

Unit 4: Illusory Nature of Free Will

Unit #:	APSDO-00018306	Duration:	6.0 Week(s)	Date(s):	
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Team:
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Grades:
 9

Subjects:
 English Language Arts

Unit Focus

In this unit, students will explore literature in order to discover that empowerment is realized by reasserting their own dignity when affected by tragic events. Students will study the evolution of classical Greek drama, with a focus on the elements of tragedy. Summative assessments may include: thesis driven essays, short creative writing pieces, scripts, reading comprehension tests, including objective section and essay(s), and/or student performance. Primary instructional materials supporting learning in this unit will be selected from the following: *Oedipus Rex* (Sophocles), *Antigone* (Sophocles).

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>English Language Arts: 9</i></p> <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <i>CCSS.ELA-LITERACY.SL.9-10.1</i> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.9-10.1</i> 	<p>T1 (T20) Student Lens: Active readers think critically about what they read. T2 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers. T3 (T21) Student lens: Powerful writers think critically about what they write. T4 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks. T5 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 Great literature is intentionally crafted to</p>	<p>Q1 When the dichotomy of fate v. choice</p>

<ul style="list-style-type: none"> • 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. <i>CCSS.ELA-LITERACY.RL.9-10.2</i> • Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <i>CCSS.ELA-LITERACY.SL.9-10.2</i> • 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. <i>CCSS.ELA-LITERACY.W.9-10.2</i> • Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <i>CCSS.ELA-LITERACY.RL.9-10.3</i> • 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. <i>CCSS.ELA-LITERACY.RI.9-10.3</i> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <i>CCSS.ELA-LITERACY.L.9-10.3</i> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-</i> 	<p>explore enduring human themes transferable across time and place.</p> <p>U2 Readers can use context clues to determine the meaning of words, phrases, and concepts.</p> <p>U3 Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p> <p>U4 To be effective, writing (argumentative, explanatory, narrative) and speaking must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p>	<p>is revealed, how do individuals and society deal with it differently? What accounts for those differences?</p> <p>Q2 When one discovers darkness within oneself, is fate responsible, or is it the individual's responsibility to address and manage the results?</p> <p>Q3 How does the historical arc of drama inform readers and viewers?</p> <p>Q4 Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
		<p>S1 Analyze and evaluate through close reading and persuasive writing, the author's style and use of literary devices, building on literary terms and devices learned in previous units</p> <p>S2 Through close reading and persuasive writing, identify, analyze, and apply the Elements of Tragedy to classic texts</p> <p>S3 Identify and analyze the use and significance of dramatic irony</p> <p>S4</p>

<p><i>LITERACY.W.9-10.4</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>CCSS.ELA-LITERACY.L.9-10.5</i> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>CCSS.ELA-LITERACY.W.9-10.5</i> • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <i>CCSS.ELA-LITERACY.SL.9-10.6</i> • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>CCSS.ELA-LITERACY.RI.9-10.8</i> • 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). <i>CCSS.ELA-LITERACY.RL.9-10.9</i> • Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.W.9-10.9</i> • By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>CCSS.ELA-LITERACY.RL.9-10.10</i> 		<p>Develop the six traits of effective writing, including style, thinking, organization, content, sentence structure, language</p>
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