Learning Goals

The teacher sets significant, challenging, varied and appropriate learning goals.

The learning goals that will be met during the teaching of this unit are as follows:

**Learning Goal #1 (LG1):** Students will be able to comprehend (identify) the text features (also know as “literary terms” in this unit) of fiction from a variety of cultures and times.

**Learning Goal #2 (LG2):** Students will be able to evaluate and analyze an author’s use of certain “literary terms” (i.e.- character, protagonist, antagonist, round character, flat character, dynamic character, static character, foil character, characterization, direct characterization, indirect characterization, conflict, flashback, foreshadowing, irony, mood, point of view, plot, exposition, inciting incident, rising action, climax, falling action, resolution, setting, symbol, theme, or tone) in prose.

**Learning Goal #3 (LG3):** Students will be able to compare information and relationships within various fiction works.

Types, Levels, and Rationale for learning goals:
The learning goals are aligned with the Missouri Grade-Level Expectations, Show-Me Standards, NCTE (National Council of Teachers of English) Standards, DESE’s Depths of Knowledge Levels, and Bloom’s Taxonomy. The Missouri Grade-Level Expectations state that a high school student should be able to: develop and apply skills and strategies to the reading process by comparing, analyzing, and evaluating connections between information and relationships in various fiction works (R 1-I), recognizing the text features of fiction in grade-level text (R 2-A), analyzing and evaluating author’s use of irony in prose (R 2-B), using details from text to analyze plot and setting (R 2-C), writing an informative essay while analyzing and evaluating the use of stylistic devices in multiple sources (W 3-C) and completing a writing project that develops a thesis (W 3-D). The Show-Me Standards state that a student in Missouri public schools will demonstrate within and integrate across all content areas the abilities to: comprehend and evaluate written works (G 1.5), discover and evaluate patterns and relationships in information (G 1.6), plan and make written presentations for a variety of purposes, (G 2.1), explain reasoning and identify information to support decisions (G 4.1), write standard English (CA 1), read and evaluate fiction (CA 2), and write formally (such as essays) (CA 4). The NCTE Standards state that a student should be able to: read a wide range of print texts, read literature from many periods, apply a wide range of strategies to comprehend and evaluate texts, adjust their use of written language for
different purposes, and apply knowledge of language structure and conventions to create and discuss print texts. DESE’s “Depth of Knowledge (DOK) Levels” places the ability to: identify in Level One (the lowest level), compare in Level Two, draw conclusions in Level Three, and analyze in Level Four (the highest level) and all of these levels are addressed in the objectives of this unit. These learning goals are appropriate in terms of development as described in the Levels of Bloom’s Taxonomy since they allow for students to identify (Bloom’s Level 1, Knowledge), read (Bloom’s Level 2, Comprehension), compare (Bloom’s Level 3, Application), analyze (Bloom’s Level 4, Analysis), compile (Bloom’s Level 5, Synthesis) and evaluate (Bloom’s Level 6, Evaluation).

The learning goals will allow the students to work toward the development of higher thinking skills, as described by Jean Piaget’s theory. Students will build upon recognition and evaluation skills involving text features, writing abilities, skills in comparing multiple texts and abilities to draw conclusions that they obtained in previous years.

Gardiner’s Multiple Intelligences are also addressed—spatial, interpersonal, audio, and visual learners will find the goals manageable and challenging within the lessons. The varied activities I have planned should accommodate each type of learner in the class.

Because of the reasons above, I feel I am presenting a unit that is appropriate, significant, challenging, and diverse.