

English I
ELA Unit Planning Template

Unit: The effects of conflict, setting, and plot structure in literature.
Time Frame: 6 to 9 weeks Teacher: Stenzel/ Doloski

Unit Summary and Rationale:

The subject of Natural Disasters is something about which everyone has some knowledge. By reading the suspense story, "The Birds," as well as other literature and informational texts, students will learn about different types of conflicts and plot structure. Students will also research and find out more about how disasters impact humans and how humans respond, and they will then write about what they have learned.

Essential Questions:

How can conflict shape character behaviors and story outcomes?
How do authors set up elements of structure and setting?

Learning Target:

Students will:
recognize setting and how it relates to the story and how it influences the outcome of the story.
Understand and be able to identify the importance and impact of setting, multiple conflicts, and plot structure in literature.
Learn and develop formal writing skills and knowledge of MLA format
Use and apply newly acquired text-based vocabulary
Complete a formal essay that incorporates knowledge of formal writing structure and literary elements from various texts
Write and present an independent research assignment

	Use different multimedia to gather information and different perspectives
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Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

Reading	Writing	Speaking and Listening	Language
RL 9-10.1 RL 9-10.2 RL 9-10.3 RL 9-10.7	W 9-10.2 W 9-10.2a W 9-10.2b W 9-10.2c W 9-10.2d W 9-10.2e W 9-10.2f W 9-10.4 W 9-10.6 W 9-10.8	SL 9-10.1 SL 9-10.1a SL 9-10.c SL 9-10.2 SL 9-10.4	L 9-10.1 L 9-10.2 L 9-10.2c L 9-10.4 L 9-10.4a L 9-10.4c L 9-10.6

Assessments

Formative Assessments	Summative Assessments
<p>Daily Assignments/Follow up text based questions on assigned reading. Teacher and student lead text based discussions. Various writing tasks Monitor and evaluate student participation in group and classroom discussions. Exit slips Class work and homework</p>	<p>Essay Question Explain how the setting influences the plot and outcome of the story, "The Birds" Find a conflict in the story and explain how it influenced the outcome of the story. End of the Unit multiple choice/short answer tests</p>

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

Reading Tasks	Writing Tasks	Discussion Tasks	Language/Vocabulary Tasks
<p>In class and outside individual reading from the story. Excerpts from shorter literary text selections and informational text selections. Analyze different conflicts within text -focus on person vs. nature</p>	<p>MLA writing and follow formal writing conventions. Written summary on individual researched article. Blogging Daily written responses based on group and individual literary and informational reading tasks.</p>	<p>Small group and whole class discussion on the Literary Elements, Conflicts and Plot Development Discussion of formal writing and MLA format. Students work in pairs to locate and gather information about natural disasters</p>	<p>Student generated text based vocabulary terms in addition to assigned vocabulary words from text. Various assignments to develop vocabulary understanding. Formal structure and writing format</p>

Respond to text dependent questions. Graphic Organizer to examine cause and effect	Summative final essay.		
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Texts:**Extended Text:**

Elements of Literature "*The Birds*" by Daphne Du Maurier

Shorter Text(s) Selections

Elements of Language

"Most Dangerous Game" by Richard Connell

Old Man and the Sea by Ernest Hemingway

Short informational Text(s)

Student researched informational "Natural Disaster" articles

www.chicagocbslocal.com "*Flooding Displaces 100s of Marseilles Residents*"

New York Times May 5th 1983 "*Birds invade home in California*" (Close Reading)

Uploaded Files

Movie clip "The Birds" by Alfred Hitchcock

Movie clip "Most Dangerous Game" Black and White version

Vocabulary:

<p>Tier II:</p> <p>Student generated vocabulary as well as text based generated words.</p> <p>1)Disposition 2)Placid 3)Apprehensive 4)Garish 5)Recounted 6)Sullen</p> <p>Other words selected by students.</p>	<p>Tier III:</p> <p>Conflict: Internal vs. External Plot Setting Literary Terms: Exposition, Narrative Hook, Rising Action, Climax, Falling Action and Resolution Suspense Foreshadowing Irony</p>
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Notes:

This unit will change and develop as it is implemented based on student development through trial and error. Articles that supplement this unit will change as new related informational text is found or becomes relevant.

