> <li>13. <i>couplets</i></li> </ol> <p>8. What basic concepts should students know and be able to recall and apply?</p> <ol style="list-style-type: none"> <li>1. <i>Recognize the shift from religious to rational thought</i></li> <li>2. <i>Pull evidence from the text that demonstrates logic and rationality to persuade</i></li> </ol>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>EC L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p><i>EC L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p><i>EC L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple meaning, or ambiguous words.</i></p> <p><i>EC L.F.1.2.4 Draw conclusions about connotations of words.</i></p> <p><i>EC L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>EC L.F.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p><i>EC L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i></p> <p><i>EC L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</i></p> <p><i>EC L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i></p> <p><i>EC L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</i></p> <p><i>EC L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</i></p> <p><i>EC L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</i></p> <p><i>EC L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</i></p>	

<p>choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9–10.A 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.</p> <p>CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC. 1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of</p>		<p><i>EC L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</i></p> <p><i>EC L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</i></p> <p><i>EC L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</i></p> <p><i>EC L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</i></p> <p><i>EC L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</i></p> <p><i>EC L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p><i>EC L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p><i>EC L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</i></p> <p><i>EC L.N.1.2.4 Draw conclusions about connotations of words.</i></p> <p><i>EC L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</i></p> <p><i>EC L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</i></p> <p><i>EC L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</i></p> <p><i>EC L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i></p> <p><i>EC L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary non-fiction.</i></p> <p><i>EC L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i></p>
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<p>strategies and tools.</p> <p>CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise claim.</p> <p>CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the</p>		<p><i>EC L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</i></p> <p><i>EC L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</i></p> <p><i>EC L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</i></p> <p><i>L.N.2.5.1 Differentiate between fact and opinion.</i></p> <p><i>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.</i></p> <p><i>L.N.2.5.3 Distinguish essential from nonessential information.</i></p> <p><i>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</i></p> <p><i>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</i></p> <p><i>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.</i></p> <p><i>Use context clues to determine meaning of unfamiliar words.</i></p> <p><i>Identify evidence from the text that provides logical or rational support</i></p> <p><i>Identify main ideas</i></p> <p><i>Use context clues to identify unfamiliar words and multiple meaning words</i></p> <p><i>Respond to literature in written form with good organization, citing evidence from the text</i></p> <p><i>Use speaking and listening skills to effectively communicate in small group discussion and whole class discussion</i></p> <p><i>Listen to a formal speech and evaluate credibility of claims</i></p> <p><i>Use persuasive techniques to deliver a formal speech</i></p> <p><i>Use correct parallel structure</i></p>
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<p>discipline in which they are writing.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>		
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<p>CC.1.5.9–10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
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Stage 2 – Evidence	
<b><a href="#">NETS for Students</a></b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration Research and Information Fluency</i></p>	<p><i>Examples include but are not limited to:</i>  <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ol style="list-style-type: none"> <li>1. <i>Draw inferences about Wheatley's life based on her poem and cite evidence from the text to support inferences; compare inferences to facts obtained through biographical research (Transfer: Being able to draw inferences about an author through his or her poetry)</i></li> </ol>

<p>Critical Thinking Creative and Innovation</p>	<ol style="list-style-type: none"> <li>2. Identify and apply literary devices in Wheatley's poem (Transfer: Being able to identify and apply literary devices to any poem)</li> <li>3. Evaluate Franklin's "Thirteen Virtues" to determine which are the most important and most difficult to maintain and explain why; create student generated list of virtues students would like to pursue and explain reasoning (Transfer: People strive for and set goals for self-improvement)</li> <li>4. Written response to literature citing three pieces of evidence from the text to analyze Paine's use of logic to convey his message to take action (Transfer: Effective persuasion often utilizes logic as support)</li> <li>5. Students write and present a formal speech to convince others to take action on a topic they are passionate about; must use logical arguments, elements, and persuasive techniques as support (Transfer: Use of persuasive techniques to encourage others to take action)</li> <li>6. Research a modern day revolution to examine how the society has used communication to effect change (Transfer: The power of communication to influences outcomes)</li> </ol>
	<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p>Examples include but are not limited to final projects, research papers, quizzes and tests.</p> <p>List the assessments: Objective assessment of literary devices, vocabulary, and grammar as needed</p>

Stage 3 – Learning Plan		
<a href="#">NETS for Students</a>	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p>Communication and Collaboration Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship</p>	<p>Questions to consider while planning:</p> <ol style="list-style-type: none"> <li>1. Are transfer and acquisition addressed in the learning plan?</li> <li>2. Does the learning plan reflect principles of learning and best practices?</li> <li>3. Is there tight alignment with Stages 1 and 2?</li> <li>4. Is the plan likely to be engaging and effective for all students?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b> observation, discussion, review of written responses</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> Confusion over Wheatley as immigrant vs. slave Complex vocabulary and sentence structure</li> <li>• <b>How will students get the feedback they need?</b> written comments on their writing, teacher and peer response during class discussion, immediate feedback from on-line grammar quizzes, feedback on speech presentations</li> </ul>

