



Grade 10 World Literature Unit 2

Unit Focus

While building on our knowledge of archetypes, we will continue to examine how storytelling developed into drama and literature. In this unit, we will explore Classic/Greek literature to develop an understanding of literary devices including allusions, theme, and symbols in addition to identifying dramatic techniques. Through our readings and discussions, we will explore what it means to be a tragic hero as well as determine how these texts are relevant to our own lives. This unit will build on our capacity to understand complex texts through the development of claims and illustrative details.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
Common Core Standards <i>English Language Arts : 10</i> <i>919469 Reading Literature</i> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 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. CCSS.ELA-LITERACY.RL.9-10.3 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. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of 	T1 Use strategies to comprehend increasingly complex texts. T2 Evaluate the author’s message and purpose, citing text evidence to support conclusions. T3 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons. T4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text. U2 Readers monitor their comprehension and use strategies when meaning breaks down U3 Effective writing is supported with sound evidence, sufficient detail, and/or valid reasoning. U4 Unit Theme: Tragic heroes help readers examine their own flaws.	Q1 How do I make it through this dense text? Q2 How do we use reading and writing to impact the thinking of others? Q3 What does power look like? Q4 To what extent is ambition a black and white concept? To what extent is it a shade of gray? Q5 What effect does knowledge have on a person?

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>literature from outside the United States, drawing on a wide reading of world literature.</p> <p><i>919490 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. 	<p>K1 Developing a claim and providing evidence are essential to effective writing.</p> <p>K2 Vocabulary: Allusions, Chorus, Aside/Soliloquy, Dramatic and Situational Irony, Symbol /motif, Spectacle, three unities (time, place, action), artful diction, Imagery, tragic elements</p> <p>K3 The structure for compare/contrast writing</p> <p>K4 Quotation selection as well as integration into body paragraphs</p>	<p>S1 Recognize and assess patterns in texts: motifs, syntax, diction, images, themes, ironies</p> <p>S2 Identify and cite evidence that directly supports the thesis</p> <p>S3 MLA format</p> <p>S4 Grapple with archaic prose</p> <p>S5 Respond appropriately to a written prompt</p>