

Enduring Understanding EU. What are the mysteries of race and class?			
Unit Title	Individuals, Families, Society: Fences (text: play, August Wilson, <i>Fences</i>)		
Length of Unit	# 40 minutes x # 30 periods (approx. 6 weeks)		
Essential Question(s)	EQ. How do individuals make a difference? Is there lasting change?		
Standards/Skills	<p>New York http://www.emsc.nysed.gov/nysatl/standards.html</p> <p>Common Core http://www.corestandards.org/Standards/K12/</p> <p>1. CCSS 10.3 Reading: Key Ideas and Details Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>2. CCSS 11.2 Reading: Key Ideas and Details Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. CCSS 11.4 Writing: Production Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>4. CCSS 11.2 Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>5. CCSS 11.2: Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.</p>		
Learning Targets (rooted in Standards)	Standard	Learning Targets (<i>use the number of standard and a letter to identify</i>)	
	1	1a I can cite examples from the text to show how a theme develops through the characters and their interactions.	
	2	2a I can summarize a text accurately and objectively.	
		2b I can analyze the text to explain the development and interaction of two or more central ideas.	
	3	3a I can articulate a controlling idea and support the idea effectively with evidence in an essay.	
		3b I can logically organize evidence to make a persuasive argument.	
4	4a I can use feedback to appropriately revise my essay demonstrating improvements through multiple drafts and revisions.		
	4b I can advance a complex argument relating to a question, audience, and multiple points of view.		
5	5a I can write without any or only minor errors in language use; my word choice is strong and appropriate, adding up to coherent product.		
Assessments or Performances	Assessment	Learning Targets Essential Question(s) Enduring Understandings Assessed	DOK: <i>Recall</i> <i>Basic Application of Skills/Knowledge</i> <i>Strategic Thinking</i> <i>Extended Thinking</i>
Pre-Assessment	Views on parenting exercise	1a, 3a, 3b , 5a, A.	Strategic Thinking
Formative	Regents in-class essay and collaborative revision (3 x)	1a, 2a,2b, 3a, 3b, 4b	Basic Application of Skills/Knowledge Strategic Thinking
Formative	Letters between Troy Maxson and Alberta, Rose, Cory, and Raynell	1a, 2b,	Basic Application of Skills/Knowledge Extended Thinking
Formative	Selected scene performances to demonstrate a theme	1a, 4a, ED	Recall Strategic Thinking
Formative	1-2 page Reflections of people and society	1a, 2a,2b, 3a, 3b, 4b, 5, ED	
Formative	Socratic Seminars (2x)	1a, 2a, 2b, 3a, 3b, 4b ED	Strategic Thinking Extended Thinking
Summative Assessment	Who is in our own reflections	3a, 3b, 4a, 4b, 5a	Basic Application of Skills/Knowledge Extended Thinking