<p><i>Technology Operations</i></p>	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, independent reading of informational text (author biographies and newspaper articles on current events) and take notes main ideas:</i></p> <ol style="list-style-type: none"> <li>1. guided and independent reading of Enlightenment works</li> <li>2. modeling text annotation on paper and/or online or PDF</li> <li>3. small group discussion of reading chunks or full texts</li> <li>4. whole group discussion of concepts and texts</li> <li>5. informal student presentations of small group findings during whole group discussion</li> <li>6. shared writing opportunities in partners or small groups to develop skills of paragraph development and citing evidence from text</li> <li>7. independent writing opportunities to show individual understanding of concepts and skill development</li> </ol>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. Text "On Being Brought from Africa to America"</li> <li>2. Text: "Thirteen Virtues"</li> <li>3. Text "An American Crisis"</li> <li>4. Text "Speech to the Virginia Convention"</li> <li>5. Laptops</li> <li>6. Internet</li> <li>7. Handouts</li> <li>8. Projector and doc cam</li> <li>9. Blackboard or other learning management system</li> <li>10. Big paper and markers</li> <li>11. Spartandocs or word processing software</li> <li>12. Presentation software such as Powerpoint or Keynote</li> </ol>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <ol style="list-style-type: none"> <li>1. Use <a href="http://www.socrative.com/">http://www.socrative.com/</a> or other method to assess prior knowledge of time period and literary devices prior to learning.</li> <li>2. teacher feedback on written responses to literature and grammar practice activities</li> <li>3. gallery walks for peer feedback</li> <li>4. teacher observation during class discussions and gallery walks</li> <li>5. teacher as facilitator during all activities</li> <li>6. online sentence structure quizzes</li> </ol>
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	8. explicit instruction of parallel structure		
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# Southern Lehigh School District

UbD Curriculum Template

Course: **English 10**  
Teacher Team: **Marlo Spritzer and Amy Bausher**

Unit: **Romantic Literature**

Grades: **10th**  
Date: **August, 2014**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Adaptation and flexibility</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a> CC.1.2.9–10.A 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. CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>American literature in all time periods reflects the culture of society and evolves as society changes.</i></li> <li>2. <i>Transcendentalist writings characteristically emphasize individualism, passion or other positive emotions, and a spiritual connection to nature (in contrast to past practice of following an organized religious practice).</i></li> <li>3. <i>Gothic writings typically emphasize alienation, melancholy or other dark emotions and the supernatural or absence of faith and/or logic.</i></li> <li>4. <i>Writers of this time period were among the first to attempt to establish a truly American voice.</i></li> <li>5. <i>American fiction first emerged during the Romantic era.</i></li> <li>6. <i>Westward expansion and the emergence of new “technologies” such as the railroad are among sociological influences of Romantic literature.</i></li> <li>7. <i>Literary devices can be effectively used to help an author convey a message.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will understand that literature often reflects the beliefs, needs, or changes of a society in a given time period.</i></li> <li>2. <i>Students will develop effective oral and written communication skills.</i></li> <li>3. <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>4. <i>Students will recognize that Individualism has long been a value important to American literature.</i></li> <li>5. <i>Students will understand that fictional stories are structured much differently than non-fiction essays.</i></li> </ol>
	<b>Essential Questions</b>
	<b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b>

<p>are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9–10.G 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.</p> <p>CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of</p>	<p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>What is transcendentalism?</i></li> <li>2. <i>What characteristics are common to Gothic art and literature?</i></li> <li>3. <i>What is the structure of a short story?</i></li> <li>4. <i>How are fiction and non-fiction structured differently?</i></li> </ol>
<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p style="padding-left: 40px;"><i>Genres of Literature: essays, short stories, novels</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <ol style="list-style-type: none"> <li>1. <i>Vocabulary in context of literature</i></li> <li>2. <i>plot structure: exposition, conflict, rising action, climax, falling action, resolution</i></li> <li>3. <i>types of conflict: internal, external</i></li> <li>4. <i>point of view: first-person, third-person omniscient</i></li> <li>5. <i>characterization</i></li> <li>6. <i>allusion</i></li> <li>7. <i>imagery</i></li> </ol> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p style="padding-left: 40px;"><i>Apply characteristics of Romantic writing to literature being read and studied</i></p> <p style="padding-left: 40px;"><i>Plot structure of literature</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <p style="padding-left: 40px;"><i>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p style="padding-left: 40px;"><i>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p style="padding-left: 40px;"><i>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</i></p> <p style="padding-left: 40px;"><i>L.F.1.2.4 Draw conclusions about connotations of words.</i></p> <p style="padding-left: 40px;"><i>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</i></p> <p style="padding-left: 40px;"><i>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</i></p> <p style="padding-left: 40px;"><i>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p style="padding-left: 40px;"><i>L.F.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p style="padding-left: 40px;"><i>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i></p> <p style="padding-left: 40px;"><i>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</i></p> <p style="padding-left: 40px;"><i>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i></p> <p style="padding-left: 40px;"><i>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama</i></p>

