

Grade 10 Advanced English

BOARD APPROVAL DATE: August 2020

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised
2016**

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.R.L.9-10.1 • RI 9-10.1 • CCSS.ELA-LITERACY.R.L.9-10.2 • RI 9-10.2 • CCSS.ELA-LITERACY.R.L.9-10.9 • CCSS.ELA-LITERACY.W.9-10.1 • CCSS.ELA-LITERACY.W.9-10.2 	Society and Race	<ul style="list-style-type: none"> • identify themes, arguable thesis statements, effective textual evidence for thematic analysis, and literary elements in works of literature • create arguable thesis statements and themes • use effective textual evidence and literary elements to support themes 	Marking Period 1
Unit 2	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.R.I.9-10.3 • CCSS.ELA-LITERACY.R.I.9-10.5 • CCSS.ELA-LITERACY.R.I.9-10.6 • CCSS.ELA-LITERACY.W.9-10.2 	Society and Class	<ul style="list-style-type: none"> • identify authors' arguments, how authors craft arguments, features authors use to make arguments, and effective textual evidence to support arguments • evaluate the features authors use to make arguments and textual evidence authors use to support arguments 	Marking Period 2
Unit 3	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.9-10.3 	Society and Morality	<ul style="list-style-type: none"> • identify tone and stylistic structures 	Marking Period 3

	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.R</u> <u>L.9-10.1</u> • RI 9-10.1 • <u>CCSS.ELA-LITERACY.R</u> <u>L.9-10.2</u> • RI 9-10.2 		<ul style="list-style-type: none"> • analyze symbolism, mood, allegory, theme, characterization, and point of view 	
Unit 4	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.</u> <u>W.9-10.7</u> • <u>CCSS.ELA-LITERACY.</u> <u>W.9-10.8</u> • <u>CCSS.ELA-LITERACY.</u> <u>W.9-10.9</u> 	Society and Gender	<ul style="list-style-type: none"> • evaluate secondary sources for effectiveness • theme and characterization • use evidence in texts to support responses and conclusions • analyze the elements of tragedy and comedy 	Marking Period 4

This document outlines in detail the answers to following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 Grade 10/Adv. English		
Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.9-10.1</u> • RI 9-10.1 • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • <u>CCSS.ELA-LITERACY.RL.9-10.2</u> • RI 9-10.2 • Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • <u>CCSS.ELA-LITERACY.RL.9-10.9</u> • Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). • <u>CCSS.ELA-LITERACY.W.9-10.1</u> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • <u>CCSS.ELA-LITERACY.W.9-10.2</u> 	<ul style="list-style-type: none"> • SOC.6.1.12.D.3.e - [<i>Cumulative Progress Indicator</i>] - Determine the impact of religious and social movements on the development of American culture, literature, and art. • SOC.6.1.12.D.14.f - [<i>Cumulative Progress Indicator</i>] - Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	<ul style="list-style-type: none"> • identify theme • identify arguable thesis statement create an arguable theme • create an arguable thesis statement • identify effective textual evidence for a thematic analysis • use effective textual evidence to support a theme • identify basic literary elements, such as characterization, figurative language, symbolism in a work of literature • use literary elements to support a theme

Curricular Framework – Grade 10/Adv. English

<ul style="list-style-type: none"> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 		
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Unit 1 Grade 10/Adv. English

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>“Society and Race” Students will determine how race shapes one’s experiences. Students will explore how historical context affects race. At the end of the unit, students will be able to evaluate race relations today and determine how society can achieve racial equality.</p>	<p>Summer reading novels Nonfiction and fiction literature from text and handouts Nonfiction documentaries Teacher generated resources Technology resources</p>

UNDERSTANDINGS

Students will understand that race shapes people’s experiences.
 Students will understand that history affects race.
 Students will understand that race relations must be evaluated to achieve racial equality.
 Students will understand that literature can be examined to understand current race relations.

