

**Tigard High School
Unit Planning Organizer**

Subject: Sophomore Language Arts **Grade:** 10 **Quarter/Weeks:** 2

Unit: Decline and Fall of the Individual

Pacing (time): 4 weeks

Essential Question(s):

How can a work of literature show audiences the life and values of another culture?

What does it mean to be truly human and be flawed?

Big Idea(s):

How does Shakespeare make use of literary devices such as soliloquy, aside, and dramatic irony to convey characters' emotions in *Othello*?

How do the negative emotions of jealousy and envy affect decision-making and consequences?

How would a modern female's reactions differ from those of Desdemona?

How does the prejudice, jealousy and revenge created in the historical time period of *Othello* relate to modern times?

What personal and critical perspectives can the facts of a tragedy invite? (factual, interpretative, critical, personal)

Oregon State Standards (including Tigard-Tualatin’s **Priority Standards in Bold**, and Supporting Standards)

Common Core State Standards/Reading Standards for Literacy/Writing Standards for Literacy:

Type text and Purpose

- **W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient.**
- W1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W1b Develop claim(s), supplying evidence, pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W1e. Provide a concluding statement or section that follows from and supports the argument presented.

Vocabulary

- **L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

Key Ideas

- R.L. 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **** R.L.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.**
- **** R.L.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).**

** New Common Core Standards for this unit

“Unwrapped” Concepts and Skills, and Bloom Levels (BL)

	Concepts (Need to Know)	Skills (Able to Do)	BL*
W2a	Informative, Explanatory, Process	Introduce Topic, Organize, Connections, Relevant Facts and Quotations, Use Transitions	Categorize, Classify, Contrast, Illustrate, Document
W1	Evidence, Analysis	Write, Support, Use Valid Reasoning	Analyze, Evaluate, Compare, Compose
W1b	Claim, Evidence, Audience	Develop, Supply, Anticipate	Apply, Understand, Analyze
W1c.	Words, Phrases, Clauses, Cohesion, Claim, Reason, Evidence	Use, Link, Create, Clarify	Remember, Apply, Create
W1d.	Formal Style, Tone, Conventions	Establish, Maintain, Follow	Understand: Create
W1e.	Concluding statement, Argument	Provide; Support	Apply; Create
L1b.	Phrases; Clauses; Meaning; Interest	Vary; Convey	Create
L3a.	MLA	Write and Edit	Understand, apply

L.4b	Distinguish, indicate, match, quote, recognize Shakespearean language	Determine and clarify, interpret	Understand; Apply, interpret
L5a	Figures of Speech, Context for characterization	Interpret; Analyze	Understand; Analyze
R.L.1.	Evidence; Analysis of character motive and dramatic tension	Cite, Support, Analyze, Infer	Understand, Apply; Analyze
R.L.2.	Theme, Development over the course of the text, Details to support pattern of development	Determine, Analyze, Connect	Understand, Analyze, Evaluate
R.L.4.	Words, Phrases, Figurative, Connotative, Tone as used in the play and in the theater	Determine, analyze	Understand; Analyze
R.L.5.	Labels, recollection, trace of patterns	Analyze, detect, categorize, classify, order, infer	Develop, Imagine, synthesize
R.L.7.	Subject, Key scene, Artistic mediums used in comparison of themes	Analyze, Compare and Contrast	Understand, Analyze, Evaluate

***Blooms level: 1-Remember, 2-Understand, 3-apply, 4-Analyze, 5-Evaluate, 6-Create**

Instructional Planning

Suggested Resources / Materials

Book/Chapter:

Othello

Other (type in):

Online Hypertext

Nonfiction-

Elements of Literature (On Shakespeare)

TedTalk: How to tell when someone is lying

National Network To End Domestic Violence

Introduction to Othello Prezi-George Washington University Dr. Huang

Suggested Research-based Effective Instructional Strategies: select from / expand on

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Dramatic reading and performance

7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Groupings: Whole, Small, Partner, Individual
11. Multi-modal assessment

Vocabulary / Word Wall	Enrichment / Extension	Interdisciplinary Connections
Juxtaposition Foil Pathetic Fallacy Nemesis Catharsis Peripety Suspense Soliloquy Aside Irony (3 types) Spectacle Scene painting Allusion	Multiple media viewing Select scenes from a variety of Productions Ted Talks: Experts on body language and deception	Communication in Relationships Health Social Studies (racism, prejudice, other culture) Gender studies Artistic medium Psychology

Simile Metaphor Symbol		

Assessments:

Common Formative Pre-Assessments: vocabulary, literary terms, Shakespearean terms,

Progress Monitoring: vocabulary practice, quizzes, journal reflections, act and scene diagramming, persuasive language analysis, motif and pattern tracking

Common Formative Post-Assessments/Summative Assessments:

Creative artistic piece that expresses a prominent theme in *Othello* as well as a two to three page artist statement depicting student understanding of theme in connection to the visual

Notes:

Here are some critical checkpoints for you as you work to complete your units of study:

- **Standards:** Include specific standards to be included in the unit of study. Please don't list a general set of standards but rather write the actual standard or standards students will learn and be assessed on during the unit.
- **Pacing:** Specify the length of time the unit will last. Identify the number of days or weeks. Please don't state the unit will occur during 1st quarter or second semester...be specific
- **Concepts:** Identify clearly all key concepts that will be included in the unit of study
- **Skills:** Please don't list only the verbs but include the nouns as well. Examples: Solve systems of equations, Analyze in detail how author's ideas or claims are developed and refined, etc.
- **Assessments:** List the formative assessments used during the unit as well as the summative assessment(s).
- **Literacy Anchor Standards for Reading and Writing:** Include the standards and assessments you are going to incorporate in the units of study. This is expected for all departments and teams.