

Subject: ELA    Grade: 10    Module 1 – Unit 1

Title: “We cannot go to the country/for the country will bring us/no peace”

**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results			
E s t a b l i s h e d G o a l s / S t a n d a r d s	<b>CCRA.R.5</b> <b>CCRA.R.6</b> <b>RL.9-10.1</b> <b>RL.9-10.1</b> <b>RL.9-10.2</b> <b>RL.9-10.4</b> RL.9-10.9 <b>W.9-10.2.b,d</b> SL.9-10.1.1 L.9-10.4a L.9-10.5	<b>Long-Term Transfer Goal</b>	
		<ol style="list-style-type: none"> <li>1. Read analytically at the literal and inferential level and determine and construct arguments, claims, and evidence.</li> <li>2. Develop habits of writing, reading, and oral discussion to pursue personal goals as well as to solve problems, make decisions, and take action.</li> <li>3. Read and comprehend complex literary and informational text and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world.</li> <li>4. Articulate their points of view comfortably, clearly and coherently in a variety of modes suitable to the task, purpose, and audience.</li> </ol> <p>Big Idea: The central idea of a text is molded by the author’s perspective, purpose, and writing choices.</p>	
		<b>Meaning</b>	
	<b>Enduring Understandings</b> <i>Students will understand that:</i> <ul style="list-style-type: none"> <li>● people have different perspectives on a central theme</li> <li>● close reading strategies will aid in reading grade-level text</li> <li>● tone and word choice impact a speaker’s message</li> </ul>	<b>Essential Questions</b> <i>Students will consider such questions as...</i> <ul style="list-style-type: none"> <li>● What is love?</li> <li>● What are common themes of poetry?</li> <li>● What makes a good poem?</li> <li>● How do literary elements and techniques help the reader make a claim in literature?</li> <li>● How does the author use literary elements and techniques to develop a theme?</li> <li>● Is poetry better if read aloud or silently? Why?</li> <li>● How do we pre-write ideas in a graphic organizer?</li> </ul>	

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		<ul style="list-style-type: none"> <li>How do the authors’ perspectives on love compare or contrast?</li> </ul>
<b>Acquisition</b>		
	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Students will understand how authors shape, refine, and transform shared central ideas to reflect their own perspectives.</li> <li>Students will understand different forms of figurative language.</li> <li>Students will understand historical context of pastoral poetry.</li> </ul>	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive, evidence-based discussions about text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Make claims about and across texts using specific textual evidence</li> <li>Develop and incorporate domain-specific vocabulary in written and verbal responses</li> </ul>

**STAGE TWO: Determine Acceptable Evidence**

	<b>Assessment Evidence</b>
<p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p>	<p>Performance Task focused on Transfer:  <i>Students will write a multi-paragraph response to the following prompt:</i>            How does Williams draw upon and transform the central ideas established by Marlowe and Raleigh? Cite evidence to support your response.</p>
	<p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> <li>Writing Rubrics: modified for ELA classes, paragraph and essay</li> <li>Teacher observation and anecdotal notes: speaking, participation</li> <li>Student self-inventory checklists: annotation, speaking, writing</li> </ul>

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**STAGE THREE: Plan Learning Experiences**

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A A A , M A A M M M A , M M M M , T T	<p>Learning Events:</p> <ol style="list-style-type: none"> <li>1. Introduction of Module and Lesson Agenda</li> <li>2. Vocabulary introduction, practice, and application</li> <li>3. Annotation and Masterful Reading</li> <li>4. Stanza Reading</li> <li>5. Evidence-based Discussion (LS Rubric)</li> <li>6. Group-to-Group Discussion</li> <li>7. Collaborative Brainstorm</li> <li>8. Pleasures and Materials Tool Activity</li> <li>9. Nymph’s Reply Tool Activity</li> <li>10. Raleigh Was Right Annotation Tool Activity</li> <li>11. Evidence Collection Tool</li> <li>12. Quick Writes (SR Rubric)</li> <li>13. Accountable Independent Reading</li> <li>14. Essay</li> </ol>	<p>Evidence of learning: <i>(formative assessment)</i></p> <p>Teacher Anecdotal Notes on</p> <ul style="list-style-type: none"> <li>● Student Annotations</li> <li>● Small/Whole Group Discussions</li> </ul> <p>Tool Worksheets</p> <p>Quick writes</p> <p>Essay</p> <p>Rubrics:</p> <ul style="list-style-type: none"> <li>● Listen/Speak</li> <li>● Short Response</li> <li>● Text Analysis</li> <li>● Essay</li> </ul> <p>Quick Writes: (SR rubric)</p> <ul style="list-style-type: none"> <li>● How does the structure of Marlowe’s poem develop a central idea of the text?</li> <li>● How does the language of Marlowe’s poem evoke a sense of time and place? How does this time and place develop a central idea of the text?</li> <li>● How does Raleigh develop a central idea of his poem?</li> <li>● How does Raleigh draw upon or transform Marlowe’s poem?</li> <li>● Which of Raleigh’s central ideas does Williams focus on and how does Williams develop this idea?</li> </ul>

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