Students will know...	Students will be able to...
<p>Works of literature have themes. Thesis statements must be arguable. Characters need to develop. Textual evidence is necessary to support a thesis statement. Literary elements help contribute to theme.</p>	<p>differentiate between a weak and strong theme identify arguable thesis statements using a summer reading novel, create an arguable theme and use it to write a literary analysis use arguable theme to create an arguable thesis statement for a literary analysis identify effective textual evidence in a novel for outline and thematic analysis use effective textual evidence to support a theme for a thematic analysis identify basic literary elements, such as characterization, figurative language, symbolism in a work of literature and examine how they affect works of literature examine how author’s use literary elements in works of literature use literary elements to support a theme in a literary analysis</p>

Stage 2 – Assessment Evidence

Performance Tasks:

Literary Analysis--students develop an arguable theme and support through textual evidence from a primary source.

Other Evidence (Alternate Assessments):

Tests

Quizzes

Journals

Oral questioning or exit tickets

Classwork and homework handouts

Graphic organizers or outlines

Cooperative learning group assignments and/or presentations

Stage 3 – Learning Plan

Students will apply thematic elements to summer reading arguable theme revisions.

Students will choose and evaluate summer reading textual evidence to support theme.

Students will examine elements of race to critically read a work of literature.

Students will examine race and apply to theme to create journal entries.

Students will work cooperatively to analyze literature containing elements of racial equality and inequality and apply to group work and presentations.

Students will examine the historical context in nonfiction Civil Rights Movement literature and documentaries and apply themes to current race relations.

Students will work cooperatively to analyze nonfiction Civil Rights Movement literature and documentaries and apply to group work and presentations.

Students will apply nonfiction Civil Rights Movement literature and documentary knowledge to quiz and test questions.

Students will use technology to connect race based literature to current real world issues.

Students will examine race and apply to theme to create a literary analysis.

PROGRESS MONITORING

- *group presentations, group and class discussions, group projects, independent writing and projects, assessments, exit tickets, journals*
- *learning styles, language barriers, lack of context*
- *Assessment grades and comments, teacher conferences, group and class discussions*
- *Re-teach, small group instruction, group students by levels, tutoring center support, peer group assistance*

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

Supply advanced learners with extra pieces and have them choose textual evidence from both pieces to support theme

Develop multiple themes for single works of literature

Higher level learners are given advanced practice for homework

Create leveled groups and give advanced practice for high achievers and basic practice for lower levels

Supply higher level students with advanced pieces so they make thematic connections between original pieces and new pieces

Modify tests and quizzes

Tier I:
Supply advanced learners with extra pieces and have them choose textual evidence from both pieces to support theme
Higher level learners are given advanced practice for homework
Create leveled groups and give advanced practice for high achievers and basic practice for lower levels

Tier II:
Create leveled groups and give advanced practice for high achievers and basic practice for lower levels
Use peer editing to help model achievement

Tier III:
Mix group member levels to model achievement for lower level learners
Work in small groups with guided practice
Use peer editing to help model achievement
Writing Lab

ELL:
Supply students with alternative pieces with similar themes for students who did not understand/read summer reading novels
Mix group member levels to model achievement for lower level learners
Supply learners with examples of textual evidence and have them choose the strongest pieces of evidence to support theme

504s:
Supply students with alternative pieces with similar themes for students who did not understand/read summer reading novels
Mix group member levels to model achievement for lower level learners

SPED:
Supply students with alternative pieces with similar themes for students who did not understand/read summer reading novels

Unit 2 Grade 10/Adv. English		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● Standards <u>CCSS.ELA-LITERACY.RI.9-10.3</u> ● Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ● ● <u>CCSS.ELA-LITERACY.RI.9-10.5</u> ● Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ● <u>CCSS.ELA-LITERACY.RI.9-10.6</u> ● Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● <u>CCSS.ELA-LITERACY.W.9-10.2</u> ● Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 	<ul style="list-style-type: none"> ● SOC.6.1.12.D.3.e - [<i>Cumulative Progress Indicator</i>] - Determine the impact of religious and social movements on the development of American culture, literature, and art. ● SOC.6.1.12.D.14.f - [<i>Cumulative Progress Indicator</i>] - Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	<ul style="list-style-type: none"> ● identify an author's argument ● identify how an author crafts an argument ● identify features an author uses to make an argument ● evaluate the features an author uses to make an argument ● identify effective textual evidence to support an argument ● evaluate pieces of textual evidence an author uses to support an argument
Unit 2 Grade 10/Adv. English		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
“Morality in Society”	Literature from text and handouts	

<p>Students will investigate whether the ends can justify the means. Students will examine how morality makes them better citizens. By the end of the unit, students will be able to determine how to define morality in terms of law, religion, and society.</p>	<p>Novels Teacher generated resources S.A.T. style argument pieces Technology resources</p>
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UNDERSTANDINGS

Students will understand that...
 Students will understand that people must sometimes sacrifice morality to achieve moral goals.
 Students will understand that morality makes people better citizens.
 Students will understand laws, religion, and society affects morality.
 Students will understand that literature can be examined to understand current morality issues.