<p>strategies and tools.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9–10.A 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.</p> <p>CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC. 1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary</p>		<p><i>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.</i></p> <ul style="list-style-type: none"> <li>• <i>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</i></li> <li>• <i>the relationship between characters and other components of a text</i></li> <li>• <i>the development of complex characters and their roles and functions within a text</i></li> </ul> <p><i>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between setting and other components of a text (character, plot, and other key literary elements)</i></li> </ul> <p><i>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"> <li>• <i>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i></li> <li>• <i>the relationship between elements of the plot and other components of a text</i></li> <li>• <i>how the author structures plot to advance the action</i></li> </ul> <p><i>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between the theme and other components of a text</i></li> <li>• <i>comparing and contrasting how major themes are developed across genres</i></li> <li>• <i>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</i></li> <li>• <i>the way in which a work of literature is related to the themes and issues of its historical period</i></li> </ul>
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<p>knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise claim.</p> <p>CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.L Demonstrate a grade-</p>		<p><i>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between the tone, style, and/or mood and other components of a text</i></li> <li>• <i>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</i></li> <li>• <i>how diction, syntax, figurative language, sentence variety, etc., determine the author’s style</i></li> </ul> <p><i>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the point of view of the narrator as first person or third person point of view</i></li> <li>• <i>the impact of point of view on the meaning of a text as a whole</i></li> </ul> <p><i>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</i></p> <p><i>L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</i></p> <p><i>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</i></p> <p><i>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</i></p> <p><i>L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.</i></p> <p><i>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</i></p> <p><i>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</i></p> <p><i>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</i></p> <p><i>L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i></p> <p><i>L.N.2.2.2 Compare and evaluate the characteristics</i></p>
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<p>appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. -- Use parallel structure. -- Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. -- Use parallel structure. -- Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing</p>		<p><i>that distinguish fiction from literary nonfiction.</i></p> <p><i>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i></p> <p><i>L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.</i></p> <ul style="list-style-type: none"><li><i>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</i></li><li><i>• the relationship between characters and other components of a text</i></li><li><i>• the development of complex characters and their roles and functions within a text</i></li></ul> <p><i>L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><li><i>• the relationship between setting and other components of a text (character, plot, and other key literary elements)</i></li></ul> <p><i>L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"><li><i>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i></li><li><i>• the relationship between elements of the plot and other components of a text</i></li><li><i>• how the author structures plot to advance the action</i></li></ul> <p><i>L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><li><i>• the relationship between the theme and other components of a text</i></li><li><i>• comparing and contrasting how major themes are developed across genres</i></li><li><i>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and</i></li></ul>
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<p>products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9–10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p>		<p><i>genres</i></p> <ul style="list-style-type: none"><li>• <i>the way in which a work of literature is related to the themes and issues of its historical period</i></li></ul> <p><i>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><li>• <i>the relationship between the tone, style, and/or mood and other components of a text</i></li><li>• <i>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</i></li><li>• <i>how diction, syntax, figurative language, sentence variety, etc., determine the author’s style</i></li></ul> <p><i>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><li>• <i>the point of view of the narrator as first person or third person point of view</i></li></ul> <p><i>Use proper Pronoun-antecedent agreement</i></p> <p><i>Identify evidence from the text that provides logical or rational support</i></p> <p><i>Identify and summarize main ideas</i></p> <p><i>Use context clues to identify unfamiliar words and multiple meaning words</i></p> <p><i>Respond to literature in written form with good organization, citing evidence from the text</i></p> <p><i>Use speaking and listening skills to effectively communicate in small group discussion and whole class discussion</i></p>
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<ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
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**Stage 2 – Evidence**

<b><u>NETS for Students</u></b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Critical Thinking</i>  <i>Communication and Collaboration</i>  <i>Digital Citizenship</i>  <i>Technology Operations</i></p>	<p><i>Examples include but are not limited to:</i>  <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ol style="list-style-type: none"> <li>1. <i>Multimedia Stations activity: “What is Transcendentalism?” (Transfer: Being able to utilize a variety of different mediums to understand Transcendentalism)</i></li> <li>2. <i>Written response to literature citing evidence from the text to connect Thoreau as a transcendental thinker (Transfer: analyze transcendental characteristics and interpret message)</i></li> <li>3. <i>Tune Out Challenge (Transfer: Connect transcendental thought process to individual experience and ability to reflect on experience in written expression)</i></li> <li>4. <i>Write an editorial (Transfer: Use of persuasive techniques to convince others to “tune-in” or “tune-out” based on personal experience)</i></li> <li>5. <i>Create a transcendentalist society (transfer: Being able to apply transcendental characteristics for project creation)</i></li> <li>6. <i>Written response to “Pit and Pendulum” (Transfer: Being able to analyze gothic characteristics in short story)</i></li> <li>7. <i>One paragraph response to “The Devil and Tom Walker” to prove that this is a Gothic story (Transfer: being able to cite evidence to support each of the Gothic characteristics)</i></li> </ol>
	<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <ol style="list-style-type: none"> <li>1. <i>open-source quiz and response to literature</i></li> <li>2. <i>Unit test</i></li> <li>3. <i>Grammar quiz: Pronoun-antecedent agreement</i></li> </ol>

**Stage 3 – Learning Plan**

<b><u>NETS for Students</u></b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>
<p><b>NETS—National Educational Technology Standards; i.e., the</b></p>	<p>Questions to consider while planning:</p> <ol style="list-style-type: none"> <li>1. Are transfer and acquisition addressed in the learning</li> </ol>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning</b></li> </ul>



<p><b>standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Critical Thinking Digital Citizenship Technology Operations</i></p>	<p>plan?</p> <ol style="list-style-type: none"> <li>Does the learning plan reflect principles of learning and best practices?</li> <li>Is there tight alignment with Stages 1 and 2?</li> <li>Is the plan likely to be engaging and effective for all students?</li> </ol>	<p><b>activities?</b></p> <p>observation, discussion, review of written responses</p> <ul style="list-style-type: none"> <li><b>What are potential rough spots and student misunderstandings?</b> Confusing two types of Romantic literature, pronoun-antecedent agreement</li> <li><b>How will students get the feedback they need?</b> written comments on their writing, teacher and peer response during class discussion, immediate feedback from on-line grammar quizzes, feedback on speech presentations</li> </ul>	
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Use of multi-media and images to support learning Talk to the text and guided reading chunking response to video and comparison to excerpt from literature independent reading of informational text - take notes on main ideas and create outline guided and independent reading of Romantic works modeling text annotation on paper and/or online or PDF small group discussion of reading chunks or full texts whole group discussion of concepts and texts informal student presentations of small group findings during whole group</p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>Text "Self-Reliance"</li> <li>Text: "Walden"</li> <li>Text "The 7 Day Digital Diet"</li> <li>Text "The Pit and the Pendulum"</li> <li>Text "The Devil and Tom Walker"</li> <li>20/20 Segment</li> <li>Laptops</li> <li>Internet</li> <li>Handouts</li> <li>Projector and doc cam</li> <li>Blackboard or other Learning Management System</li> <li>Big paper and markers</li> <li>Spartandocs or word</li> </ol>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <ol style="list-style-type: none"> <li>Use <a href="http://www.socrative.com/">http://www.socrative.com/</a> or other method to assess prior knowledge of time period and literary devices prior to learning.</li> <li>teacher feedback on written responses to literature and grammar practice activities</li> <li>gallery walks for peer feedback</li> <li>teacher observation during class discussions and gallery walks</li> <li>teacher as facilitator during all activities online pronoun-antecedent agreement quizzes</li> </ol>

