my**Perspectives** CALIFORNIA
ENGLISH LANGUAGE ARTS

Long Beach Unified School District
English Language Arts

Grade 10
Unit 2: Outsiders and Outcasts (2016-2017)

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 whether or not social isolation is normal or not. They will also examine the elements of an argument in order to craft a written argument and present an oral argument during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider if social isolation is a universal experience.

CCSS Anchor Reading 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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10. Read and comprehend complex literary and informational texts independently and proficiently.

CCSS Anchor Writing Standards:

Text Types and Purposes

1. Write argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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…

Thematic Understanding: Not everyone can fit into the same mold, so we should accept those who might be outside of the norm.

Reading Understanding: The use of rhetorical and literary devices can enhance writing and help to convey a theme or message.

Writing Understanding: An effective argument contains all of the elements of an argument, is organized in a logical manner, and uses word choice and tone to create a sense of seriousness and authority.

Language Understanding: Using different type of phrases helps to add extra detail, a purpose, or a reason to one's writing.

ESSENTIAL QUESTIONS:
Students will keep considering…

- Unit EQ: Do people need to belong?

- Whole-Class Learning EQ: Are outsiders simply those who are misjudged or misunderstood?

- Small-Group Learning EQ: Is difference a weakness? Is sameness a strength?

- Performance-Based Assessment: Is the experience of being an outsider universal?

NOTE: Information/Content Provided Subject to Change. Standards RL covered with all readings but may not be indicated on the chart.

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	Acquisition	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ***Research to Build and Present Knowledge*** 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ***Range of Writing*** 10. 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 tasks, purposes, and audiences. **CCSS Anchor Language Standards:** ***Conventions of Standard English*** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ***Knowledge of Language*** 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. ***Vocabulary Acquisition and Use*** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of 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.	**KNOWLEDGE** ***Students will know…*** 1. Literary Movement: Modernism & Absurdist literature 2. Denotation and Connotation 3. Types of Phrases: Verb Phrase and Auxiliary Verbs 4. Media Vocabulary for a Video 5. Elements of an Argument 6. Transitions 7. Words with Multiple Suffixes 8. Symbol and Theme 9. Diction, Syntax, and Tone 10. Poetic Form: Free Verse vs. Prose and End-stopped lines vs. Enjambed lines 11. Poetic Form: Shakespearean sonnet structure 12. Argument structure: claim, evidence, reasoning 13. Parallel Structure	**SKILLS** ***Students will be skilled at (Do)…*** 1. Identifying evidence of the elements of Absurdist literature 2. Using synonyms to differentiate the connotation of a word 3. Identifying an author's use of verb phrases and revise sentences to include auxiliary verbs 4. Writing and discussing videos using domain-specific vocabulary for media 5. Identifying and utilizing the elements of an argument in speaking and writing 6. Creating cohesion by properly using transitional words and phrases 7. Analyzing the effect that each suffix in a word has on the word's meaning and part of speech 8. Identifying and analyzing symbols in order to determine the theme of a text 9. Analyzing formal versus informal diction and simple versus complex syntax by noting the tone of the writing 10. Analyzing the impact and effect of different poetic forms 11. Analyzing how modern poems utilize poetic poems from the past (Standard RL9-10.9) 12. Analyzing claims and evidence and evaluate their credibility 13. Identifying parallel structure in text

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	14. Greek Root: *-log-*	14. Discovering the meaning of words by dissecting them by their roots
	15. Literary Nonfiction	15. Deconstructing the elements of a nonfiction text
	16. Types of Phrases: Infinitives and Infinitive Phrases	16. Identifying infinitive phrases and labeling the type of modifying it does in a sentence. **APPLYING INDUSTRY THEME through** *Standards for Career Ready Practice* **and** *Behaviors of Learning and Teaching (BLTs)* *Students will be skilled at (Do)…* 1. Applying appropriate technical skills and academic knowledge 2. Communicating clearly, effectively, and with reason 3. Employing valid and reliable research strategies 4. Engaging in deep critical thinking using challenging material and industry-specific problem solving tools 5. Pointing out connections across subjects in theme-based interdisciplinary projects

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Grade Level Standards – Stage 1
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Reading	Writing	Speaking & Listening	Language

Literature: (**bold** = assessed on End-of Unit Assessment)
 Key Ideas and Details
 • 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.**
 Craft and Structure
 • **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 meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**
 • **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**
	Text Type (**bold** = assessed on End-of Unit Assessment)
	 • **W9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
	    ○ **W9-10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.**
	    ○ **W9-10.1b: Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**
	    ○ **W9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.**
	    ○ **W9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and**
		Comprehension and Collaboration (**bold** = assessed on End-of Unit Assessment)
		 • 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.
		    ○ SL9-10.1a: 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.
		    ○ SL9-10.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
		 • SL9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
			Conventions (**bold** = assessed on End-of Unit Assessment)
			 • **L9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
			    ○ **L9-10.1a: Use parallel structure**
			    ○ **L9-10.1b: 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.**
			 • L9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
			 Knowledge of Language (**bold** = assessed on End-of Unit Assessment)
			 • L9-10.3: 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.