English I

ELA Unit Planning Template (Eng 1)

Unit: The use of literary devices such as point of view, irony and tone to enhance understanding and appreciation of literature **Time Frame:** 7-9 weeks

Teacher: Stenzel/Doloski

Unit Summary and Rationale: Edgar Allan Poe was one of the most influential of the 19th century American authors who helped make this genre popular. By focusing upon his story, as well as examining his personal life and struggles, students will learn more about how this author helped shape literature. Also, students will be able to determine a direct connection between the life of an author and how that influences his writing. Students will, through this and literary pieces, learn more about literary elements and how they influence stories, including: point of view, irony, and tone.

Essential Questions:

- How can the experiences of an author influence his/her writing style?
- How can the use of different literary devices enhance the understanding and appreciation of literature?

Learning Target:

Students will:

- Read various examples of literature related to the theme of suspense
- Examine different points of view and how they influence and affect the storyline
- Write and build upon knowledge of formal writing and MLA format
- Examine and research the author's life through internet and video sources for further understanding of how life events influenced his writing
- Learn about and recognize irony (3 different types) and how they are used in various literature

- Understand Tone and how it affects the presentation of literature
- Discuss and recognize 3 different types of point of view and how that impacts reliability of what is read

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.

- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

Reading	Writing	Speaking and Listening	Language
RL 9-10.1	W 9-10.1	SL 9-10.1	L 9-10.1 L 9-10.5b
RL 9-10.2	W 9-10.1d	SL 9-10.1a	L 9-10.2 L 9-10.6
RL 9-10.3	W 9-10.1e	SL 9-10.1c	L 9-10.2a
RL 9-10.4	W 9-10.2	SL 9-10.1d	L 9-10.2b
	W 9-10.2c	SL 9-10.2	L 9-10.2c
	W 9-10.2e	SL 9-10.4	L 9-10.3
RI 9-10.1	W 9-10.2d	SL 9-10.6	L 9-10.3a
RI 9-10.5	W 9-10.2e		L 9-10.4
RI 9-10.6	W 9-10.2f		L 9-10.4a
RI 9-10.7	W 9-10.4		L 9-10.4c
	W 9-10.5		
	W 9-10.6		
	W 9-10.8		
	W 9-10.9		

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Assessments:

<ul style="list-style-type: none"> • Formative Assessments • Daily assignments/follow-up text-based questions on assigned reading • Teacher-led and student-led discussions based upon both literary and informational texts • Writing tasks of varying lengths • Monitor classroom discussions to evaluate student participation and overall input • Various formative assessments/exit slips/short response 	<ul style="list-style-type: none"> ○ Summative Assessment • Conduct research of Poe’s professional life and focus on how successful he was as an editor and how he was perceived by his peers. Students will present their findings. • End of the unit multiple choice/short answer quizzes/tests
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| <ul style="list-style-type: none">• Classwork and homework | |
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Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

Reading Tasks	Writing Tasks	Discussion Tasks	Language/Vocabulary Tasks
<ul style="list-style-type: none"> • In class (group) and individual reading, as well as outside reading • Other short stories which relate to learning targets • Informational texts related to author • Analyze Poe's professional life as editor 	<ul style="list-style-type: none"> • Several types of written responses to texts • Grammar Development • MLA, parts of speech, paragraph structure • Blackboard Discussion Responses • Written responses of various length for text-based questions 	<ul style="list-style-type: none"> • Small group and whole class discussion on how literary elements enhance the plot of a story • Discuss and review MLA format for formal writing • Class discussion and review of plot elements and details of stories • Discussion of different grammar and proper sentence structure 	<ul style="list-style-type: none"> • Student-generated text-based vocabulary terms as well as assigned vocabulary words from the text • Literary terms • Various vocabulary development assignments • Formal writing terms, MLA format

Texts:

Extended Text:
"Tell-Tale Heart"

Shorter Text(s) Selections:

"Gift of the Magi" – O'Henry
"The Necklace" - Guy de Maupassant

Shorter Text(s) Selections:

To be determined

Videos/Visual

PowerPoint of Poe's life
Adaptations of "The Necklace" and "Gift of the Magi" stories

Vocabulary:

Academic Vocabulary:

Text based words from stories as well as student-generated vocabulary

Content Vocabulary:

Tone
Point of view (3 different types)
Unreliable narrator
Protagonist/Antagonist
irony

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