	discussion shared writing opportunities in partners or small groups to develop skills of paragraph development and citing evidence from text independent writing opportunities to show individual understanding of concepts and skill development explicit instruction in pronoun-antecedent agreement	processing software 14. Presentation software such as Powerpoint or Keynote	
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# Southern Lehigh School District

UbD Curriculum Template

Course: **English 10**  
 Teacher Team: **Marlo Spritzer and Amy Bausher**

Unit: **Realism Literature**

Grades: **10th**  
 Date: **August, 2014**

Stage 1 – Desired Results					
Established Goals	Enduring Understandings/Transfer				
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?  <i>Effective Communication Skills</i>  <i>Transfer of Learning</i>  <i>Problem-solving</i>  <i>Global Awareness</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a>            CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.            CC.1.3.9–10.A 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.            CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.            CC.1.3.9–10.C Analyze how complex characters develop over the course of a</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>American literature in all time periods reflects the culture of society and evolves as society changes.</i></li> <li>2. <i>Late 19th century historical events such as the Civil War, Emancipation Proclamation, Industrial Revolution, and Women’s Suffrage created social change that influenced the literature of the time.</i></li> <li>3. <i>Walt Whitman and Emily Dickinson are considered the first true “American” voices and bridged both Romanticism and Realism.</i></li> <li>4. <i>Literary devices can be effectively used to help an author convey a message.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will understand that literature often reflects the beliefs, needs, or changes of a society in a given time period.</i></li> <li>2. <i>Students will develop effective oral and written communication skills.</i></li> <li>3. <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>4. <i>Students will understand that social struggles can strongly influence content and style of literature.</i></li> </ol>				
	Essential Questions				
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:  <i>What characteristics typically represent realism in American literature?</i>  <i>How did the historical and social influences of the late 19th century shape the literature of the time?</i></p>				
	Acquisition				
	<table border="1" style="width: 100%;"> <tr> <th style="text-align: left;">Students will know...</th> <th style="text-align: left;">Students will be skilled at... (be able to do)</th> </tr> <tr> <td style="vertical-align: top;">6. What facts should students know and be able to</td> <td style="vertical-align: top;">9. What discrete skill and processes should students</td> </tr> </table>	Students will know...	Students will be skilled at... (be able to do)	6. What facts should students know and be able to	9. What discrete skill and processes should students
Students will know...	Students will be skilled at... (be able to do)				
6. What facts should students know and be able to	9. What discrete skill and processes should students				

<p>text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC. 1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.9–10.A Initiate and participate</p>	<p>use to gain further knowledge? <i>Characteristics of Realist and Naturalist writing</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <ol style="list-style-type: none"> <li>1. <i>Vocabulary in context of literature</i></li> <li>2. <i>stream-of-consciousness</i></li> <li>3. <i>personification</i></li> <li>4. <i>metaphor</i></li> <li>5. <i>simile</i></li> <li>6. <i>allusion</i></li> <li>7. <i>exact rhyme</i></li> <li>8. <i>slant/near rhyme</i></li> <li>9. <i>rhyme scheme</i></li> <li>10. <i>imagery</i></li> <li>11. <i>free verse</i></li> <li>12. <i>repetition / parallel structure</i></li> <li>13. <i>point of view</i></li> <li>14. <i>situational irony</i></li> <li>15. <i>dramatic irony</i></li> </ol> <p>8. What basic concepts should students know and be able to recall and apply? <i>Apply characteristics of Realist and Naturalist writing to literature being read and studied</i> <i>Identify types of irony present in literature studied</i></p>	<p>be able to demonstrate?</p> <p><i>L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</i></p> <p><i>L.F.1.1.2 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.</i></p> <p><i>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</i></p> <p><i>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p><i>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p><i>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</i></p> <p><i>L.F.1.2.4 Draw conclusions about connotations of words.</i></p> <p><i>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</i></p> <p><i>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</i></p> <p><i>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>L.F.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p><i>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</i></p> <p><i>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</i></p> <p><i>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</i></p> <p><i>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</i></p> <p><i>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of</i></p>
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<p>effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		<p><i>fiction: Note: Character may also be called narrator or speaker.</i></p> <ul style="list-style-type: none"> <li>• <i>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</i></li> <li>• <i>the relationship between characters and other components of a text</i></li> <li>• <i>the development of complex characters and their roles and functions within a text</i></li> </ul> <p><i>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between setting and other components of a text (character, plot, and other key literary elements)</i></li> </ul> <p><i>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</i></p> <p><i>Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"> <li>• <i>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i></li> <li>• <i>the relationship between elements of the plot and other components of a text</i></li> <li>• <i>how the author structures plot to advance the action</i></li> </ul> <p><i>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between the theme and other components of a text</i></li> <li>• <i>comparing and contrasting how major themes are developed across genres</i></li> <li>• <i>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</i></li> <li>• <i>the way in which a work of literature is related to the themes and issues of its historical period</i></li> </ul> <p><i>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</i></p>
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		<ul style="list-style-type: none"> <li>• <i>the relationship between the tone, style, and/or mood and other components of a text</i></li> <li>• <i>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</i></li> <li>• <i>how diction, syntax, figurative language, sentence variety, etc., determine the author’s style</i></li> </ul> <p><i>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the point of view of the narrator as first person or third person point of view</i></li> <li>• <i>the impact of point of view on the meaning of a text as a whole\</i></li> </ul> <p><i>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</i></p> <p><i>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</i></p> <p><i>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</i></p> <p><i>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</i></p> <p><i>Identify evidence from the text that provides logical or rational support</i></p> <p><i>Identify and summarize main ideas</i></p> <p><i>Use context clues to identify unfamiliar words and multiple meaning words</i></p> <p><i>Identify literary devices</i></p> <p><i>Respond to literature in written form with good organization, citing evidence from the text</i></p> <p><i>Use speaking and listening skills to effectively communicate in small group discussion and whole class discussion</i></p>
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<b><u>NETS for Students</u></b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Technology Operations</i></p>	<p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ol style="list-style-type: none"> <li><i>Written response to Whitman and Dickinson's poetry (Transfer: The ability to connect the characteristics of Romanticism and Realism writing)</i></li> <li><i>Analysis of Crane or Chopin's short stories (Transfer: The ability to identify and analyze effective use of types of irony)</i></li> <li><i>Analysis of Dunbar's poetry (The ability to connect how real world events and historical perspective influence writing)</i></li> </ol>
	<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <ol style="list-style-type: none"> <li><i>Realism test</i></li> <li><i>Objective assessment of literary devices as needed</i></li> </ol>

