

10th Grade Quarter 1

World Literature: The Human Condition & Spirit

Unit Overview: In this 8-week unit, students will examine the development of themes in literary works from around the world. Using textual evidence, they will analyze both explicit and inferred ideas about the human condition and spirit, particularly how tragedies and difficult circumstances shape individuals and communities. Reflective narratives, collaborative discussions, and nonfiction texts will be used to make meaningful connections to past and current events and gain a deeper understanding of others' perspectives and cultural experiences.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (RL.9-10.10)	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (RI.9-10.10)	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. (W.9-10.10)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.) (SL.9-10.6)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.9-10.6)

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

Priority Standards: These are a carefully selected subset of the total list of the grade-specific and course-specific standards that students must know and be able to do by the end of each school year.	ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English	Supporting Standards: These standards support, connect to, or enhance the Priority Standards. They are taught within the context of the priorities and often serve as instructional scaffolds,
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The following standards are prioritized in instruction and assessments.	language arts. ELPs have been aligned with the priority standards of the unit.	but they do not receive the <i>same</i> degree of emphasis.
RL.9-10.2	ELP Standard 9-12.1	RL.9-10.1 RI.9-10.1
RL.9-10.4	ELP Standard 9-12.8	L.9-10.5
RL.9-10.6 RI.9-10.6	ELP Standard 9-12.1	RI.9-10.5 RI.9-10.7
W.9-10.5	ELP Standard 9-12.9	W.9-10.3.A-E W.9-10.6
SL.9-10.1	ELP Standard 9-12.2	RL.9-10.1
L.9-10.1	ELP Standard 9-12.10	



Essential Questions Students will keep considering:	Understandings Student will understand that:
Standards-Based	
How do I determine a theme? How do I know if the details I am analyzing are significant? (RL.9-10.2)	Analyzing details within a work of literature helps me to understand what the theme or central idea is and how it is built over the course of the story.
How do I determine meaning of words and uses of figurative language in literature? How do authors use specific words and language to create meaning and tone? (RL.9-10.4)	Looking closely at the specific words used in writing and how an author manipulates language will help me understand the tone and overall meaning, improving my own use of language.
What is a point of view? How does it affect our understanding of the story and the world? (RL.9-10.6)	Understanding another's cultural perspective will help me to empathize and understand the value of each person's experiences.
Possible Overarching	
Whole Year: How does reading literature from around the world give us new perspectives?	World literature is influenced by and gives readers perspective on historical, religious, generational, political, social, and cultural issues.
Quarter 1: Why and how do authors develop themes about the human condition?	The human condition includes fundamental elements of human existence that connect us all; literature is carefully crafted through the use of literary devices and specific details to develop themes about universal human experiences.

Quarter 1: How do tragedies and difficult circumstances shape who we are?	Tragedies and difficult circumstances test the strengths and weaknesses of the human spirit.
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Knowledge	Skills
Students will acquire knowledge of: <ul style="list-style-type: none"> • Theme and Thematic Statement • Narrative techniques • Magical realism (optional) • Literary devices • 10th grade Literary Tool Box 	Students will be able to: <ul style="list-style-type: none"> • Demonstrate the ability to: <ul style="list-style-type: none"> ○ Comprehend, analyze, and critique a variety of increasingly complex texts, ○ Develop appropriate grade level skills in writing, ○ Develop appropriate grade level skills in language, and ○ Develop appropriate grade level skills in speaking and listening based on the standards at or above 10th grade level.

Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.

Pre-Assessment	Summative Assessment
 1st Semester Pre DFA	 Q1 Post DFA

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



- [Language Support](#)
- [Technology Integration](#)
- [ACT Resources and Support](#)
- [Instructional Strategies](#)

Suggested Timeline			
Ongoing Mini-Lessons	 Narrative Writing Mini-Lessons W.9-10.3.A-E W.9-10.4 W.9-10.5 W.9-10.6	 Language Mini-Lessons L.9-10.1.A-B L.9-10.6	
Week 1	 First Days of School	 Introductory Narrative W.9-10.3 W.9-10.5 W.9-10.6	 1st Semester Pre DFA
Week 2	 Introduction to the Unit - The Human Condition and Spirit RL.9-10.1 RI.9-10.1	 Close Reading of Poetry RL.9-10.2 RL.9-10.2 RL.9-10.4 RL.9-10.6 L.9-10.5	
Week 3	 Close Reading of Literary Texts RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.6 L.9-10.5		
Week 4			
Week 5	 Close Reading of Informational Texts RI.9-10.1 RI.9-10.5 RI.9-10.6 RI.9-10.7		
Week 6			

<p>Week 7</p>	<div data-bbox="850 191 1008 310" data-label="Image"> </div> <p>Q1 Post DFA</p>
<p>Week 8</p>	<div data-bbox="776 388 1084 472" data-label="Image"> </div> <p>Culmination and Reflection</p>

[Citation for Images](#)