Students will know...	Students will be able to...
<p><i>Authors have arguments.</i> <i>Authors craft arguments through features.</i> <i>Authors use evidence to support arguments.</i> <i>Readers must evaluate arguments to determine credibility.</i></p>	<p>identify an author’s argument in a published essay and nonfiction literature using a published essay and nonfiction literature as examples, identify how an author crafts an argument identify literary features an author uses to make an argument in sample essays and nonfiction literature evaluate the features an author uses to make an argument in SAT style essay identify effective textual evidence to support an argument in SAT style essay evaluate pieces of textual evidence an author uses to support an argument in SAT essay</p>

Stage 2 – Assessment Evidence

<p>Performance Tasks: Argument (evaluate the effectiveness of an author’s argument and identify the features the author uses to make the argument)--S.A.T. essay</p>	<p>Other Evidence (Alternate Assessments): <i>Tests</i> <i>Quizzes</i> <i>Journals</i> <i>Oral questioning or exit tickets</i> <i>Classwork and homework handouts</i> <i>Graphic organizers or outlines</i> <i>Cooperative learning group assignments and/or presentations</i></p>
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Stage 3 – Learning Plan

Students will apply thematic elements to arguable theme revisions.
 Students will examine elements morality to critically read a work of literature.
 Students will choose and evaluate textual evidence to support theme.

Students will examine historical context for novel and apply to themes on morality.
 Students will work cooperatively to analyze novels and literature containing elements of morality and apply to group work and presentations.
 Students will apply novel analysis to quiz and test questions.
 Students will use technology to connect morality based literature to current real world issues.
 Students will examine morality and apply to theme to create journal entries.
 Students will identify and evaluate authors’ arguments in S.A.T. argument pieces
 Students will identify textual evidence and features an author uses to support his or her argument.
 Students will evaluate the effectiveness of an author’s argument in S.A.T. style essay.

PROGRESS MONITORING

- *group presentations, group and class discussions, group projects, independent writing and projects, assessments, exit tickets, journals*
- *learning styles, language barriers, lack of context*
- *Assessment grades and comments , teacher conferences, group and class discussions*
- *Re-teach, small group instruction, group students by levels, tutoring center support, peer group assistance*

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

Supply advanced pieces so they make connections between original pieces and new pieces
 Higher level learners create multiple thesis statements for single works of literature
 Supply advanced learners with extra pieces and have them choose textual evidence from both pieces to support thesis statements
 Mix group member levels to model achievement for lower level learners
 Create leveled groups and give advanced practice for high achievers and basic practice for lower levels
 Higher level learners are given advanced practice for homework

Tier I:

Supply students with advanced pieces so they make connections between original pieces and new pieces
 Higher level learners create multiple thesis statements for single works of literature
 Use peer editing and sample essays to model achievement
 Mix group member levels to model achievement for lower level learners
 Create leveled groups and give advanced practice for high achievers and basic practice for lower levels
 Higher level learners are given advanced practice for homework

Tier II:

Supply students with advanced pieces so they make connections between original pieces and new pieces
 Use peer editing and sample essays to model achievement
 Mix group member levels to model achievement for lower level learners
 Create leveled groups and give advanced practice for high achievers and basic practice for lower levels
 Extra teacher instruction and/or modeling for whole classes that are not at acceptable levels of understanding
 Higher level learners are given advanced practice for homework

Tier III:

Simplify S.A.T. style graphic organizer/outline

Students with alternative pieces with similar arguments for lower level students or students who did not understand S.A.T. pieces

Mix group member levels to model achievement for lower level learners

Create leveled groups and give advanced practice for high achievers and basic practice for lower levels

Extra teacher instruction and/or modeling for whole classes that are not at acceptable levels of understanding

Writing Lab

ELL:

Simplify S.A.T. style graphic organizer/outline

Mix group member levels to model achievement for lower level learners

Extra teacher instruction and/or modeling for whole classes that are not at acceptable levels of understanding

504s:

Simplify S.A.T. style graphic organizer/outline

Mix group member levels to model achievement for lower level learners

Extra teacher instruction and/or modeling for whole classes that are not at acceptable levels of understanding

SPED:

Simplify S.A.T. style graphic organizer/outline

Mix group member levels to model achievement for lower level learners

Extra teacher instruction and/or modeling for whole classes that are not at acceptable levels of understanding

Unit 3 Grade 10/Adv. English		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● Standards <u>CCSS.ELA-LITERACY.W.9-10.3</u> ● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● <u>CCSS.ELA-LITERACY.RL.9-10.1</u> ● RI 9-10.1 ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● <u>CCSS.ELA-LITERACY.RL.9-10.2</u> ● RI 9-10.2 ● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 	<ul style="list-style-type: none"> ● SOC.6.1.12.D.3.e - [<i>Cumulative Progress Indicator</i>] - Determine the impact of religious and social movements on the development of American culture, literature, and art. ● SOC.6.1.12.D.14.f - [<i>Cumulative Progress Indicator</i>] - Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	<ul style="list-style-type: none"> ● identify tone ● identify stylistic structures ● analyze symbolism ● analyze mood ● analyze allegory ● analyze theme ● analyze characterization ● analyze point of view
Unit 3 Grade 10/Honors English		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>“Social Class” Students will determine how class ambitions affect relationships or ethics. Students will explore how class has evolved in society. Students will evaluate class distinction today and determine how society can overcome class differences. By the end of the unit,</p>	<p>Literature from text and handouts Novels Teacher generated resources Technology resources</p>	

<p>students will be able to explore how class impacts one’s point of view.</p>	
<p>UNDERSTANDINGS</p>	
<p>Students will understand that... Students will understand that social ambition affects relationships and ethics. Students will understand society’s class structure must evolve. Students will understand that citizens must overcome class differences to achieve a successful society. Students will understand that class affects point of view. Students will understand that literature can be examined to understand current social class issues..</p>	
<p>Students will know...</p>	<p>Students will be able to...</p>
<p><i>Works of literature have themes.</i> <i>Characters need to develop.</i> <i>Authors have specific styles.</i> <i>Authors use tone, mood, style, symbolism, allegory, point of view, and characterization to develop theme.</i> <i>Works of literature contain narrative elements.</i> <i>Narratives can be written to further understand theme.</i></p>	<p>identify tone in a novel and examine how an author uses tone to craft a work of literature identify stylistic structures in a novel and examine the effectiveness of a particular style analyze symbolism and its effect on a work of literature analyze mood and its effect on a work of literature analyze allegory and its effect on a work of literature analyze theme and its effect on a work of literature analyze characterization and its effect on a work of literature analyze point of view and its effect on a work of literature analyze and find common elements in multiple works of literature with common themes, style, points of view, characterization</p>
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: Narrative: voice, structure, POV, character motivation (similar to a RAFT)</p>	<p>Other Evidence (Alternate Assessments): <i>Tests</i> <i>Quizzes</i> <i>Journals</i> <i>Oral questioning or exit tickets</i> <i>Classwork and homework handouts</i> <i>Graphic organizers or outlines</i> <i>Cooperative learning group assignments and/or presentations</i></p>
<p>Stage 3 – Learning Plan</p>	
<p>Students will examine elements of social class to critically read a work of literature. Students will create arguable themes for a work of literature. Students will identify characterization in a work of literature.</p>	

Students will examine social class and apply to theme to create journal entries.
 Students will track and analyze character development in a work of literature.
 Students will identify and analyze allegorical elements in a work of literature.
 Students will work cooperatively to analyze literature containing social class elements and apply to group work and presentations.
 Students will apply literature knowledge to quiz and test questions.
 Students will use technology to connect social class based literature to current real world issues.
 Students will identify an author's/work's voice, structure, characterization, POV, style, tone, mood, allegorical characteristics, theme, and symbolism in a work of literature and analyze how they contribute to the theme.
 Students will identify narrative elements in a work of literature.
 Students will imitate an author's/work's voice, structure, characterization, POV, style, tone, mood, allegorical characteristics, theme, and symbolism, to create a narrative based on a work of literature.