<b>Stage 3 – Learning Plan</b>				
<b><u>NETS for Students</u></b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>		
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking</i> <i>Communication and Collaboration</i> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ol style="list-style-type: none"> <li>Are transfer and acquisition addressed in the learning plan?</li> <li>Does the learning plan reflect principles of learning and best practices?</li> <li>Is there tight alignment with Stages 1 and 2?</li> <li>Is the plan likely to be engaging and effective for all students?</li> </ol> <table border="1" data-bbox="533 1287 1360 1528"> <tr> <td data-bbox="533 1287 1003 1528"> <p><b>List planned activities</b> (<i>examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games</i>):</p> <ol style="list-style-type: none"> <li>brief informal research of biographical information</li> </ol> </td> <td data-bbox="1003 1287 1360 1528"> <p><b>List resources required</b> (<i>examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source</i>)</p> </td> </tr> </table>	<p><b>List planned activities</b> (<i>examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games</i>):</p> <ol style="list-style-type: none"> <li>brief informal research of biographical information</li> </ol>	<p><b>List resources required</b> (<i>examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source</i>)</p>	<ul style="list-style-type: none"> <li><b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b> observation, discussion, review of written responses</li> <li><b>What are potential rough spots and student misunderstandings?</b> Understanding inferences, Dickinson's writing can be challenging - form and word choice</li> <li><b>How will students get the feedback they need?</b> written comments on their writing, teacher and peer response during class discussion</li> </ul> <p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit</i></p>
<p><b>List planned activities</b> (<i>examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games</i>):</p> <ol style="list-style-type: none"> <li>brief informal research of biographical information</li> </ol>	<p><b>List resources required</b> (<i>examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source</i>)</p>			

	<ol style="list-style-type: none"> <li>2. literary devices identification</li> <li>3. making meaning / analysis of text</li> <li>4. connection to transcendentalism/gothicism/realism characteristics</li> <li>5. study of historical and social context</li> <li>6. chunked/guided reading and annotation</li> <li>7. draw inferences and make predictions</li> <li>8. identify use of figurative language</li> <li>9. identify situational and dramatic irony</li> <li>10. study the influence of segregation/racism on Dunbar's work (post-Civil War, pre-Civil Rights)</li> </ol>	<p><i>documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. Text "I Hear America Singing" and "What is the Grass"</li> <li>2. Text: "Because I Could Not Stop for Death," "I Heard a Fly Buzz - When I Died," and "The Soul Selects Her Own Society"</li> <li>3. Text "We wear the Mask" and "Smpathy"</li> <li>4. Text "An Episode of War"</li> <li>5. Text "The Story of an Hour"</li> <li>6. Laptops</li> <li>7. Internet</li> <li>8. Handouts</li> <li>9. Projector and doc cam</li> <li>10. Blackboard or other Learning Management System</li> <li>11. Big paper and markers</li> <li>12. Spartandocs or word processing software</li> <li>13. Presentation software such as Powerpoint or Keynote</li> </ol>	<p><i>tickets, CDTs, DIBELS, Aimsweb</i></p> <ol style="list-style-type: none"> <li>1. -Use <a href="http://www.socrative.com/">http://www.socrative.com/</a> or other method to assess prior knowledge of time period and literary devices prior to learning.</li> <li>2. -teacher feedback on written responses to literature</li> <li>3. -gallery walks for peer feedback</li> <li>4. -teacher observation during class discussions and gallery walks</li> <li>5. -teacher as facilitator during all activities</li> </ol>
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# Southern Lehigh School District

