

Subject: ELA Grade: 10 Module 1 – Unit 2

Title: “For one does not alter history without conviction”

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	<p>CCRA.R.5 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 W.9-10.2 W.9-10.9</p>	<p>Long-Term Transfer Goal</p>
		<ol style="list-style-type: none"> 1. Read analytically at the literal and inferential level and determine and construct arguments, claims, and evidence. 2. 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. <p>Big Idea: The central idea of a text is molded by the author’s perspective, purpose, and writing choices.</p>
		<p>Meaning</p>
	<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Close reading, annotating text, and evidence-based discussion and writing are foundational skills, practices, and routines that they will build upon and strengthen throughout the unit. • Rich figurative language contributes to a better understanding of evolving characters and emotions in the story 	<p>Essential Questions <i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> • How do authors develop complex characters and ideas? • How do character interactions and motivations contribute to the development of a central idea? • How does a central idea develop over the course of a text? • How do time and pace develop the central idea of a text? • How does conflict reveal character? • What role does characterization play in the development of a central idea? • How do we determine reliability of a narrator?

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Acquisition	
	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> ● Students will explore character interactions and motivations and how they contribute to the development of a central idea ● Students will analyze how rich figurative language contributes to a better understanding of evolving characters and emotions in the story ● Students will analyze character dialogue in order to make inferences about motivations and emerging themes.
	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> ● Read closely for textual details ● Annotate texts to support comprehension and analysis ● Engage in productive, evidence-based discussions about text ● Collect and organize evidence from texts to support analysis in writing ● Make claims throughout the text using specific textual evidence ● Develop and incorporate domain-specific vocabulary in written and verbal responses

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p>	<p>Performance Task focused on Transfer: <i>Mid-Assessment</i> <i>Students will write a multi-paragraph response to the following prompt:</i> How does the narrator and his interactions with other characters develop a central idea in <i>The Palace Thief</i> by Ethan Canin?</p> <p><i>End of Unit Assessment</i> Students will write a multi-paragraph response to the following prompt: What central idea does Canin develop in “The Palace Thief”? In your analysis consider how the narrator and his interaction with other characters develop this idea? Use three to six vocabulary words in this response.</p>
	<p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> ● Writing Rubrics: modified for ELA classes, paragraph and quickwrites ● Teacher observation and anecdotal notes: speaking, participation

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- Student self-inventory checklists: annotation, speaking, writing
- Common Formative Assessments

STAGE THREE: Plan Learning Experiences

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<p>14. Quick Writes (SR Rubric) 15. Essay</p>	<ul style="list-style-type: none">•
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