PROGRESS MONITORING

- *group presentations, group and class discussions, group projects, independent writing and projects, assessments, exit tickets, journals*
- *learning styles, language barriers, lack of context*
- *Assessment grades and comments, teacher conferences, group and class discussions*
- *Re-teach, small group instruction, group students by levels, tutoring center support, peer group assistance*

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

Supply higher level students with advanced pieces so they make thematic connections between original pieces and new pieces
 Supply advanced level learners with extra literature that has similar voice, structure, characterization, POV, style, tone, mood, allegorical characteristics, theme, and symbolism, to make connections and create a narrative based on a work of literature
 Use leveled groups and give advanced practice for high achievers and basic practice for lower levels
 Supply advanced learners with extra pieces and have them choose textual evidence from both pieces to support theme
 Create multiple themes for single works of literature
 Students will identify narrative elements independently

Tier I:

Supply advanced level learners with extra literature that has similar voice, structure, characterization, POV, style, tone, mood, allegorical characteristics, theme, and symbolism, to make connections and create a narrative based on a work of literature
 Mix group member levels to model achievement for lower level learners
 Use leveled groups and give advanced practice for high achievers and basic practice for lower levels

Tier II:

Use peer editing and sample essays to model achievement
 Modeling for whole classes that are not at acceptable levels of understanding
 Use leveled groups and give advanced practice for high achievers and basic practice for lower levels

Tier III:

Lower level learners work more in classroom environment where the teacher can assess progress
Modeling for whole classes that are not at acceptable levels of understanding
Guided practice and instruction
Provide narrative elements
Mix group member levels to model achievement for lower level learners
Supply lower level learners with examples of textual evidence and have them choose the strongest pieces of evidence to support theme
Use leveled groups and give advanced practice for high achievers and basic practice for lower levels
Writing Lab

ELL:

Give lower level learners sample themes and have students chose themes based on novels
Guided practice and instruction
Provide narrative elements
Mix group member levels to model achievement for lower level learners
Choose technology resources and literature based on levels and understanding

504s:

Supplying students with alternative pieces with similar themes for students who did not understand novels or literature
Mix group member levels to model achievement for lower level learners
Use leveled groups and give advanced practice for high achievers and basic practice for lower levels

SPED:

Give lower level learners sample themes and have students chose themes based on novels
Guided practice and instruction
Provide narrative elements
Mix group member levels to model achievement for lower level learners
Choose technology resources and literature to assist understanding

Unit 4 Grade 10/Adv. English		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.9-10.7</u> • 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. • <u>CCSS.ELA-LITERACY.W.9-10.8</u> • 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. • <u>CCSS.ELA-LITERACY.W.9-10.9</u> • Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> • SOC.6.1.12.D.3.e - [<i>Cumulative Progress Indicator</i>] - Determine the impact of religious and social movements on the development of American culture, literature, and art. • SOC.6.1.12.D.14.f - [<i>Cumulative Progress Indicator</i>] - Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	<ul style="list-style-type: none"> • evaluate secondary sources for effectiveness • analyze theme • analyze characterization • use evidence in the text to support responses and conclusions • analyze the elements of tragedy and comedy
Unit 4 Grade 10/Honors English		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>“Gender Roles” Students will determine how gender shapes one’s experiences. Students will investigate how gender roles have evolved throughout history. Students will evaluate gender roles today and determine how</p>	<p>Literature from text and handouts Shakespeare drama or comedy OR Greek drama Teacher generated resources Technology resources Secondary sources</p>	

