

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 what it means to be “American.” They will also examine the elements of a nonfiction narrative and a nonfiction podcast in order to create these in the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will think about the fact that the people who call the United States home are diverse in their histories and experiences. They will continually consider whether or not there is such a thing as a “correct” way to be “American.”

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

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 people who call the United States home are diverse in their histories and experiences.
- Multiple perspectives offer a broader point of view.
- Great writing is intentionally crafted to explore enduring human themes transferable across time, place, and culture.
- By comparing texts, readers often gain greater insight into those texts.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.
- 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 does it mean to be “American”?
- Unit EQ: Is there such a thing as a “correct” way to be “American”?
- Whole-Class Learning EQ: How does your generation define what it means to be an American today?
- Small-Group Learning EQ: How do the realities of immigrants’ experiences reflect or fail to reflect American ideals?
- Performance-Based Assessment EQ: How is an American identity created?
- 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>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>Production and Distribution of Writing</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 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 Students will know...</p> <ul style="list-style-type: none"> • The essential elements of a nonfiction narrative • The essential elements of a memoir. • Purpose and Rhetoric • Latin prefixes • Word Choice • Persuasive Appeals • Clauses and phrases • Conflict • Monologue • The difference between exposition and dialogue • Writer’s style – audience, purpose, and literary techniques. 	<p>SKILLS Students will be skilled at (Do)...</p> <ul style="list-style-type: none"> • Crafting a nonfiction narrative. • Analyzing how an author develops his/her purpose through the use of rhetoric. • Citing textual evidence. • Making inferences or drawing conclusions based on information from the text. • Using patterns of word changes to determine meaning. • Vary the word choice in their writing to add vivid description. • Analyzing an author’s purpose for utilizing different persuasive appeals. • Using various types of phrases and clauses to convey specific meaning and add variety. • Analyzing what is revealed by the conflicts in a text • Crafting a fictional monologue • Utilize exposition and dialogue when appropriate for a specific purpose

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"> ● RL9-10.3: 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 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 effects as mystery, tension, or surprise. ● RL9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and 	<p>(bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> ● 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"> ○ a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ○ b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ○ c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ○ d. Use precise words and phrases, telling details, and sensory language to convey a 	<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 broader themes or 	<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. ● L9-10.3: 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. <ul style="list-style-type: none"> ○ a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for

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<p>poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Informational: (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> ● R19-10.2: 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. ● R19-10.3: 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. ● R19-10.4: 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 	<p>vivid picture of the experiences, events, setting, and/or characters.</p> <ul style="list-style-type: none"> ○ e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ● W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● 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. 	<p>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. ● SL9-10.4: 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., 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, 	<p>Writers) appropriate for the discipline and writing type.</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"> ○ a. 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. ○ 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

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<p>tone (e.g., how the language of a court opinion differs from that of a newspaper).</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). <ul style="list-style-type: none"> ○ a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA ● RI9-10.6: 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. ● 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>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)</p> <ul style="list-style-type: none"> ○ 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, 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>meaning, it’s part of speech, or its etymology.</p> <ul style="list-style-type: none"> ○ 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 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.

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 narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p><u>Required Key Assignment Writing Task 1:</u></p> <p>Nonfiction Narrative Guided Process Paper (pp. 52-57)</p>	<ul style="list-style-type: none"> W9-10.3a-e 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><u>Required Key Assignment Speaking & Listening Task:</u></p> <p>Nonfiction Narrative Podcast (pp. 110-111)</p>	<ul style="list-style-type: none"> SL9-10.1 SL9-10.4 SL9-10.5
<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p><u>Required Key Assignment Writing Task 2:</u> <u>Performance-Based Assessment, Part 1:</u> Unassisted Nonfiction Narrative that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 118-119) -or- Unassisted Nonfiction Narrative that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 118-119)</p>	<ul style="list-style-type: none"> W9-10.3a-e W9-10.4 W9-10.9
<ul style="list-style-type: none"> Present information clearly, concisely, and logically. 	<p><u>Speaking and Listening Task 2:</u> <u>Performance-Based Assessment, Part 2:</u> Interpretative Reading using the Nonfiction Narrative from Part 1 (p. 120)</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 narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p><u>Interim Unit Assessment:</u></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"> RL9-10.3, 4, 5 RI9-10.2, 3, 4, 6 W9-10.3a-e, 9 SL9-10.4 L9-10.1a, 1b, 3, 4a, 4b, 5

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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 (pp. 19, 31, 47, 75, 85, 95, 107)</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>