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Reading	Writing	Speaking & Listening	Language
effects as mystery, tension, or surprise. **Integration of Knowledge and Ideas** • RL9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) **Range of Reading and Level of Text Complexity** • RL9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range. **Informational:** (**bold** = assessed on End-of Unit Assessment) **Key Ideas and Details** • RI9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • **RI9-10.2 Determine the 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**	conventions of the discipline in which they are writing. ○ **W9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented.** • W9-10.2: 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. **Production and Distribution of Writing** (**bold** = assessed on End-of Unit Assessment) • W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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 to other information and to display information flexibly and dynamically. **Research to Build and Present Knowledge** (**bold** = assessed on End-of Unit Assessment)	**Presentation of Knowledge and Ideas** (**bold** = assessed on End-of Unit Assessment) • SL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. • 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, reasoning, and evidence and to add interest. • SL9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Vocabulary Acquisition and Use** (**bold** = assessed on End-of Unit Assessment) • **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.** ○ L9-10.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ○ **L9-10.4b: 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.** ○ L9-10.4c: 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, its part of speech, or its etymology.

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Reading	Writing	Speaking & Listening	Language
details; provide an objective summary of the text. • **RI9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).** • **RI9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.** • RI9-10.10: By the end of grade 9, 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.	• W9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		○ L9-10.4d: 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 language, word relationships, and nuances in word meanings.** ○ L9-10.5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ○ **L9-10.5b: Analyze nuances in the meaning of words with similar denotations.**
CCSS Standards Link: http://www.corestandards.org/ELA-Literacy/			
CTE Model Curriculum Standards Link: http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp			

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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
Student performance will be evaluated in terms of his/her ability to… • Write an argument using effective techniques, well-chosen details, and well-organized support of a central claim. • The development, organization, and style should be appropriate to task, purpose, and audience. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Develop and strengthen writing as needed by planning, revising, editing, and rewriting	**Required Key Assignment Writing Task 1:** Argumentative Guided Process Paper (pp. 191-195)	• W9-10.1a-e • W9-10.4 • W9-10.5 • W9-10.9 • L9-10.3a
• Participate in collaborative discussions. • Present information clearly, concisely, and logically. • Make strategic use of digital media.	**Required Key Assignment Speaking & Listening Task:** Present an Argument (pp. 238-239)	• SL9-10.1 • SL9-10.4 • SL9-10.5
• Write an argument using effective techniques, well-chosen details, and well-organized support of a central claim. • Integrate multiple sources to support assertions • Draw evidence from literary or informational texts to support analysis, reflection, and research	**Required Key Assignment Writing Task 2:** Performance-Based Assessment, Part 1: Unassisted Argument that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 246-247) -or- Unassisted Argument that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 246-247)	• W9-10.1a-e • W9-10.4 • W9-10.9
• 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.	**Interim Unit Assessment:** Unit 2 Assessment (accessible in the Digital Tools to print out or to have students take online)	• RL9-10.2, 4, 5 • RI9-10.2, 5, 8 • W9-10.1a-e • L9-10.1, 1a, 1b, 4, 4b, 5, 5b

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Evaluative Criteria	Other Evidence – may also be used formatively
• 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.	**Required Key Assignment Reading Task:** Analyze Craft and Structure
• 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.	Constructed Responses: Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.
• Demonstrate accurate knowledge and speak 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.	Speaking and Listening – Collaborative Conversations
• Cite strong and thorough textual evidence to support analysis of what the text says	Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses
• Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Concept Vocabulary
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Activities
• Cite strong and thorough textual evidence to support analysis of what the text says.	Selection Tests (available in the Digital Tools to print out or to have students take online)
• Present information clearly, concisely, and logically.	**Speaking and Listening Task 2:** Performance-Based Assessment, Part 2: Informal Talk using the Explanatory Essay from Part 1

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