UbD Curriculum Template

Course: English 10  
Teacher Team: Marlo Spritzer and Amy Bausher

Unit: 20th Century Modern Literature

Grades: 10  
Date: August, 2014

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Global Awareness</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a> CC.1.2.9–10.A 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. CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.2.9–10.G 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. CC.1.2.9–10.K Determine or clarify the</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>American literature in all time periods reflects the culture of society and evolves as society changes.</i></li> <li>2. <i>Early 20th century historical events such as WWI, prohibition, and the Jazz Age all contributed to the theme of disillusionment in modern American Literature.</i></li> <li>3. <i>F. Scott Fitzgerald is credited with writing one of the greatest novels that explores the existence or death of the American Dream.</i></li> <li>4. <i>Literary devices can be effectively used to help an author convey a message.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will understand that literature often reflects the beliefs, needs, or changes of a society in a given time period.</i></li> <li>2. <i>Students will develop effective oral and written communication skills.</i></li> <li>3. <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>4. <i>Students will understand that social struggles can strongly influence content and style of literature.</i></li> </ol>
	Essential Questions
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>What is disillusionment and how is it represented in literature of this time period?</i></li> <li>2. <i>What is the American Dream and how is it represented in literature of this time period?</i></li> <li>3. <i>How did the historical and social influences of the early 20th century shape the literature of the time?</i></li> </ol>

<p>meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9–10.A 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.</p> <p>CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC. 1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums,</p>	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ol style="list-style-type: none"> <li>1. <i>Students should have a basic understanding of time period as context for literature</i></li> <li>2. <i>Students should have a basic understanding of biographical information about Fitzgerald</i></li> </ol> <p>7. What vocabulary should students know and be able to recall?</p> <ol style="list-style-type: none"> <li>1. <i>Theme</i></li> <li>2. <i>Vocabulary in context of literature as needed</i></li> <li>3. <i>Symbolism</i></li> <li>4. <i>Direct and Indirect characterization</i></li> <li>5. <i>Static and dynamic characters</i></li> </ol> <p>8. What basic concepts should students know and be able to recall and apply?</p> <ol style="list-style-type: none"> <li>1. <i>Students should be able to recall different reading strategies and apply to learning</i></li> <li>2. <i>Students should be able to recall different strategies to identify and understand unfamiliar words</i></li> <li>3. <i>Students should be able to recall different strategies to identify and understand literary devices</i></li> </ol>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</i></p> <p><i>L.F.1.1.2 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.</i></p> <p><i>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</i></p> <p><i>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p><i>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p><i>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</i></p> <p><i>L.F.1.2.4 Draw conclusions about connotations of words.</i></p> <p><i>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</i></p> <p><i>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</i></p> <p><i>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>L.F.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p><i>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.</i></p> <ul style="list-style-type: none"> <li>• <i>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters</i></li> </ul>	

<p>including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>		<p><i>within fictional text</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between characters and other components of a text</i></li> <li>• <i>the development of complex characters and their roles and functions within a text</i></li> </ul> <p><i>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between setting and other components of a text (character, plot, and other key literary elements)</i></li> </ul> <p><i>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</i>  <i>Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"> <li>• <i>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i></li> <li>• <i>the relationship between elements of the plot and other components of a text</i></li> <li>• <i>how the author structures plot to advance the action</i></li> </ul> <p><i>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between the theme and other components of a text</i></li> <li>• <i>comparing and contrasting how major themes are developed across genres</i></li> <li>• <i>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</i></li> <li>• <i>the way in which a work of literature is related to the themes and issues of its historical period</i></li> </ul> <p><i>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between the tone, style, and/or mood and other components of a text</i></li> <li>• <i>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</i></li> </ul>
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<p>CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise claim.</p> <p>CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the</p>		<ul style="list-style-type: none"> <li>• <i>how diction, syntax, figurative language, sentence variety, etc., determine the author’s style</i></li> </ul> <p><i>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the point of view of the narrator as first person or third person point of view</i></li> <li>• <i>the impact of point of view on the meaning of a text as a whole</i></li> </ul> <p><i>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</i></p> <p><i>Identify evidence from the text that provides logical or rational support</i></p> <p><i>Identify and summarize main ideas</i></p> <p><i>Use context clues to identify unfamiliar words and multiple meaning words</i></p> <p><i>Identify literary devices</i></p> <p><i>Respond to literature in written form with good organization, citing evidence from the text</i></p> <p><i>Use speaking and listening skills to effectively communicate in small group discussion and whole class discussion</i></p>
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<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.9–10.W 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</p>		
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maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

- [Math PA Core State Standards](#)
- [PA Content Standards](#)

Stage 2 – Evidence	
<u>NETS for Students</u>	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Technology Operations</i> <i>Research and Information Fluency</i> <i>Digital Citizenship</i> <i>Creative and Innovation</i></p>	<p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ol style="list-style-type: none"> <li><i>Create personal definition of American Dream (Transfer: The ability to understand what the American Dream is and apply to own experiences)</i></li> <li><i>After exploring various short texts, explain the theme of disillusionment with text based evidence as support. (Transfer: The ability to find textual evidence to support their understanding of disillusionment)</i></li> <li><i>Maintain metacognitive response journal to be updated after each chapter of The Great Gatsby. (Transfer: The ability to be aware of their thinking and responses as they read any text)</i></li> </ol>
	<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <ol style="list-style-type: none"> <li><i>Quizzes on assigned reading</i></li> <li><i>Literary analysis paper</i></li> </ol>

Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking</i> <i>Communication and Collaboration</i></p>	<p>Questions to consider while planning:</p> <ol style="list-style-type: none"> <li>Are transfer and acquisition addressed in the learning plan?</li> <li>Does the learning plan reflect principles of learning and best practices?</li> <li>Is there tight alignment with Stages 1 and 2?</li> <li>Is the plan likely to be engaging and effective for all students?</li> </ol>	<ul style="list-style-type: none"> <li><b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> observation, discussion, review of written responses</li> <li><b>What are potential rough spots and student misunderstandings?</b> Vocabulary and language in The Great Gatsby</li> <li><b>How will students get the feedback they need?</b> written comments on their writing, teacher and peer response during class discussion</li> </ul>

