## 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 virtue and vengeance. They will also examine the elements of an argumentative essay in order to craft a written essay and deliver an oral presentation during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider how people find a way to move on from painful situations.

### 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…* | ESSENTIAL QUESTIONS: *Students will keep considering…* |
|---|---|
| **Thematic Understanding:** Holding grudges against others thwarts happiness. | **Unit Essential Question:** What motivates us to forgive? |
| **Reading Understanding:** The storyline of a text must be organized efficiently so that the reader is intrigued by the suspense. | **Whole-Class Learning (Performance Task: Writing Focus – Process Essay):** Is there more value in vengeance or virtue? |
| **Writing Understanding:** Logical organization and authoritative tone can serve to add logic to your argument. | **Small-Group Learning (Performance Task: Speaking and Listening Focus):** Does forgiveness first require an apology? |
| **Language Understanding:** Many words contain their secret meaning within; to crack the code, one must examine the parts of the whole. | **Performance-Based Assessment Part 1 (On-Demand Essay):** Can justice and forgiveness go hand in hand? |

**1** I CA GRADE 10 CURRICULUM MAP
**NOTE:** Information/Content Provided Subject to Change. Standards RL covered with all readings but may not be indicated on the chart.

Pearson

Long Beach Unified School District
English Language Arts

Grade 10
Unit 5: Virtue and Vengeance (2016-2017)

**my**Perspectives CALIFORNIA
ENGLISH LANGUAGE ARTS

| Unit Goals – Stage 1 |
|---|

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| Acquisition |
|---|

**KNOWLEDGE**

*Students will know…*

1. Latin suffix: -ous (p. 531) L9-10.4b
2. Shakespearean romance (p. 532) RL9-10.10
3. Latin prefix: sub- (p. 551) L9-10.4b
4. Iambic pentameter & poetic structures: blank verse vs. prose (p. 552) RL9-10.5
5. Diction and characterization (p. 553) RL9-10.3 & 4
6. Latin root: -val- (p. 569) L9-10.4b
7. Dramatic structure: plot vs. subplot (p. 570) RL9-10.5
8. Etymology: Words from sailing (p. 583) L9-10.4c
9. Dramatic structures: soliloquy, aside, and monologue (p. 584) RL9-10.5
10. Motifs (p. 585) RL9-10.4
11. Plot structure: resolution and epilogue (p. 599) RL9-10.5
12. Latin root: -pen-
13. Poetic structure: rhyming couplet and full rhyme (p. 601) RL9-10.5
14. Nuances and word relationships (p. 611) L9-10.5
15. Elements of an argumentative essay (p. 614) W9-10.1a-e
16. Quotations and paraphrases (p. 617) W9-10.1c
17. Audience, theme, and speaker's tone (p. 631) RL9-10.2
18. Rhetorical device: apostrophe (p. 632) RL9-10.4
19. Greek root word: kratos (p.640) L9-10.4b
20. Anecdotes as a persuasive technique (p. 641) RL9-10.2
21. Relative clauses and pronouns (p. 642) L9-10.1b

**APPLYING INDUSTRY THEME through *Standards for Career Ready Practice* and *Behaviors of Learning and Teaching (BLTs)***

**Students will know…**

22. Technical skills and academic knowledge
23. Reason and organization
24. Research strategies
25. Industry-specific problem-solving tools
26. Interdisciplinary project assignments/topics

Resources for Applying Industry Theme:
- "Understand CTE Model Curriculum Standards" available on MyPD Course #2505
- Behaviors of Learning and Teaching https://goo.gl/U9idsY

**SKILLS**

*Students will be skilled at (Do)…*

1. Defining words by analyzing the use of the suffix –ous
2. Analyzing a Shakespearean play to identify the elements of a Shakespearean romance.
3. Defining words by analyzing the use of the prefix sub-
4. Identifying examples of blank verse and prose within a text and analyzing the use of stressed and unstressed syllables. Then, analyzing the impact that these poetic structures create on the overall text
5. Identifying the diction used by different characters and mimicking that type of diction
6. Defining words by analyzing the use of the root –val-
7. Identifying the main plot and the subplots within a fictional piece
8. Using reference materials to research the etymology of words
9. Identifying the types of dramatic speech and determining the intended audience
10. Tracing a motif used within a text and determining its meaning
11. Analyzing how the resolution affects the various characters in the story and the significance of the epilogue
12. Defining words by analyzing the use of the root –pen-
13. Analyzing the effects created by the use of rhyme, especially rhyming couplets
14. Analyzing the relationship between a group of words from a text and determining why the author may have included these specific words
15. Crafting an argumentative essay that is well-organized, has an authoritative tone and diction, and includes the elements of an argument
16. Creating cohesion in writing by properly utilizing a balance of direct quotations and paraphrasing
17. Analyzing how the speaker's tone can help develop the theme for the audience
18. Identifying, analyzing, and creating apostrophe in order to create emphasis and stir emotion
19. Defining words by analyzing the use of the root kratos
20. Identifying anecdotes and analyzing the purpose and persuasive effect they create in the text
21. Identify relative clauses as models so that they will be able to revise writing by using relative clauses

**APPLYING INDUSTRY THEME through *Standards for Career Ready Practice* and *Behaviors of Learning and Teaching (BLTs)***

