

Subject: Language Arts IV 12<sup>th</sup> Grade

Unit: A Separate Peace

Part I: Clarity of Learning Targets

**What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.**

Compare and contrast motivation of literary characters confronting similar conflicts.

Analyze the historical, social and cultural context of setting.

Evaluate an author's use of point of view in a literary text.

Analyze variations of universal themes in literary text.

**What are the Big Ideas that go with this unit?**

Reading Process: Concept of Print, Comprehension Strategies and Self Monitoring Strategies.

Reading Applications: Literary Text

**What are the Essential Questions that go with this unit?**

How can I figure out the author's point of view?

How are the five elements of literature shown in the novel?

What is the importance of conflict in the characters' relationship?

**What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?**

Analyze and evaluate the five elements (plot, character, setting, point of view and theme).

Explain ways characters confront similar situations and conflict.

Recognize and analyze subgenre(type) and literary period(style)

Analyze use of figurative language.

Critique an author's style

**Part II: Feedback and Assessments (Formative and Summative)**

**How will we provide students with feedback throughout the unit?**

**What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.**

- Story
- Character Pyramid
- Venn Diagram
- Mini White Board/Hand Signals
- Cause and Effect Organizer
- Large/Small Discussion
- Conclusion Map
- Plot Summarizing
- Theme Graphic Organizer

**How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?**

- Completion of both formative and summative assessments
- Contribution to discussion

**What summative assessments will we use? (Graded, evaluative assessments)**

- Test
- Chapter Quizzes
- Portfolio Project
- Music Project (fun)
- Literary response essay
- Create a yearbook appropriate to novel

**Part III: Instruction and Student Activities**

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**What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.**

Reader's log

Journal

Vocabulary activities

Cause and effect graphic organizer (p34 Supp Text)

Ven diagram

Setting – Video clip WWII/Prep School (Devon) (Dead Poets) Yearbook and the time

Draw Conclusions – reading strategies (2-paragraphs – 2 conclusions – same facts)

Picture this – a cartoon illustrating Gene's Internal conflicts

Poster - (Why be in the Army/War)

Mock Trial based on novel information (Genesis trial)

Partners (Trios) to find/discuss list characters' choice of action – their motivation

Story Pyramid – character analysis (p47 in Supp text)

Portfolio Project

Write Essay: A Separate Peace – Gene's attempt, as a teenager to establish his own identity and mature as an adult. What message about life does Knowles hope to convey? The physical setting in the novel is important to the story's plot. Describe the setting and discuss whether or not this story could take place elsewhere or during another time period. Defend your reasoning.

Create an appropriate yearbook(time & place)

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