

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 takes to survive. 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 what it takes to survive and who is responsible for covering the costs of survival.

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

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: People must tap into many aspects of their personality in order to survive a life-or-death situation.

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 types of phrases helps to add extra detail, a purpose, or a reason to one’s writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

- Unit EQ: What does it take to survive?
- Whole-Class Learning EQ: Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?
- Small-Group Learning EQ: What type of strength is most valuable in a survival situation?
- Performance-Based Assessment EQ: Should people in life-or-death situations be held accountable for their actions?

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<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>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> <p>CCSS Anchor Language Standards: Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of 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> <p>Vocabulary Acquisition and Use</p> <p>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.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	Acquisition	
<p>KNOWLEDGE <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Author’s Choice: Order of Events 2. Infinitives and Infinitive Phrases 3. Claim or central idea 4. Specific details 5. Punctuation: colons, semicolons, dashes 6. Transitions 7. Participles 8. Participial phrases vs. absolute phrases 9. Characterization, dialogue, monologue 10. Rhetorical devices: parallelism, rhetorical questions, and charged language 11. Elements of an argument 12. Theme and symbol 13. Metaphor and simile 	<p>SKILLS <i>Students will be skilled at (Do)...</i></p> <ol style="list-style-type: none"> 1. Differentiating first from third-person point of view narration 2. Identifying and utilizing infinitives and infinitive phrases 3. Identifying the author’s claim or central idea 4. Identifying specific details and analyzing how the use of that detail adds to the development of the central idea. 5. Utilizing the proper punctuation in their writing. 6. Creating cohesion by properly using transitional words and phrases. 7. Identifying participles and analyzing their impact on meaning. 8. Differentiating between participial and absolute phrases. 9. Analyzing complex characters 10. Identifying rhetorical devices and analyzing how these devices convey the author’s point of view 11. Identifying and utilizing the elements of an argument in speaking and writing. 12. Analyzing how a symbol helps to develop theme 13. Identifying metaphors and similes and analyzing how these add to meaning 	

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		<p>APPLYING INDUSTRY THEME through <i>Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</i> <i>Students will be skilled at (Do)...</i></p> <ol style="list-style-type: none"> 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

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. RL9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <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). RL9-10.5: Analyze how an author’s choices concerning how to structure a 	<p>Text Type (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> W9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> 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 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. SL9-10.3: 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 	<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"> L9-10.2a: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 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.

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<p>text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <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>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 	<ul style="list-style-type: none"> 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. <p>Production and Distribution of Writing (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. <p>Research to Build and Present Knowledge (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> W9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>appropriate to purpose, audience, and task.</p> <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. 	<ul style="list-style-type: none"> L9-10.3a: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. <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 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

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<p>connections that are drawn between them.</p> <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"> RI 9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. 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. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> 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>Range of Writing (bold = assessed on End-of Unit Assessment)</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 setting or a day or two) for a range of tasks, purposes, and audiences. 		<p>determine or clarify its precise meaning, its part of speech, or its etymology.</p> <ul style="list-style-type: none"> 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. L9-10.5b: Analyze nuances in the meaning of words with similar denotations L9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		
<p><i>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.</i></p>		
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 argument 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: Argumentative Guided Process Paper (pp. 168-173)</p>	<ul style="list-style-type: none"> • W9-10.1a-e • 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: Deliver a Multimedia Presentation (pp. 246-247)</p>	<ul style="list-style-type: none"> • SL9-10.1 • SL9-10.4 • SL9-10.5
<ul style="list-style-type: none"> • Write an argument using effective techniques, well-chosen details, and well-organized support of a central claim. • Draw evidence from literary or informational texts to support analysis, reflection, and research 	<p>Required Key Assignment Writing Task 2: <u>Performance-Based Assessment, Part 1:</u> 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)</p>	<ul style="list-style-type: none"> • W9-10.1a-e • 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 2 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL9-10.2, 3, 4, 5 • RI9-10.2, 3, 5, 6, 8 • W9-10.1a-e • L9-10.1a, 1b, 2, 2a, 2b, 3, 4, 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</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>
<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>