

Unit 1: Reflecting on the Past

STAGE 1 DESIRED RESULTS		
ESTABLISHED GOALS Standards Writing: Informational - Choice of product CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Transfer	
	<i>Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand how reflecting on the past shapes future goals.</i>	
	Meaning	
	UNDERSTANDINGS U1: Reflecting on the past can be beneficial in avoiding repeated mistakes in the future. U2: Experiences impact behavior and opinions. U3: Informational text can be used to demonstrate learning.	ESSENTIAL QUESTIONS EQ1: How does reflecting on the past shape future goals? EQ2: What does the past have to do with the future? EQ3: When is it most beneficial to reflect on the past? EQ4: In what ways do we use informational text?
	Acquisition	
	<i>Students will know...</i> K1: Elements of informational writing: bias, statistics, tone, audience, grade-appropriate conventions	<i>Students will be skilled at...</i> S1: Writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions S2: Selecting relevant textual evidence

CC.1.4.9–10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9–10.E

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9–10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.T

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.

to support analysis of fiction and nonfiction works

S3: Selecting relevant textual evidence in their informational writing

S4: Determining theme

S5: Organizing writing to add interest

S6: Writing with an awareness of style

S7: Demonstrating a command of conventions

Reading:

CC.1.2.9–10.A

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.

CC.1.2.9–10.B

Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a Subject.

CC.1.2.9–10.C Apply appropriate strategies to **analyze, interpret, and evaluate** how an 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.

CC.1.2.9–10.F

Analyze how **words and phrases shape meaning** and tone in texts.

CC.1.2.9–10.G

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.

CC.1.2.9–10.I

Analyze seminal U.S. documents of historical and literary significance, including

how they address related themes and concepts.

CC.1.2.9–10.J

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.

CC.1.2.9–10.K

Determine or clarify the meaning of **unknown and multiple-meaning words** and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9–10.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.9–10.A

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.

CC.1.3.9–10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and

conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9–10.C

Analyze how **complex characters develop over the course of a text**, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9–10.I

Determine or clarify the meaning of **unknown and multiple-meaning words** and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9–10.J

Acquire and use accurately grade appropriate **general academic and domain-specific words** and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: Power

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.2.9–10.D

Determine an author's particular **point of view** and analyze how rhetoric advances the point of view.

CC.1.2.9–10.E

Analyze in detail how an **author's ideas or claims are developed** and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.2.9–10.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9–10.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Transfer

Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand how power can be used or abused.

Meaning

UNDERSTANDINGS

U1: Power or lack of power affects individuals

U2: With power comes responsibility

U3: Narrators tell the story from their own point of view

ESSENTIAL QUESTIONS

EQ1: Why is power achievable for some but not all?

EQ2: What are the factors which create an imbalance of power?

EQ3: What role does ambition play in the acquisition of power?

EQ4: How do you know if a narrator is reliable?

Acquisition

Students will know...

K1: Content specific terms: soliloquy, monologue, aside, irony, stage directions, universal significance, rhetoric*

Students will be skilled at...

S1: Analyzing how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

S2: Analyzing the development of characters and how that plays a role in the perception of power

S3: Critiquing the point of view and position of the narrator

S4: Organizing writing to add interest and aid understanding

S5: Writing with an awareness of style

S6: Demonstrating a command of conventions

CC.1.3.9–10.A

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.

CC.1.3.9–10.B

Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9–10.C

Analyze how **complex characters** develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9–10.D

Determine the **point of view of the text** and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9–10.G

Analyze the representation of a subject or a key **scene in two**

different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9–10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9–10.J

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9–10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Unit 3: Acceptance

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

WRITING - ARGUMENT (Research - Extended Writing Piece)

CC.1.4.9–10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9–10.H

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9–10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

CC.1.4.9–10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a

Transfer

Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand how empathy empowers acceptance.

Meaning

UNDERSTANDINGS

U1: Empathy empowers acceptance.

U2: Authors use rhetorical techniques to persuade readers.

ESSENTIAL QUESTIONS

EQ1: What does empathy look like?

EQ2: How does an author evoke empathy in readers?

EQ3: What is the difference between acceptance versus tolerance?

Acquisition

Students will know...

K1: How to conduct academic research: reliable/appropriate resources, the processes of drafting, editing, and revising, proper MLA format

K2: How authors manipulate word order and the structure of a text to advance the purpose

Students will be skilled at...

S1: Identifying and utilizing persuasive tactics to construct an argument

S2: Reading and analyzing across various genres

S3: Writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating

grade-appropriate command of conventions

S4: Using organization to create clear relationships between ideas

S5: Developing and strengthening their writing

S6: Determining and evaluating author's point of view

S7: Maintaining an awareness of style

S8: Demonstrating command of conventions

concluding statement or section that follows from and supports the argument presented.

CC.1.4.9–10.K

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9–10.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.V

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.

CC.1.4.9–10.W

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.

Unit 4: Identity & Individuality

STAGE 1 DESIRED RESULTS		
ESTABLISHED GOALS Standards Writing: Narrative CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so	Transfer	
	<i>Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand how our values and priorities shape our connection to the world around us.</i>	
	Meaning	
	UNDERSTANDINGS U1: They are interconnected with the world around them U2: Identities are ever-evolving, while it is important to recognize our common humanity	ESSENTIAL QUESTIONS EQ1: What makes you who you are? EQ2: What authentic experiences shape our paradigm? EQ3: How do values and priorities shape your connection to the world?
	Acquisition	
	<i>Students will know...</i> K1: Elements of narrative technique: dialogue, description, reflection, multiple plotlines, pacing, precise words and phrases, telling details, and sensory language	<i>Students will be skilled at...</i> S1: Writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions S2: Developing and strengthening their writing S3: Employing narrative techniques S4: Organizing writing to add interest S5: Writing with an awareness of style S6: Demonstrating a command of conventions

that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.Q

Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9–10.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.T

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.

