**Lesson/Unit Plan: Epics and Ledgends Week 1 of 1 2 \_\_\_\_\_\_\_\_\_\_\_Date:2-8-19-2010**

**Teacher: \_\_Crandall\_\_\_\_\_ Class: 10 Language Arts Subject/\_ \_\_\_\_\_\_\_**

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| Plan:Standard, Benchmarks, Objective(s):  Standard: Students will**Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.** 1. Correctly use gerunds (and gerund phrases).  3. Correctly use infinitives (and infinitive phrases) as nouns, adjectives, and adverbs.  **Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions**  2. Practice the creation of imaginative and expressive texts (e.g., poetry, drama, screenplays, monologues, and song lyrics)  that engage the reader by establishing a context and point of view, develop characters and plot when appropriate, creatively  **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people,**  **societies, and the self.**  **Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.**  1. Demonstrate basic knowledge of the significant 18th, 19th and 20th century works of literature, Hispanic and Native American  oral and written literatures, common works from world mythologies, and recognized classics of young adult literature  **Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow**  **deeper and subtler interpretations of texts**  1. Recognize ambiguities, contradictions, and ironies in literary works.  2. Explore a range of works related to a single theme, identifying differences and similarities among them and formulating a  thesis explaining the interrelationships.  3. Analyze ways in which writers use sounds (including euphony and cacophony) and sensory images (aural, tactile, visual,  etc.) to evoke emotion and create meaning.  4. Analyze moral dilemmas in works of literature, as revealed by characters’ motivation and behavior. |
| Do: Specific Instructional: Activities / Strategies / Assessment   * 1. Activity/Objective DEED: Learn about different genres in Literature: Epic/ legends  1. Strategy: DEED what epics and legends are in a literary form. 2. Assessment: DEED    1. Activity/Objective Learn about other cultures and their legends: Spanish Golden Age: “Don Quixote” by Miguel de Cervantes 3. Strategy: 4. Assessment:    1. Activity/Objective Parody DEED 5. Strategy: Summarize and illustrate a scene from “Don Quixote” and explain how it applies to pardoy. 6. Assessment: summary and illustration    1. Activity/Objective Musical Drama: “Man of La Mancha” 7. Strategy: Discuss how theme is portrayed visually/ hero’s infatuation with romantic ideals 8. Assessment: “Cube it” Describe it/compare it/associate it/ analyze it/apply it/ argue for or against it.    1. Activity/Objective DeCartes intervention   Strategy: • Classifies literary text as folk tale/ parody DEED  Assessment: **Identify and Understand Characteristics of Genres** |
| Study: Specific Assessments and strategies to be annualized and revised.(What worked and what didn’t) |
| Act: Specific actions to be taken to improve instruction as indicated by weekly classroom PDSA data.  Things to do differently: |