*Students will be skilled at (Do)…*

22. Applying appropriate technical skills and academic knowledge
23. Communicating clearly, effectively, and with reason
24. Employing valid and reliable research strategies
25. Engaging in deep critical thinking using challenging material and industry-specific problem solving tools
26. Pointing out connections across subjects in theme-based interdisciplinary projects

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Pearson

## 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.*

*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.*

| Reading | Writing | Speaking & Listening | Language |
|---|---|---|---|
| **Literature:** (**bold** = assessed on End-of Unit Assessment) <br><br> **Key Ideas and Details** <br> • **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.** <br> • **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** <br> • **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.** <br><br> **Craft and Structure** <br> • **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).** <br> • **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.** | **Text Type** (**bold** = assessed on End-of Unit Assessment) <br> • **W9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** <br> ○ **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.** <br> ○ **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.** <br> ○ **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.** <br> ○ **W9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** <br> ○ **W9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented.** <br> • 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. <br><br> **Production and Distribution of Writing** (**bold** = assessed on End-of Unit Assessment) | **Comprehension and Collaboration** (**bold** = assessed on End-of Unit Assessment) <br> • 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. <br> ○ 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. <br> ○ SL9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <br> ○ SL9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding | **Conventions** (**bold** = assessed on End-of Unit Assessment) <br> • L9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <br> ○ **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.** <br> • L9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <br> ○ L9-10.2c: Spell correctly. <br><br> **Vocabulary Acquisition and Use** (**bold** = assessed on End-of Unit Assessment) <br> • **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.** <br> ○ 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. <br> ○ **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** |

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## 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.

*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.*

| Reading | Writing | Speaking & Listening | Language |
|---|---|---|---|
| **Integration of Knowledge and Ideas**<br>• 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).<br><br>**Range of Reading and Level of Text Complexity**<br>• 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.<br><br>**Informational:** (**bold** = assessed on End-of Unit Assessment)<br><br>**Key Ideas and Details**<br>• **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.**<br><br>**Craft and Structure**<br>• **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.** | • W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>• 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.<br>• 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.<br><br>**Research to build and Present Knowledge**<br>• W9-10.7: Conduct short as well as more sustained research projects to answer a 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.<br>• W9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.<br><br>**Range of Writing**<br>• 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. | and make new connections in light of the evidence and reasoning presented.<br>• 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.<br><br>**Presentation of Knowledge and Ideas**<br>(**bold** = assessed on End-of Unit Assessment)<br>• 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.<br>• SL9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | **apply knowledge of Greek and Latin roots and affixes.**<br>o 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.<br>o 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).<br>• L9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>• 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. |

**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…*<br>• Write an argumentative essay using effective techniques, well-chosen details, and well-organized support of a central claim.<br>• Develop, organize, and utilize style appropriate to task, purpose, and audience.<br>• Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>• Develop and strengthen writing as needed by planning, revising, editing, and rewriting | **Required Key Assignment Writing Task 1:**<br>**Performance Task – Writing Focus**<br>Argumentative Essay - Teacher-Guided Process Paper (pp. 614-619) | • W9-10.1a-e<br>• W9-10.4<br>• W9-10.5<br>• W9-10.9<br>• L9-10.3a |
| • Participate in collaborative discussions.<br>• Present information clearly, concisely, and logically.<br>• Make strategic use of digital media. | **Required Key Assignment Speaking & Listening Task:**<br>**Performance Task – Speaking & Listening Focus**<br>Present an Argument (pp. 644-645) | • SL9-10.1a<br>• SL9-10.1b<br>• SL9-10.4<br>• SL9-10.5<br>• SL9-10.6 |
| • Write an informative essay using effective techniques, well-chosen details, and well-organized support of a central claim.<br>• Integrate multiple sources to support assertions.<br>• Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Required Key Assignment Writing Task 2:**<br>**Performance-Based Assessment, Part 1**<br>Unassisted Argumentative Essay that synthesizes multiple sources within the textbook that address the provided prompt (pp. 652-653)<br>-or-<br>Unassisted Argumentative Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 652-653) | • W9-10.1a-e<br>• W9-10.4<br>• W9-10.9 |
| • Interpret words and phrases.<br>• Determine technical, connotative, and figurative meanings.<br>• Analyze how specific word choices shape meaning or tone.<br>• Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.<br>• Assess how point of view or purpose shapes the content and style of a text. | **Interim Unit Assessment:**<br><br>Unit 5 Assessment (accessible in the Digital Tools to print out or to have students take online) | • RL9-10.1, 2, 3, 4, 5<br>• RI9-10.2, 6<br>• W9-10.1a-e<br>• L9-10.1b, 4, 4b |

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ENGLISH LANGUAGE ARTS

| Evidence of Learning – Stage 2 |
|---|

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| Evaluative Criteria | Other Evidence – may also be used formatively |
|---|---|
| • Interpret words and phrases.<br>• Determine technical, connotative, and figurative meanings.<br>• Analyze how specific word choices shape meaning or tone.<br>• Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.<br>• Assess how point of view or purpose shapes the content and style of a text. | **Required Key Assignment Reading Task:**<br><br>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:<br>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. | Performance-Based Assessment, Part 2, Speaking and Listening |

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