

**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 a variety of literary and informational texts that were written during or about the Civil Rights movement in the United States. During the Civil Rights movement, writings and speeches inspired sweeping social change. Students will also examine the elements of an informative essay in order to craft a written essay and present an oral, multimedia presentation during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will attempt to discern what gave those words the power to change a nation.

**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:**

The words we use are incredibly powerful and can impact peoples’ lives in a multitude of ways.

**Reading Understanding:**

The diction an author or speaker chooses to use can change the way the reader or listener thinks about the topic.

**Writing Understanding:**

Using facts and evidence from a reliable source helps to strengthen your credibility as a writer and speaker.

**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 Essential Question:**

How can words inspire change?

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

How did the selections in this section affect those who first heard them or read them?

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

Why do words and actions in some time periods produce meaningful change – and in others do not?

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

Explain how words have the power to provoke, calm, or inspire

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**Acquisition**

<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>Charged language that appeals to emotion (p. 267) RI.9-10.6</li> <li>Rhetorical devices               <ul style="list-style-type: none"> <li>parallelism, repetition, analogy (p. 267) RI.9-10.6</li> <li>antithesis, allusion, rhetorical question (p. 289) RI.9-10.6</li> </ul> </li> <li>Parallel Structure (p.269) L.9-10.1a</li> <li>Latin Root: <i>-plac-</i> (p. 290) L.9-10.4b</li> <li>Relative pronouns and clauses (p. 291) L.9-10.b</li> <li>Elements of an Informative Text (p. 298-303) W.9-10.2a-f</li> <li>Types of Information (direct quotation, paraphrase, summary) (p. 301) W.9-10.8 &amp; L.9-10.3a</li> <li>Latin Root: <i>-trem-</i> (p. 318) RL.9-10.5</li> <li>Poetic form of lyric poems (p.319) RL.9-10.5</li> <li>Punctuation (commas, semicolons, dashes) (p. 320) L.9-10.2 &amp; 2a</li> <li>Latin Root: <i>-voc-</i> (p. 330) L.9-10.4b</li> <li>Cause-and-effect relationships to develop ideas (p. 331) RI.9-10.3</li> <li>Types of transitions (p. 332) W.9-10.2c</li> <li>Point of view and perspective (p. 341) RI.9-10.5</li> <li>Punctuation for dialogue (p. 342) L.9-10.2</li> </ol>	<p><b>Students will be skilled at (Do)...</b></p> <ol style="list-style-type: none"> <li>Identifying and analyzing charged language</li> <li>Identifying and analyzing use of rhetorical devices</li> <li>Identifying and classifying types of parallel structure in order to revise sentences by adding it</li> <li>Defining the Latin root, <i>-plac-</i>, and dissecting words in order to determine their meaning</li> <li>Identifying relative clauses, indicating the noun or pronoun modified within, in order to revise sentences by adding relative clauses</li> <li>Identifying and utilizing the elements of an informative text in speaking and writing</li> <li>Creating cohesion by integrating different types of information effectively</li> <li>Defining the latin root, <i>-trem-</i>, and using an online thesaurus to find synonyms to determine the meaning of <i>-trem-</i> words</li> <li>Analyzing the poetic form of lyric poems</li> <li>Analyzing the effects of the use of punctuation</li> <li>Defining the latin root, <i>-voc-</i>, and identifying additional words that use the same root.</li> <li>Identifying and analyzing an author’s use of cause-and-effect relationships in writing and speaking</li> <li>Creating cohesion and clarity in writing and speaking through the use of a variety of transitions</li> <li>Identifying shifts in point of view/perspective and analyzing the effects created by these shifts</li> <li>Analyzing the author’s use of punctuation in dialogue and the effect it creates</li> </ol>
<p><b>APPLYING INDUSTRY THEME through <i>Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</i></b></p> <p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>Technical skills and academic knowledge</li> <li>Reason and organization</li> <li>Research strategies</li> <li>Industry-specific problem-solving tools</li> <li>Interdisciplinary project assignments/topics</li> </ol> <p>Resources for Applying Industry Theme:</p> <ul style="list-style-type: none"> <li>“Understand CTE Model Curriculum Standards” available on MyPD Course #2505</li> <li>Behaviors of Learning and Teaching <a href="https://goo.gl/U9idsY">https://goo.gl/U9idsY</a></li> </ul>	<p><b>APPLYING INDUSTRY THEME through <i>Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</i></b></p> <p><b>Students will be skilled at (Do)...</b></p> <ol style="list-style-type: none"> <li>Applying appropriate technical skills and academic knowledge</li> <li>Communicating clearly, effectively, and with reason</li> <li>Employing valid and reliable research strategies</li> <li>Engaging in deep critical thinking using challenging material and industry-specific problem solving tools</li> <li>Pointing out connections across subjects in theme-based interdisciplinary projects</li> </ol>

