

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 the relationship between power and freedom. They will also examine the elements of an informative essay in order to craft a written essay and deliver a multimedia presentation during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider which factors determine who is free and who remains oppressed.

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:

It is the responsibility of all to protect freedom and oppose oppression.

Reading Understanding:

Rhetorical devices help to strengthen writing and convey the central message.

Writing Understanding:

Integrating information in our writing in a multitude of ways helps to make our message more accessible to diverse readers.

Language Understanding:

Using a variety of different types of phrases and clauses helps to make writing more intriguing.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

What is the relationship between power and freedom?

Whole-Class Learning (Performance Task: Writing Focus – Process Essay):

What can one person do to defend the human rights of all people?

Small-Group Learning (Performance Task: Speaking and Listening Focus):

When, if ever, are limits on freedom necessary?

Performance-Based Assessment Part 1 (On-Demand Essay):

What does it mean to “be free”?

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Acquisition

KNOWLEDGE	SKILLS
<p>Students will know...</p> <ol style="list-style-type: none"> Persuasive appeals: logic, emotion, authority (p. 279) RI.9-10.8 Latin Root: <i>-pac-</i> (p. 280) L.9-10.4b Noun phrases (p. 281) L.9-10.1b Emotional Appeals: Charged language & restatement (p.289) RI.9-10.6 Latin Root: <i>-vol-</i> (p.290) L.9-10.4b Rhetorical devices: repetition, parallelism, antithesis (p. 291) RI.9-10.6 Elements of an Informative Essay (p. 298-303) W.9-10.2a-f Different ways to integrate information (p.301) W.9-10.8 Rhetorical devices: anecdote, proverb, and example (p. 316) RI.9-10.6 Adverbial Clauses (p. 317) L.9-10.1b Multiple-meaning words (p. 332) L.9-10.4 Figurative devices: simile, metaphor, and extended metaphor (p. 333) RL.9-10.4 Imagery (p. 334) RL.9-10.4 Latin Prefix: <i>sub-</i> (p.340) L.9-10.4b Satire and tone (p. 341) RL.9-10.4 Figurative devices: hyperbole and understatement (p. 342) RL.9-10.4 	<p>Students will be skilled at (Do)...</p> <ol style="list-style-type: none"> Analyzing reasoning to determine which type of appeals the author is utilizing and what impact it creates on the central idea Defining the Latin root, <i>-pac-</i>, and dissecting words in order to determine their meaning Identifying and then crafting noun phrases Identifying and analyzing emotional appeals in order to determine what they reveal about the author’s purpose. Defining the Latin root, <i>-vol-</i>, and using a print or online dictionary to determine the meaning of words that use that root Differentiating between parallelism and antithesis before revising sentences to align parallel structure. Identifying and utilizing the elements of an informative text in speaking and writing Creating cohesion by integrating information in different ways Identifying and analyzing rhetorical devices, like anecdote, proverb, and example, in order to determine how they strengthen the author’s claims. Identifying and labeling adverbial clauses and subordinating conjunctions in order to describe their functions within the sentence. Determining the intended meaning of those words that might have multiple meanings. Analyzing similes and metaphors to identify the things being compared and discuss the meaning and effect of the device(s). Identifying images within a text and determine their meaning and the purpose for using them. Determining the meaning of words by analyzing the use of the prefix, <i>sub-</i>. Identifying diction that contributes to the narrator’s satirical tone. Identifying examples of hyperbole and understatement and analyzing the effect these devices create.
<p>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</p> <p>Students will know...</p> <ol style="list-style-type: none"> Technical skills and academic knowledge Reason and organization Research strategies Industry-specific problem-solving tools Interdisciplinary project assignments/topics <p>Resources for Applying Industry Theme:</p> <ul style="list-style-type: none"> “Understand CTE Model Curriculum Standards” available on MyPD Course #2505 Behaviors of Learning and Teaching https://goo.gl/U9idsY 	<p>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</p> <p>Students will be skilled at (Do)...</p> <ol style="list-style-type: none"> Applying appropriate technical skills and academic knowledge Communicating clearly, effectively, and with reason Employing valid and reliable research strategies Engaging in deep critical thinking using challenging material and industry-specific problem solving tools Pointing out connections across subjects in theme-based interdisciplinary projects

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> <p>Key Ideas and Details</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. <p>Craft and Structure</p> <ul style="list-style-type: none"> 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). RL9-10.6: 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. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> 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. 	<p>Text Type (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> W9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W9-10.2b: 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. W9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W9-10.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic. W9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	<p>Comprehension and Collaboration (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"> 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. <p>Presentation of Knowledge and Ideas (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> 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. 	<p>Conventions (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"> 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. <ul style="list-style-type: none"> L9-10.2c: Spell correctly. <p>Knowledge of Language (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> 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. <p>Vocabulary Acquisition and Use (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> 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"> L9-10.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or

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Reading	Writing	Speaking & Listening	Language
<p>Informational: (bold = assessed on End-of Unit Assessment)</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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 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. <p>Craft and Structure</p> <ul style="list-style-type: none"> 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). RI9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> RI9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and 	<ul style="list-style-type: none"> W9-10.2f: 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. <ul style="list-style-type: none"> W9-10.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <p>Production and Distribution of Writing (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> W9-10.5: Develop and strengthen writing as needed by planning, 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 to other information and to display information flexibly and dynamically. <p>Research to Build and Present Knowledge (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<p>text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> 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. 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. <ul style="list-style-type: none"> L9-10.5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 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

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<p>multimedia), determining which details are emphasized in each account.</p> <ul style="list-style-type: none"> 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. RI9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. 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. 	<p>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> 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. <p>Research to build and Present Knowledge</p> <ul style="list-style-type: none"> W9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> W9-10.10: 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. 		<p>phrase important to comprehension or expression.</p>

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

CTE Model Curriculum Standards Link: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

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 an informative essay using effective techniques, well-chosen details, and well-organized support of a central claim. • Develop, organize, and utilize style 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 	<p>Required Key Assignment Writing Task 1: Performance Task – Writing Focus Informative Essay - Teacher-Guided Process Paper (pp. 298-303)</p>	<ul style="list-style-type: none"> • W9-10.2a-f • W9-10.4 • W9-10.5 • W9-10.9 • L9-10.3a
<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: Performance Task – Speaking & Listening Focus Present a Multimedia Presentation (pp. 350-351)</p>	<ul style="list-style-type: none"> • SL9-10.1a • SL9-10.1b • SL9-10.4 • SL9-10.5 • SL9-10.6
<ul style="list-style-type: none"> • Write an informative essay 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. 	<p>Required Key Assignment Writing Task 2: Performance-Based Assessment, Part 1 Unassisted Informative Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 358-359) -or- Unassisted Informative Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 358-359)</p>	<ul style="list-style-type: none"> • W9-10.2a-f • W9-10.4 • W9-10.9
<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>Interim Unit Assessment: Unit 3 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL9-10.4, 10 • RI9-10.2, 3, 6 • W9-10.2a-f, 8 • L9-10.1b, 4, 4a

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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><u>Required Key Assignment Reading Task:</u></p> <p>Analyze Craft and Structure</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 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. 	<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>

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<ul style="list-style-type: none"> • Present information clearly, concisely, and logically. 	Performance-Based Assessment, Part 2, Speaking and Listening
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