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| Standards (content area) | |
| W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.4: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **RI.6.** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **RL.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative aspect of specific word choices on meaning and tone.* | |
| Standards (technology) | |
| **HS.SI.1 Evaluate resources needed to solve a given problem.**  **HS.TT.1 Use technology and other resources for assigned tasks.**  **HS.SE.1 Analyze issues and practices of responsible behavior when using resources.** | |
| Unit Goals (1-3) | |
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| Unit Objectives (3-8) | Unit Assessments |
| When asked to define folktales, students will give at least one characteristic that they believe defines folktales.  *When given a literary text, the student will analyze the style, purpose, and organization of a folktale versus poetry and short stories and provide three examples.*  When shown a series of pictures, students will think critically to come to at least two written conclusions and a paragraph about how folktales originated and why. | Students will give one characteristic of what they believe a folktale is and contribute it to the class discussion. Using one characteristic of each student, the class will construct a concept map of what they believe defines folk literature.  After reading a folktale, students will analyze what makes it different than a poem or short story by providing three examples. Students will work in groups of four or five to create webs of the plot and supporting details. Each group will use their web to present their findings to the class. After all of the groups have presented, combine the best of each group to create a class web. Use the class web to create a class poem from the points in the folktale.  When shown a picture, the student will participate in a class discussion of how folktales originated and why, writing down his or her two favorite points from the discussion as well as a paragraph with their explanation to turn in for assessment. |