**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
<p><b>Literature:</b> (bold = assessed on End-of Unit Assessment) <b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● <b>RL9-10.5:</b> 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.</li> </ul> <p><b>Informational:</b> (bold = assessed on End-of Unit Assessment) <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● <b>RI9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RI9-10.3:</b> 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.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● <b>RI9-10.5:</b> 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).</li> <li>● <b>RI9-10.6:</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric</li> </ul>	<p><b>Text Type</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>● <b>W9-10.2:</b> 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"> <li>○ <b>W9-10.2a:</b> 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.</li> <li>○ <b>W9-10.2b:</b> 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.</li> <li>○ <b>W9-10.2c:</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>○ <b>W9-10.2d:</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>○ <b>W9-10.2e:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>○ <b>W9-10.2f:</b> 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).</li> </ul> </li> </ul> <p><b>Production and Distribution of Writing</b> (bold = assessed on End-of Unit Assessment)</p>	<p><b>Comprehension and Collaboration</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>● <b>SL9-10.1:</b> 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.</li> <li>● <b>SL9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> </ul> <p><b>Presentation of Knowledge and Ideas</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>● <b>SL9-10.4:</b> 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.               <ul style="list-style-type: none"> <li>○ <b>SL9-10.4a:</b> Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses</li> </ul> </li> </ul>	<p><b>Conventions</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>● <b>L9-10.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>○ <b>L9-10.1a:</b> Use parallel structure</li> <li>○ <b>L9-10.1b:</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.</li> </ul> </li> <li>● <b>L9-10.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>○ <b>L9-10.2a:</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>○ <b>L9-10.2c:</b> Spell correctly.</li> </ul> </li> </ul> <p><b>Knowledge of Language</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>● <b>L9-10.3:</b> 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"> <li>○ <b>L9-10.3a:</b> 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.</li> </ul> </li> </ul> <p><b>Vocabulary Acquisition and Use</b> (bold = assessed on End-of Unit Assessment)</p>

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Reading	Writing	Speaking & Listening	Language
<p><b>to advance that point of view or purpose.</b> <b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>RI 9-10.9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul> <p><b>Research to Build and Present Knowledge (bold = assessed on End-of Unit Assessment)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>W9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.               <ul style="list-style-type: none"> <li>W9-10.9b: Apply grades 9-10 Reading standards to literary nonfiction.</li> </ul> </li> </ul> <p><b>Range of Writing (bold = assessed on End-of Unit Assessment)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>domain specific vocabulary, and provides a conclusion that summarizes the main points.</p> <ul style="list-style-type: none"> <li>SL9-10.4b: 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.</li> <li>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.</li> <li>SL9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><b>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.</b> <ul style="list-style-type: none"> <li>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.</li> <li><b>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.</b></li> <li><b>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.</b></li> <li>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).</li> </ul> </li> <li>L9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.           <ul style="list-style-type: none"> <li>L9-10.5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> </ul> </li> </ul>

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"> <li>• Write an informative essay using effective techniques, well-chosen details, and well-organized support of a central claim.</li> <li>• Develop, organize, and utilize style appropriate to task, purpose, and audience.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, and rewriting</li> </ul>	<p><b>Required Key Assignment Writing Task 1:</b> <b>Performance Task – Writing Focus</b> Informative Teacher-Guided Process Paper (pp. 298-303)</p>	<ul style="list-style-type: none"> <li>• W9-10.2a-f</li> <li>• W9-10.4</li> <li>• W9-10.5</li> <li>• W9-10.9</li> <li>• L9-10.3a</li> </ul>
<ul style="list-style-type: none"> <li>• Participate in collaborative discussions.</li> <li>• Present information clearly, concisely, and logically.</li> <li>• Make strategic use of digital media.</li> </ul>	<p><b>Required Key Assignment Speaking &amp; Listening Task:</b> <b>Performance Task – Speaking &amp; Listening Focus</b> Deliver a Multimedia Presentation (pp. 344-345)</p>	<ul style="list-style-type: none"> <li>• SL9-10.1</li> <li>• SL9-10.4</li> <li>• SL9-10.5</li> </ul>
<ul style="list-style-type: none"> <li>• Write an informative essay using effective techniques, well-chosen details, and well-organized support of a central claim.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research</li> </ul>	<p><b>Required Key Assignment Writing Task 2:</b> <b>Performance-Based Assessment, Part 1</b> Unassisted Informative Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 352-353) -or- Unassisted Informative Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 352-353)</p>	<ul style="list-style-type: none"> <li>• W9-10.1a-e</li> <li>• W9-10.4</li> <li>• W9-10.9</li> </ul>
<ul style="list-style-type: none"> <li>• Interpret words and phrases.</li> <li>• Determine technical, connotative, and figurative meanings.</li> <li>• Analyze how specific word choices shape meaning or tone.</li> <li>• Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</li> </ul>	<p><b>Interim Unit Assessment:</b>  Unit 3 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> <li>• RL9-10. 5</li> <li>• RI9-10.3, 6</li> <li>• W9-10.2a-f</li> <li>• L9-10.1, 1a, 1b, 2, 2a, 3a, 4, 4b, 4d,</li> </ul>

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>	
<ul style="list-style-type: none"> <li>Assess how point of view or purpose shapes the content and style of a text.</li> </ul>	
Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> <li>Interpret words and phrases.</li> <li>Determine technical, connotative, and figurative meanings.</li> <li>Analyze how specific word choices shape meaning or tone.</li> <li>Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</li> <li>Assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><b><u>Required Key Assignment Reading Task:</u></b></p> <p>Analyze Craft and Structure</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Constructed Responses: Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Speaking and Listening – Collaborative Conversations</p>
<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says</li> </ul>	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> <li>Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> </ul>	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p>Conventions Activities</p>
<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> <li>Present information clearly, concisely, and logically.</li> </ul>	<p>Performance-Based Assessment, Part 2, Speaking and Listening</p>