

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: In this unit, students will examine various literary and informational texts about why people enjoy being scared. They will also examine the elements of an explanatory essay and presentation in order to create these in the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will think about what draws people toward experiences that are frightening.

CCSS Anchor Standards:

Key Ideas and Details

1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5 Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and

Transfer Goals: SBAC Claims

Students will be able to independently use their learning to...

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
2. Students can produce effective writing for a range of purposes and audiences.
3. Students can employ effective speaking and listening skills for a range of purposes and audiences.
4. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
5. Students can connect skills through industry themes for college and career readiness.

Making Meaning

UNDERSTANDINGS

Students will understand that...

- The creation of fear in texts and media is purposeful and tailored around the author’s knowledge of his/her audience.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.
- Fear is a universal human experience; however, different cultures fear different experiences.
- Great writing is intentionally crafted to explore enduring human themes transferable across time and place.
- By comparing texts, readers often gain greater insight into those texts.
- Research is key to understanding and discovering the unknown.
- Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

- Unit EQ: What is the allure of fear?
- Unit EQ: What draws us to explore – and to enjoy – frightening themes?
- Whole-Class Learning EQ: What do these stories suggest about the ways in which imagination can overcome reason?
- Small-Group Learning EQ: In literature, how does a sense of uncertainty help to create an atmosphere of fear?
- Performance-Based Assessment EQ: In what way does transformation play a role in stories meant to scare us?
- How does reading from different texts about the same topic build our understanding?
- What makes an author effective?
- How do I know my reading insights and writing claims are valid?
- Why should I assume my reading insights and writing claims are valid?
- How does the writing process shape the writer’s product?

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<p>accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Language</p> <p>3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	Acquisition	
	<p>KNOWLEDGE</p> <p>Students will know...</p> <ul style="list-style-type: none"> • The essential elements of an explanatory essay • The essential elements of gothic literature • The elements of a narrative poem • Figurative language • The difference between connotation and denotation • Types of sentences • Author’s claims • Theme • Different types of Point of View • Writer’s style – audience, purpose, and literary techniques. 	<p>SKILLS</p> <p>Students will be skilled at (Do)...</p> <ul style="list-style-type: none"> • Read and evaluate narratives • Writing explanatory essays • Analyzing the techniques an author uses to create fear and suspense in the mind of the reader/viewer • Reading and interpreting graphs, graphics, and pictures • Analyzing how an author develops a central theme • Citing textual evidence. • Making inferences or drawing conclusions based on information from the text. • Using patterns of word changes to determine meaning. • Analyzing the essential elements of a literary movement (i.e., gothic literature)

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>Literature: (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> ● RL9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● RL9-10.3: 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. ● RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on 	<p>(bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> ● W9-10.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinction; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ c. Use appropriate and varied transitions to link the major 	<p>(bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> ● SL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> ○ a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ○ b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ○ c. Propel conversations by posing and responding to questions that relate the current discussion to 	<p>(bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> ● L9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ a. Use parallel structure. ○ b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ● L9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s

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<p>meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <ul style="list-style-type: none"> ● RL9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ● RL9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ● RL9-10.10: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>Informational: (bold = assessed on End-of Unit Assessment)</p>	<p>sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> ○ d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. ○ e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). ● W9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● W9-10.5: Develop and strengthen writing as needed by planning, 	<p>broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <ul style="list-style-type: none"> ○ d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. ● SL9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. ● SL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., 	<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> ○ b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. ○ c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it’s part of speech, or its etymology. ○ d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ● L9-10.5: Demonstrate understanding of figurative

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<ul style="list-style-type: none"> RI9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger 	<ul style="list-style-type: none"> revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically. W9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> argument, narrative, informative, response to literature presentations), audience, and task. <ul style="list-style-type: none"> a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) SL9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, 	<ul style="list-style-type: none"> language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. L9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<p>portions of a text (e.g., a section or chapter).</p> <ul style="list-style-type: none"> ○ a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA ● RI9-10.10: By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 		<p>reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> ● SL9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	

CCSS Standards Link: <http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i></p> <ul style="list-style-type: none"> • 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. 	<p>Required Key Assignment Writing Task 1:</p> <p>Explanatory Text Guided Process Paper (pp.58-63)</p>	<ul style="list-style-type: none"> • W9-10.2a-f • W9-10.4
<ul style="list-style-type: none"> • Participate in collaborative discussions. • Present information clearly, concisely, and logically. • Make strategic use of digital media. 	<p>Required Key Assignment Speaking & Listening Task:</p> <p>Explanatory Text Presentation (pp. 114-115)</p>	<ul style="list-style-type: none"> • SL9-10.1 • SL9-10.4 • SL9-10.5
<ul style="list-style-type: none"> • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Required Key Assignment Writing Task 2:</p> <p><u>Performance-Based Assessment, Part 1:</u> Unassisted Explanatory Text that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 122-123) -or- Unassisted Explanatory Text that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 122-125)</p>	<ul style="list-style-type: none"> • W9-10.2a-f • W9-10.4 • W9-10.9
<ul style="list-style-type: none"> • Present information clearly, concisely, and logically. 	<p>Speaking and Listening Task 2:</p> <p><u>Performance-Based Assessment, Part 2:</u> Informal Talk using the Explanatory Essay from Part 1 (p. 124)</p>	<ul style="list-style-type: none"> • SL9-10.1 • SL9-10.4
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. • 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. 	<p>Interim Unit Assessment:</p> <p>Unit 1 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL9-10.1,2,3,4,5 • RI9-10.3 • W9-10.2a-e • L9-10.1, 4, 5, 6

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> • Interpret words and phrases. • Determine technical, connotative, and figurative meanings. • Analyze how specific word choices shape meaning or tone. • Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. 	<p>Required Key Assignment Reading Task:</p> <p>Analyze Craft and Structure (pp. 33, 45, 79, 97, 111)</p>
<ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>Constructed Responses: Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> • Demonstrate accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed. 	<p>Speaking and Listening – Collaborative Conversations</p>
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says 	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>