

## 10th Grade Quarter 3 World Literature

**Unit Overview:** Students will consider themes common to works from world literature. They will read and analyze either, *Things Fall Apart* or *The Joy Luck Club*, to examine how the themes are developed through the author's use of literary elements. To build background and aid in comprehension, students will investigate informational texts that provide insight into the historical context and cultural issues of the time and region. Socratic seminars will provide students an opportunity to engage in collegial discussions about the unit's texts, concepts, and themes. Students will conclude the unit by writing a literary analysis essay that includes strong and thorough supporting textual evidence from the novel.

### 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. <a href="#">RL.9-10.10</a>	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. <a href="#">RI.9-10.10</a>	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. <a href="#">W.9-10.10</a>	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 <a href="#">here</a> for specific expectations.) <a href="#">SL.9-10.6</a>	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. <a href="#">L.9-10.6</a>

### [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](#).



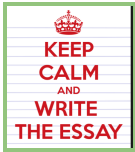
<b>Priority Standards:</b> These are a carefully selected subset of the total list of the grade-specific and course-specific standards that students must know and be able to	<b>ELP Standards:</b> There are 10 <a href="#">English Language Proficiency (ELP) standards</a> that highlight a strategic set of language functions and forms which are needed by ELLs as they	<b>Supporting Standards:</b> These standards <i>support, connect to, or enhance</i> the Priority Standards. They are taught <i>within the context</i> of the priorities and often serve as instructional scaffolds,
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

do by the end of each school year. The following standards are prioritized in instruction and assessments.	develop competence in English 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.
<b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b>	<a href="#">ELP Standard 9-10.1</a> (RL.9-10.2, 3, 7)  <a href="#">ELP Standard 9-10.6</a> (RI.9-10.8)	RL.9-10.7 RL.9-10.9  RI.9-10.8
<b>W.9-10.1.A-E</b>	<a href="#">ELP Standard 9-10.4</a> ( <b>W.9-10.1</b> ) <a href="#">ELP Standard 9-10.5</a> (W.9-10.9) <a href="#">ELP Standard 9-10.6</a> ( <b>W.9-10.1b</b> ) <a href="#">ELP Standard 9-10.7</a> (W.9-10.5) <a href="#">ELP Standard 9-10.9</a> ( <b>W.9-10.1c</b> and 4)	W.9-10.4 W.9-10.5 W.9-10.9
	<a href="#">ELP Standard 9-10.2</a> (SL.9-10.1) <a href="#">ELP Standard 9-10.3</a> (SL.9-10.4) <a href="#">ELP Standard 9-10.4</a> (SL.9-10.4) <a href="#">ELP Standard 9-10.5</a> (SL.9-10.4) <a href="#">ELP Standard 9-10.6</a> (SL.9-10.3) <a href="#">ELP Standard 9-10.9</a> (SL.9-10.4)	SL.9-10.1 SL.9-10.3 SL.9-10.4
	<a href="#">ELP Standard 9-10.8</a> (L.9-10.5) <a href="#">ELP Standard 9-10.10</a> (L.9-10.1)	L.9-10.1 L.9-10.2 L.9-10.5

<b>Essential Questions</b> Students will keep considering:	<b>Understandings</b> Student will understand that:
<b>Standards-Based</b>	
<b>RL.9-10.5</b> How do structural elements in a text create certain literary effects?	Analyzing structural elements in a text helps me understand how an author uses such elements to create a literary effect.
<b>RL.9-10.4</b> 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?	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.
<b>RL.9-10.3</b> How do complex characters develop over the course of text? How do characters' interactions help advance plot and develop theme?	Analyzing the interactions between complex characters throughout a text helps me understand the plot and major themes of a text.

<b>RL.9-10.2</b> How do I determine a theme? How do I know if the details I am analyzing are significant?	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.
<b>W.9-10.1</b> What writing skills are needed to write arguments to support claims in analysis of texts?	I can write arguments to support claims using valid reasoning and relevant evidence.
<b>Standards-Based</b>	
<b>Whole Year:</b> 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.
<b>Quarter 3:</b> How do individuals both honor and challenge cultural traditions?	

<b>Knowledge</b>	<b>Skills</b>
<b>Students will acquire knowledge of:</b> <ul style="list-style-type: none"> <li>• Structural elements in a text</li> <li>• Character development</li> <li>• Determine meaning of words and figurative language</li> <li>• Determine a theme</li> <li>• <a href="#">10th grade Literary Tool Box</a></li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Demonstrate the ability to: <ul style="list-style-type: none"> <li>○ Comprehend, analyze, and critique a variety of increasingly complex texts at or above 10th grade level</li> <li>○ Develop the appropriate grade level skills in writing, language, speaking and listening based on the standards.</li> </ul> </li> </ul>

<b>Stage 2 - Assessment Evidence</b> <b>Note:</b> 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.	
<b>Pre-Assessment</b>	<b>Summative Assessment</b>
 <a href="#">2nd Semester Pre DFA</a>	 <a href="#">Q3 Post DFA</a>  

	<p><b>Common Writing Assignment for:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Things Fall Apart</u></a></li> <li>• <a href="#"><u>The Joy Luck Club</u></a></li> </ul>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 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	 <a href="#"><u>Language Mini-Lessons</u></a>	 <a href="#"><u>ACT Aspire Writing Practice</u></a>  <a href="#"><u>Analytical/ Expository Scoring Guide</u></a>
Week 1-8	 <a href="#"><u>2nd Semester Pre DFA</u></a>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <a href="#"><u>Things Fall Apart</u></a>  <a href="#"><u>Common Writing Assignment</u></a> </div> <div style="text-align: center;"> <p>OR</p>   <a href="#"><u>Joy Luck Club</u></a>  <a href="#"><u>Common Writing Assignment</u></a> </div> </div>
Week 9		

	<p><u><a href="#">Q3 Post DFA</a></u></p>  <p><u><a href="#">Culmination and Reflection</a></u></p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[Citation for Images](#)