

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> <b>RL.9-10.9</b> <b>W.9-10.2.b,d</b> <b>SL.9-10.1.1</b> <b>L.9-10.4a</b> <b>L.9-10.5</b>	Long-Term Transfer Goal	
		<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>	
		Meaning	
		<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>
		Acquisition	
		<i>What knowledge will students learn as part of this unit?</i> <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>	<i>What skills will students learn as part of this unit?</i> <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

	Assessment Evidence
Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i>	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.
	Other Assessment Evidence: <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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