<p><i>Technology Operations</i> <i>Research and Information Fluency</i> <i>Creative and Innovation</i></p>	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ol style="list-style-type: none"> <li>1. brief informal research of biographical information</li> <li>2. literary devices identification</li> <li>3. making meaning / analysis of text</li> <li>4. connection to theme of disillusionment/American Dream</li> <li>5. study of historical and social context</li> <li>6. Research the time period to plan and execute 1920s party</li> <li>7. chunked/guided reading and annotation</li> <li>8. draw inferences and make predictions</li> <li>9. identify use of figurative language</li> <li>10. identify situational and dramatic irony</li> <li>11. Small group writing activities</li> </ol>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. Visual texts - optical illusions</li> <li>2. Poem: "Richard Corey" by -Edwin Arlington Robinson</li> <li>3. Excerpt from literary nonfiction: "Eight Men Out" (chapter 1 Amazon excerpt)</li> <li>4. Biography of F. Scott Fitzgerald</li> <li>5. Main Text - The Great Gatsby by F. Scott Fitzgerald</li> <li>6. Laptops</li> <li>7. Internet</li> <li>8. Handouts</li> <li>9. Projector and doc cam</li> <li>10. Blackboard or other learning management system</li> <li>11. Big paper and markers</li> <li>12. Spartandocs or word processing software</li> <li>13. Presentation software such as Powerpoint or Keynote</li> </ol>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <ul style="list-style-type: none"> <li>-Use <a href="http://www.socrative.com/">http://www.socrative.com/</a> or other method to assess prior knowledge of time period and literary devices prior to learning.</li> <li>-teacher feedback on written responses to literature</li> <li>-gallery walks for peer feedback</li> <li>-teacher observation during class discussions and gallery walks</li> <li>-teacher as facilitator during all activities</li> </ul>
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# Southern Lehigh School District

UbD Curriculum Template

Course: **English 10**  
Teacher Team: **Marlo Spritzer and Amy Bausher**

Unit: **Mid 20<sup>th</sup> Century Post Modern American Literature**

Grades: **10th**  
Date: **August, 2014**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Global Awareness</i> <i>Problem-solving</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a></li> </ul> <p>CC.1.2.9–10.A 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.</p> <p>CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>American literature in all time periods reflects the culture of society and evolves as society changes.</i></li> <li>2. <i>Mid-20<sup>th</sup> Century historical events such as the Cold War, Communist Scare, and the Civil Rights Movement created a sense of anxiety in America that is reflected in the literature of the time.</i></li> <li>3. <i>An author may disguise social commentary in the context of a fictional tale that serves as an allegory for actual events.</i></li> <li>4. <i>Literature can be used as a vehicle to demonstrate that history repeats itself.</i></li> <li>5. <i>Literary devices can be effectively used to help an author convey a message.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will understand that. literature often reflects the beliefs, needs, or changes of a society in a given time period.</i></li> <li>2. <i>Students will develop effective oral and written communication skills.</i></li> <li>3. <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>4. <i>Students will understand that social struggles can strongly influence content and style of literature.</i></li> <li>5. <i>Students will read beyond the surface of a fictional text to identify the author’s more latent messages.</i></li> </ol>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>How did the historical and social influences of the mid 20th century shape the literature of the time?</i> <i>How does the author use historical fiction to provide social commentary about current events of the time?</i></p>

<p>are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9–10.G 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.</p> <p>CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9–10.A 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.</p> <p>CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC. 1.3.9–10.E Analyze how an author’s</p>	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>6. What facts should students know and be able to use to gain further knowledge?</p> <ol style="list-style-type: none"> <li>1. <i>Understand the concepts of Communist Scare and McCarthyism</i></li> <li>2. <i>Recall details of Salem Witch Trials</i></li> </ol> <p>7. What vocabulary should students know and be able to recall?</p> <ol style="list-style-type: none"> <li>1. <i>allegory</i></li> <li>2. <i>stage directions</i></li> <li>3. <i>allusions</i></li> <li>4. <i>dialogue</i></li> <li>5. <i>characterization (direct and indirect)</i></li> <li>6. <i>character development (round, flat, dynamic, static)</i></li> <li>7. <i>Vocabulary in context of literature studied</i></li> </ol> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Apply knowledge of time period to the literature</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</i></p> <p><i>L.F.1.1.2 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.</i></p> <p><i>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</i></p> <p><i>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</i></p> <p><i>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</i></p> <p><i>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</i></p> <p><i>L.F.1.2.4 Draw conclusions about connotations of words.</i></p> <p><i>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</i></p> <p><i>Note: Items may target specific paragraphs.</i></p> <p><i>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole</i></p> <p><i>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>L.F.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p><i>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.</i></p> <p>• <i>the actions, motives, dialogue, emotions/feelings,</i></p>	