<p>society can achieve gender equality. At the conclusion of the unit, students will be able to explore how society defines gender.</p>	
<p>UNDERSTANDINGS</p>	
<p>Students will understand that... Students will understand that gender shapes people’s experiences. Students will understand that the evolution of gender roles allowed for more gender equality. Students will understand that gender roles must be evaluated to achieve gender equality. Students will understand that society sometimes defines gender. Students will understand that literature can be examined to understand current gender issues.</p>	
<p>Students will know...</p>	<p>Students will be able to...</p>
<p><i>Works of literature have themes.</i> <i>Thesis statements must be arguable.</i> <i>Characters need to develop.</i> <i>Textual evidence is necessary to support a thesis statement.</i> <i>Literary elements help contribute to theme.</i> <i>Secondary sources can be used to help strengthen thesis statements.</i> <i>Authors use drama elements to develop theme.</i></p>	<p>to identify elements of drama and evaluate their effect on literature evaluate secondary sources for effectiveness and use them in a literary analysis analyze theme and evaluate how it affects a work of literature analyze characterization how it affects a work of literature use evidence in the text to support responses and conclusions in a literary analysis analyze the elements of tragedy and comedy use it to create a thesis statement for a literary analysis analyze the elements of tragedy and comedy use it to create a literary analysis</p>
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: Research Simulation Task: Critical analysis of theme using secondary sources.</p>	<p>Other Evidence (Alternate Assessments): <i>Tests</i> <i>Quizzes</i> <i>Journals</i> <i>Oral questioning or exit tickets</i> <i>Classwork and homework handouts</i> <i>Graphic organizers or outlines</i> <i>Cooperative learning group assignments and/or presentations</i></p>
<p>Stage 3 – Learning Plan</p>	
<p>Students will examine elements of gender to critically read a work of literature. Students will create arguable themes for a work of literature. Students will examine gender and apply to theme to create journal entries. Students will choose and evaluate textual evidence to support theme. Students will choose and evaluate secondary sources (research) to support a theme.</p>	

Students will work cooperatively to analyze literature containing gender elements and apply to group work and presentations.
 Students will apply literature knowledge to quiz and test questions.
 Students will use technology to connect gender based literature to current real world issues.
 Students will examine gender and apply to theme to create a literary analysis using secondary sources. .

PROGRESS MONITORING

- *group presentations, group and class discussions, group projects, independent writing and projects, assessments, exit tickets, journals*
- *learning styles, language barriers, lack of context*
- *Assessment grades and comments , teacher conferences, group and class discussions*
- *Re-teach, small group instruction, group students by levels, tutoring center support, peer group assistance*

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

Supply higher level students with advanced pieces so they make thematic connections between original pieces and new pieces
 Advanced levels use databases and internet resources to evaluate and choose more than one secondary source
 Advanced levels use databases to evaluate and choose own secondary source
 Learners create multiple themes for single works of literature
 supply advanced learners with extra pieces and have them choose textual evidence from both pieces to support theme

Tier I:

Supply higher level students with advanced pieces so they make thematic connections between original pieces and new pieces
 Advanced levels use databases and internet resources to evaluate and choose more than one secondary source
 Advanced levels use databases to evaluate and choose own secondary source
 Learners create multiple themes for single works of literature

Tier II:

Simplified graphic organizer to assist understanding
 Advanced levels use databases and internet resources to evaluate and choose more than one secondary source
 Mix group member levels to model achievement for lower level learners

Tier III:

Simplified graphic organizer to assist understanding
 Give lower level learners sample themes and have students choose themes for essays
 Mix group member levels to model achievement for lower level learners
 Supply learners with examples of textual evidence and have them choose the strongest pieces of evidence to support theme
 Supply learners with secondary sources and have them choose strongest pieces
 Use peer editing and sample essays to model achievement
 Writing Lab

ELL:

Simplified graphic organizer to assist understanding
Use film versions to supplement Shakespearean/Greek written versions of drama pieces
Use adapted versions of the plays
Give lower level learners sample themes and have students choose themes for essays
Mix group member levels to model achievement for lower level learners
Supply learners with examples of textual evidence and have them choose the strongest pieces of evidence to support theme
Supply learners with secondary sources and have them choose strongest pieces
Use peer editing and sample essays to model achievement

504s:

Simplified graphic organizer to assist understanding
Use film versions to supplement Shakespearean/Greek written versions of drama pieces
Use adapted versions of the plays
Give lower level learners sample themes and have students choose themes for essays
Supply learners with examples of textual evidence and have them choose the strongest pieces of evidence to support them
Use peer editing and sample essays to model achievement

SPED:

Simplified graphic organizer to assist understanding
Use film versions to supplement Shakespearean/Greek written versions of drama pieces
Use adapted versions of the plays
Supply lower level learners with secondary sources and have them choose strongest pieces
Use peer editing and sample essays to model achievement