

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 examine whether or not we determine our own destiny. Students will also examine the elements of an argumentative 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 consider how destinies get determined.

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:

Think critically before making decisions.

Reading Understanding:

Studying drama helps us to play out scenarios of the human experience.

Writing Understanding:

A strong piece of literary criticism incorporates the same elements of a strong argument.

Language Understanding:

Learning Latin roots and affixes can help us expand our vocabulary.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

Do we determine our own destinies?

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

Which has a greater impact on the characters in these texts: destiny or personal choices?

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

What is compelling about stories in which people face a tragic destiny?

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

Should the opinions of others affect our own choices or destinies?

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Acquisition

KNOWLEDGE	SKILLS
<p>Students will know...</p> <ol style="list-style-type: none"> Latin Prefix: <i>trans-</i> (p.397) L9-10.4b Elements of Drama (p. 398) RL.9-10.3 Oxymoron (p.399) L9-10.5a Latin prefix: <i>counter-</i> (p. 421) L9-10.4b Iambic pentameter (p.422) RL9-10.5 Latin prefix: <i>ex-</i> (p. 447) L9-10.4b Dramatic speeches: soliloquy, aside, and monologue (p. 448) RL9-10.5 Latin root: <i>-stress-</i> (p. 463) L9-10.4b Dramatic irony: comic relief and pun (p.464) RL9-10.5 Elements of a tragedy: motives, fate, tragic flaw (p. 481) RL9-10.3 Parallelism (p. 483) L9-10.1a Multiple-meaning words (p. 491) L9-10.5 Archetype, archetypal themes, and universal themes (p. 492) RL9-10.9 Elements of Literary Criticism (p. 494) W9-10.1a-e Using Quotations – direct & indirect (p. 497) L9-10.2b Latin root: <i>-cred-</i> (p. 512) L.9-10.4b Elements of argumentation (p. 513) RI9-10.8 Transitions (p. 514) W.9-10.2c Latin prefix: <i>inter-</i> (p. 521) L9-10.4b Elements of a news article and journalism (p. 522) RI9-10.5 Appositive and absolute phrases (p. 523) L9-10.1b <p>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</p> <p>Students will know...</p> <ol style="list-style-type: none"> Technical skills and academic knowledge Reason and organization Research strategies Industry-specific problem-solving tools Interdisciplinary project assignments/topics <p>Resources for Applying Industry Theme:</p> <ul style="list-style-type: none"> “Understand CTE Model Curriculum Standards” available on MyPD Course #2505 Behaviors of Learning and Teaching https://goo.gl/U9idsY 	<p>Students will be skilled at (Do)...</p> <ol style="list-style-type: none"> Identifying and defining words that use the prefix <i>trans-</i> Analyzing characters’ dialogue and what it reveals about them Identifying and analyzing the meaning and effect of the use of oxymorons Defining the meaning of words that use the prefix <i>counter-</i> Identifying and analyzing the purpose for/effect of using iambic pentameter Defining the meaning of words that use the prefix <i>ex-</i> Analyzing the meaning and effects of the use of dramatic speeches in plays Defining the meaning of words that use the prefix <i>-stress-</i> Analyzing the meaning and effects of the use of dramatic irony Identifying and analyzing the elements of a tragedy Identifying and crafting parallel structure in writing Identifying and differentiating the meaning between multiple-meaning words (homophones and/or homographs) Analyzing the archetypal theme between two different texts Crafting a literary criticism that compares and evaluates two different texts Properly using direct and indirect quotations. Defining words that use the root <i>-cred-</i> Analyzing the effectiveness of an argument Identifying and explaining the type of relationship for different transition words Defining words that use the prefix <i>inter-</i> Analyzing the elements of a news article Identifying and crafting appositive and absolute phrases <p>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</p> <p>Students will be skilled at (Do)...</p> <ol style="list-style-type: none"> Applying appropriate technical skills and academic knowledge Communicating clearly, effectively, and with reason Employing valid and reliable research strategies Engaging in deep critical thinking using challenging material and industry-specific problem solving tools Pointing out connections across subjects in theme-based interdisciplinary projects

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>Literature: (bold = assessed on End-of Unit Assessment)</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> RL9-10.3: 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 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>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> RL9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). 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). <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, 	<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. W9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Presentation of Knowledge and Ideas (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> SL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <ul style="list-style-type: none"> 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 	<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"> L9-10.2b: Use a colon to introduce a list or quotation. <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. <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

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Reading	Writing	Speaking & Listening	Language
<p>and 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> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> RI9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <p>Craft and Structure</p> <ul style="list-style-type: none"> RI9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> RI9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. RI9-10.8: Deliniate 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. 	<ul style="list-style-type: none"> W9-10.2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> W9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <p>Research to Build and Present Knowledge (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> W9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the 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. <ul style="list-style-type: none"> W9-10.9b: Apply grades 9-10 Reading standards to literary nonfiction. <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>modulation) to achieve the desired aesthetic effect.</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. 	<p>function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> L9-10.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L9-10.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> L9-10.5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or 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

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i></p> <ul style="list-style-type: none"> • Write an argumentative essay using effective techniques, well-chosen details, and well-organized support of a central claim. • Develop, organize, and utilize style appropriate to task, purpose, and audience. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Develop and strengthen writing as needed by planning, revising, editing, and rewriting. 	<p>Required Key Assignment Writing Task 1: Performance Task – Writing Focus Argumentative Teacher-Guided Process Paper (pp. 494-499)</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: Performance Task – Speaking & Listening Focus Present an Argument - Multimedia (pp. 530-531)</p>	<ul style="list-style-type: none"> • SL9-10.1 • SL9-10.4 • SL9-10.5
<ul style="list-style-type: none"> • Write an argumentative essay 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: Performance-Based Assessment, Part 1 Unassisted Argumentative Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 538-539) -or- Unassisted Argumentative Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 538-539)</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 4 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 • RI9-10.5, 8 • W9-10.1a-e, 2c • L9-10.1, 1a, 1b, 4, 4a, 5a

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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>Required Key Assignment Reading Task:</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>Performance-Based Assessment, Part 2, Speaking and Listening</p>