<p>choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p>		<p><i>traits, and relationships between characters within fictional text</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between characters and other components of a text</i></li> <li>• <i>the development of complex characters and their roles and functions within a text</i></li> </ul> <p><i>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between setting and other components of a text (character, plot, and other key literary elements)</i></li> </ul> <p><i>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</i>  <i>Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"> <li>• <i>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i></li> <li>• <i>the relationship between elements of the plot and other components of a text</i></li> <li>• <i>how the author structures plot to advance the action</i></li> </ul> <p><i>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between the theme and other components of a text</i></li> <li>• <i>comparing and contrasting how major themes are developed across genres</i></li> <li>• <i>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</i></li> <li>• <i>the way in which a work of literature is related to the themes and issues of its historical period</i></li> </ul> <p><i>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the relationship between the tone, style, and/or mood and other components of a text</i></li> <li>• <i>how voice and choice of speaker (narrator) affect</i></li> </ul>
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<p>CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. -- Introduce the precise claim.</p> <p>CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a</p>		<p><i>the mood, tone, and/or meaning of a text</i></p> <ul style="list-style-type: none"> <li>• <i>how diction, syntax, figurative language, sentence variety, etc., determine the author’s style</i></li> </ul> <p><i>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</i></p> <ul style="list-style-type: none"> <li>• <i>the point of view of the narrator as first person or third person point of view</i></li> <li>• <i>the impact of point of view on the meaning of a text as a whole</i></li> </ul> <p><i>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</i></p> <p><i>L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</i></p> <p><i>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</i></p> <p><i>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</i></p> <p><i>L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.</i></p> <p><i>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</i></p> <p><i>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</i></p> <p><i>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</i></p> <p><i>Draw inferences from the text</i></p> <p><i>Analyze character development</i></p> <p><i>Draw comparisons between McCarthyism and Salem Witch Trials</i></p> <p><i>Identify evidence from the text that provides logical or rational support</i></p> <p><i>Identify and summarize main ideas</i></p> <p><i>Use context clues to identify unfamiliar words and</i></p>
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<p>manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and</p>		<p><i>multiple meaning words</i></p> <p><i>Identify literary devices</i></p> <p><i>Respond to literature in written form with good organization, citing evidence from the text</i></p> <p><i>Use speaking and listening skills to effectively communicate in small group discussion and whole class discussion</i></p>
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<p>update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.9–10.W 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.</p> <p>CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or</p>		
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<p>distorted evidence.          CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.          CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
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Stage 2 – Evidence	
<b><a href="#">NETS for Students</a></b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration            Research and Information Fluency            Critical Thinking            Digital Citizenship            Technology Operations</i></p>	<p><i>Examples include but are not limited to:            Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <ol style="list-style-type: none"> <li><i>open-ended one-paragraph responses to literature (apply discussion points and learn to analyze literature)</i></li> <li><i>ongoing metacognitive journal and vocabulary journal (learning to think about thinking throughout reading of major text)</i></li> <li><i>graphic organizers to plan literary analysis essay (planning and organizing informational/argumentative writing)</i></li> <li><i>introductory activity to research instances of mass hysteria (identify historical patterns in society)</i></li> <li><i>trace one of several themes throughout the reading of The Crucible (identify and trace major themes in literature)</i></li> <li><i>research McCarthyism / The Communist Scare and draw parallels to The Crucible (literature as social commentary)</i></li> </ol> <hr/> <p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:  <i>vocabulary and comprehension quizzes following each act of The Crucible</i></p>

*literary analysis essay following the conclusion of the unit*

**Stage 3 – Learning Plan**

<b><u>NETS for Students</u></b>	<b>Learning Activities</b>		<b>Progress Monitoring/Formative Assessment</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration Research and Information Fluency Critical Thinking Technology Operations Digital Citizenship</i></p>	<p>Questions to consider while planning:</p> <ol style="list-style-type: none"> <li>1. Are transfer and acquisition addressed in the learning plan?</li> <li>2. Does the learning plan reflect principles of learning and best practices?</li> <li>3. Is there tight alignment with Stages 1 and 2?</li> <li>4. Is the plan likely to be engaging and effective for all students?</li> </ol>		<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> observation, discussion, review of written responses</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> The vocabulary can be challenging, and the students oftentimes run into roadblocks in drawing inferences about plot and character developments in <i>The Crucible</i>. Some students also have difficulty drawing comparisons between the Communist Scare and the Salem Witch Trials.</li> <li>• <b>How will students get the feedback they need?</b> written comments on their writing, teacher and peer response during class discussion</li> </ul>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ol style="list-style-type: none"> <li>1. chunked/guided reading and annotation</li> <li>2. draw inferences and make predictions</li> <li>3. identify use of figurative language</li> <li>4. identify situational and dramatic irony</li> <li>5. Small group writing activities</li> <li>6. Identification and citation of key passages</li> </ol>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. - Main Text - <i>The Crucible</i> by Arthur Miller</li> <li>2. -excerpts from <i>Into The Wild</i></li> <li>3. -Supplementary Text: "Are You Now or Were You Ever?" by Arthur Miller</li> <li>4. -Other optional time</li> </ol>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <ol style="list-style-type: none"> <li>1. -Use <a href="http://www.socrative.com/">http://www.socrative.com/</a> or other method to assess prior knowledge of time period and literary devices prior to learning.</li> <li>2. -teacher feedback on written responses to literature</li> <li>3. -gallery walks for peer feedback</li> <li>4. -teacher observation during class discussions and gallery walks</li> <li>5. -teacher as facilitator during all activities</li> </ol>



	<p>from the text</p> <ol style="list-style-type: none"><li>7. Journaling/blogging</li><li>8. research</li></ol>	<p>period texts: excerpt from "Black Boy" by Richard Wright, "A Worn Path" by Eudora Welty, "The Tall Men" by William Faulkner</p> <ol style="list-style-type: none"><li>5. -Laptops</li><li>6. -Internet</li><li>7. -Handouts</li><li>8. -Projector and doc cam</li><li>9. -Blackboard or other learning management system</li><li>10. -Big paper and markers</li><li>11. -Spartandocs or word processing software</li><li>12. - Presentation software such as Powerpoint or Keynote</li></ol>	
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