

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 journeys of transformation. They will also examine the elements of an explanatory essay in order to craft a written essay and deliver a multimedia presentation during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider what draws people to seek new horizons.

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:

“It is good to have an end to journey toward; but it is the journey that matters, in the end.” – Ursula K. LeGuin, *The Left Hand of Darkness*

Reading Understanding:

The way an author organizes the text can create different effects and experiences for the reader.

Writing Understanding:

Clarity in explanatory writing is critical so that the reader understands the topic.

Language Understanding:

Analyzing the parts of a word can help the reader discover the meaning of the word.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

What can we learn from a journey?

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

How do personal strengths and weaknesses shape a journey?

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

What different types of journeys are there and how can they transform someone?

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

When does the journey matter more than the destination?

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Acquisition

KNOWLEDGE

Students will know...

1. Word Parts: prefixes and suffixes (p. 591) L9-10.4b
2. Elements of an oral tradition: epic hero, *in media res*, flashback (p. 592) RL9-10.5
3. Simile and epic simile (p. 619) RL9-10.4
4. Latin root: *-sem-*, *-sim-* (p. 620) L9-10.4b
5. Inverted word order (p. 621) L9-10.1&3
6. Elements of an explanatory essay (p. 640) W9-10.2a-f
7. Denotation and Connotation (p. 643) L9-10.4c
8. Latin suffix: *-ine* (p. 656) L9-10.4b
9. Plot devices: foreshadowing and situational irony (p. 657) RL9-10.5
10. Active and passive voice (p. 658) L9-10.1
11. Etymology: Greek names (p. 664) L9-10.4c
12. Development of ideas in interviews (p. 665) RI9-10.3
13. Gerunds and gerund phrases (p. 666) L9-10.1b
14. Anglo-Saxon suffix: *-some* (p. 678) L9-10.4b
15. Simile, metaphor, and extended metaphor (p. 678) L9-10.5
16. Point of view

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

Students will know...

17. Technical skills and academic knowledge
18. Reason and organization
19. Research strategies
20. Industry-specific problem-solving tools
21. Interdisciplinary project assignments/topics

Resources for Applying Industry Theme:

- “Understand CTE Model Curriculum Standards” available on MyPD Course #2505
- Behaviors of Learning and Teaching <https://goo.gl/U9idsY>

SKILLS

Students will be skilled at (Do)...

1. Defining words by breaking apart a word by its affixes
2. Analyzing an oral tradition in order to determine what it tells us about the character traits of the narrator
3. Analyzing similes and their purpose in the text
4. Defining words by analyzing the use of the roots *-sem-* and *-sim-*
5. Identifying words that are used in an inverted order
6. Crafting an effective explanatory essay that is well organized, written succinctly, and uses all of the elements that they learned during the unit.
7. Checking for accuracy by using a dictionary and thesaurus
8. Defining words by analyzing the use of the suffix *-ine*
9. Analyzing the foreshadowing and situational irony used in a text
10. Identifying the verb or verb phrase in a sentence, analyzing whether it is active or passive, and then revising passive verbs to be more active
11. Researching the etymology of words that come from Greek names
12. Analyzing how interview techniques are used to introduce, build on, or clarify an idea
13. Identifying the gerund phrase and analyzing how it functions within the sentence
14. Defining words by analyzing the use of the suffix *-some*
15. Identifying the use of similes and metaphors and analyzing their effects on the reader
16. Identifying the point of view used in the text and citing textual evidence to support their claim

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

Students will be skilled at (Do)...

17. Applying appropriate technical skills and academic knowledge
18. Communicating clearly, effectively, and with reason
19. Employing valid and reliable research strategies
20. Engaging in deep critical thinking using challenging material and industry-specific problem solving tools
21. 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"> ● RL9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL9-10.3: 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"> ● RL9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ● 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>). 	<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. ● W9-10.2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective use of coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <ul style="list-style-type: none"> ○ W9-10.2a: Introduce a topic or thesis statement; 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. ○ W9-10.2b: 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. ○ W9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the 	<p>Presentation of Knowledge and Ideas (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 ● SL9-10.1a: 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 ● SL9-10.1b: Work with peers to set rules for 	<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"> ○ L9-10.1b: 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"> ○ L9-10.2c: 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. <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
<ul style="list-style-type: none"> 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, and poems, in the grades 9-10 text 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 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. 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). <ul style="list-style-type: none"> RI9-10.5a: 	<p>relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> W9-10.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic. W9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implication) <p>Production and Distribution</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. <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"> W9-10.9a: Apply grades 9-10 Reading standards to literature 	<p>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</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. 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, 	<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. L9-10.4c: 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. 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"> L9-10.5b: 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.

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Reading	Writing	Speaking & Listening	Language
<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>and evidence and to add interest.</p> <ul style="list-style-type: none"> SL9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	
<p>CCSS Standards Link: http://www.corestandards.org/ELA-Literacy/ CTE Model Curriculum Standards Link: http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp</p>			

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 explanatory 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 Explanatory Teacher-Guided Process Paper (pp. 640-645)</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 Deliver a Multimedia Presentation (pp. 682-683)</p>	<ul style="list-style-type: none"> • SL9-10.1 • SL9-10.4 • SL9-10.5
<ul style="list-style-type: none"> • Write an explanatory 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 Explanatory Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 690-691) -or- Unassisted Explanatory Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 690-691)</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 5 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL9-10.1, 3, 4, 5 • RI9-10.3, 5 • W9-10.2a-f • L9-10.1, 1b, 4, 4a, 4b, 5, 5b

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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>