Curriculum Writing Unit Template

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| Unit name/number: **The Renaissance** | | | Instructional Days:  6 weeks |
| Essential question(s): **How does the literature of this time reveal the sensibilities of the era?**  Thematic Sub-questions\*:   * What is a monster? * What do we remember and why? * What is our responsibility to society? * When is change necessary?` * How are our lives affect by love/loss? * What is our relationship to the natural world? | | | |
| Unit Summary: Students read and analyze a variety of poetry, fiction, literary non-fiction, and non-fiction from and about the English Renaissance. This unit will both transition students from the Age of Reason and introduce them to the cultural characteristics and identities of British Isles during the Renaissance with particular emphasis on the artistic, expressive, idealistic, curious nature of this age of exploration. | | | |
| Standards addressed (focus standards) – use numbers to identify  **R-11.1, 3, 4, 5, 7, 10**  *R-11.2, 6*  **W-11.4, 7, 9, 10**  **SL-11.1, 2, 3, 4, 5, 6** | | | |
| Student objectives/skills (what will students be able to do at the end of the unit?):   * Create assertions about the explicit and implicit meanings of complex texts, as well as any ambiguities * Identify and analyze authorial technique/craft/purpose to create meaning * Write a readable/polished paper that demonstrates the student’s understanding of the way the complex texts of the unit answer the thematic question, using specific, relevant evidence to support assertions * Research historical elements of the time period and share these findings in small and large discussion groups and/or formal/informal presentations * Demonstrate understanding of the impact of tier two vocabulary words on the literature out of which they come * Secure the tier three academic vocabulary for the unit (this will vary based on the literature selected) * Participate in small and large text-based discussions * Present information and findings clearly in a range of formal and informal tasks * Act on stage within a company, attempting to remain in character (adapt speech, use a distinct perspective), memorize text (use a script—text features), use physical space and props, and work effectively with others | | | |
| Learning progressions (reading):  Before unit   * Established new proficiency levels * Selected texts of appropriate complexity and content to support development of the following new skills required for 11th grade proficiency in targeted standards: * **R-11.1**: drew inferences where text leaves matters uncertain * **R-11.3**: analyzed impact of authors’ choices (i.e., setting, plot and character development * **R-11.4**: determined meanings of words and phrases as they are used in text (i.e., multiple meanings and the aesthetic use of language) * **R-11.10**: increased complexity of text individual students can understand and analyzed independently   **If teacher chose to include these standards within this unit:**   * **R-11.2**: determined multiple themes in texts and analyze their development * **R-11.5**: analyzed how authors’ choices about structure affect overall meaning and aesthetic impact * **R-11.6**: distinguished between directly stated aspects of text and true meaning * **R-11.7**: analyzed and evaluated multiple interpretations of a text | During unit   * Review newest proficiency levels for all students * Select texts of moderate complexity and content to support development of the following new skills required for 11th grade proficiency in targeted standards: * **R-11.1**: drawing inferences where text leaves matters uncertain * **R-11.3**: analyzing impact of authors’ choices (i.e., setting, plot and character development * **R-11.4**: determining meanings of words and phrases as they are used in text (i.e., multiple meanings and the aesthetic use of language) * **R-11.10**: increase complexity of text individual students can understand and analyze independently   **If teacher chooses to include these standards within this unit:**   * **R-11.2**: determining multiple themes in texts and analyze their development * **R-11.5**: analyzing how authors’ choices about structure affect overall meaning and aesthetic impact * **R-11.6**: distinguishing between directly stated aspects of text and true meaning * **R-11.7**: analyzing and evaluating multiple interpretations of a text | After unit   * Using independently, readily accessible, increasingly complex 11th grade texts students will demonstrate proficiency in targeted standards: * **R-11.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. * **R-11.3**: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). * **R-11.4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) * **R-11.10**: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.   **If teacher chooses to include these standards within this unit**:   * **R-11.2**: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. * **R-11.5**: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. * **R-11.6**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). * **R-11.7**: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | |
| Learning progressions (writing):  Before unit   * Students will have demonstrated proficiency in the targeted standards with 11th grade tasks:   + **W-11.4**: produced clear and coherent writing for 11th grade tasks   + **W-11.7**: conducted short and sustained research projects for 11th grade tasks   + **W-11.9**: drew evidence from literary and literary nonfiction texts for 11th grade tasks   + **W-11.10**: wrote routinely over extended time frames for a range of 11th grade tasks | During unit   * Establish baseline proficiency for all students * Assign tasks of appropriate complexity and content to support development of the following new skills required for 11th grade proficiency in targeted standards: * **W-11.4**: producing clear and coherent writing for 11th grade tasks * **W-11.7**: conducting short and sustained research projects for 11th grade tasks * **W-11.9**: drawing evidence from literary and literary nonfiction texts for 11th grade tasks * **W-11.10**: writing routinely over extended time frames for a range of 11th grade tasks | After unit   * Engaging in independently accessible 11th grade tasks students will demonstrate proficiency in targeted standards: * **W-11.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * **W-11.7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **W-11.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply *grades 11–12 Reading standards* to literature ~~(e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).~~   2. Apply *grades 11–12 Reading standards* to literary nonfiction (~~e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g.,~~ *~~The~~**~~Federalist~~*~~, presidential addresses]”)~~. * **W-11.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | |
| Learning Progressions (speaking and listening):  Before unit   * Students will have demonstrated proficiency in the targeted standards with 11th grade tasks:   + **SL-11.1**: initiated and participated in a range of collaborative discussions at the 11th grade level   + **SL-11.4**: presented appropriately, formally and informally, with a distinct perspective that acknowledged alternative and opposing perspectives   + **SL-11.6**: adapted speech to context and tasks using formal English at the 11th grade level   + **SL-11.2**: made informed decision to solve problems   + **SL-11.3**: evaluated a speaker’s point of view for style and effect   + **SL-11.5**: made strategic use of digital media at the 11th grade level | During unit   * Establish baseline proficiency for all students * Assign tasks of appropriate complexity and content to support development of the following new skills required for 11th grade proficiency in targeted standards: * **SL-11.1**: initiating and participating in a range of collaborative discussions at the 11th grade level * **SL-11.4**: presenting appropriately, formally and informally, with a distinct perspective that acknowledges alternative and opposing perspectives * **SL-11.6**: adapting speech to context and tasks using formal English at the 11th grade level * **SL-11.2**: making informed decision to solve problems * **SL-11.3**: evaluating a speaker’s point of view for style and effect * **SL-11.5**: making strategic use of digital media at the 11th grade level | After unit   * Engaging in independently accessible 11th grade tasks students will demonstrate proficiency in targeted standards: * **SL-11.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partnerson *grades 11–12 topics*, *texts*, *and* *issues*, building on others’ ideas and expressing their own clearly and persuasively.  1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  * **SL 11.4**: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. * **SL 11.6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) * **SL-11.2**: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. * **SL-11.3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. * **SL-11.5**: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
| Academic vocabulary (Tier two):   * Thematic words for the Renaissance: * Renaissance * Reformation, Catholicism, Protestantism * Artistic * Expressive * Idealistic * Curious * Puritanism * Jacobean, Elizabethan, Petrarchan * Other thematic terms may emerge as we gain experience with the unit * Selected words that are essential to understanding given unit texts | | | |
| Domain specific vocabulary (Tier three):   * Terms related to fiction, literary nonfiction, and poetry; will vary by text and teacher (as we gain experience with the unit, some common domain specific vocabulary is likely to emerge) | | | |
| Texts – literary, literary non-fiction, informational, film or other non-written texts:   * Sonnets and Plays by William Shakespeare * Sonnets by Phillip Sidney * Sonnets by Edmund Spenser * Works by Christopher Marlowe * Works by Sir Thomas More (or just *Utopia*?) * *A Man for All Seasons* (film) * “Speech Before Her Troops,” Queen Elizabeth I * Works by Andrew Marvell * Works by Sir Walter Raleigh * Selections from the King James Bible * Film adaptations of selected literature * Audio interpretations of selected literature * Teacher-selected literary criticisms associated with assigned texts | | | |
| Learning Plan:   1. **Instructional strategies/activities**: brain storming activities (KWL, chalk-talk, etc.), journaling and warm-ups, class discussion (not limited to formally assessed text-based seminar), student-lead activities, jig-sawing, literature circles, discovery projects, book talks, out-of-unit thematic connecting (i.e., art, music, literature, nonfiction, journalism), etc. 2. **Core shifts**: Reading for meaning; inductive reasoning; circle of knowledge; writing to learn; vocabulary CODE 3. **Differentiation for struggling learners:** Teachers may use multiple texts and resources at once to differentiate for struggling learners; teachers may differentiate instructional and tasks for struggling learners 4. **Differentiation for extension**:Teachers may use multiple texts at once to differentiate for advanced learners; teachers may assign lengthier and/or more complex tasks; teachers may differentiate degree of independence required of advanced learners 5. **Common misperceptions**: From their studies of World History in the eighth and ninth grades, students may have a preconceived notion that the Renaissance was confined to Italy in the centuries directly preceding the English Renaissance. Many are unaware that the rebirth of ancient Greek and Roman learning spread throughout the European continent and made its way to the British Isles, where there was a blossoming of art, literature, and religious and scientific inquiry. A second misperception is that the language of the Renaissance is Old or Middle English, when, in fact, it is Modern English, and students must work to comprehend and increase their comfortable with the verse of the era. | | | |
| Suggested interim assessments (benchmarks)   * Reading assessments of varying structures and time-demands (for cold and assigned readings) * Literature circles * Text-based seminars * Short research projects * Formal writing assessments (readable and/or polished) * Narrative writing (provisional and readable) * Text translation/paraphrase * Oral recitation of text | | | |
| End of Unit Common Task:   * Shakespeare Festival – students, divided into acting companies (each of which produces a single scene from an assigned Shakespearean drama), engage in a festival of theatrical performances, for which they must produce the following products:   + Process: scene summary, translation (for comprehension), casting, editing (for time, not language—Shakespearean language mandatory), incorporation of stage direction and blocking within a prompt book, and rehearsing   + Performance: memorization of lines, blocking, and stage direction; emotional delivery (character motivation, tone, inflection, pronunciation, etc.); use of props and costume; and audience participation | | | |