

BCS Literacy Vision

Unit Overview

In this unit, students will read about many people who feel they don't conform to what is considered "normal".

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand their knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which they effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with their team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- *Do people need to belong?*

Anchor Text(s)

- Anchor Text, Short Story: **The Metamorphosis**, translated by Ian Johnston (1310L)
- Media, Video: **Franz Kafka and Metamorphosis**, BBC

Related Texts

Informational Texts

- Argument: **Revenge of the Geeks**, Alexandra Robins (1050L)
- Newspaper Article: **Outsider's Art is Saluted at Columbia, Then Lost Anew**, Vivian Lee (1120L)

Literary Texts

- Short Story: **The Doll's House**, Katherine Namsfield (740L)
- Poetry Collection: **Sonnet, With Bird**, Sherman Alexie (NP)
- Poetry Collection: **Elliptical**, Harryette Mullen (NP)
- Poetry Collection: **Fences**, Pat Mora (NP)
- Myth: **The Orphan Boy and the Elk Dog, Blackfoot**, retold by Richard Erdoes and Alfonso Ortiz (950L)
- Memoir: **By Any Other Name from Gifts of Passage**, Santha Rama Rau (1100L)

Non-Print Texts:

- Lecture: Encountering the Other: **The Challenge for the 21st Century**, Ryszard Kapuscinski
- Media, Radio Broadcast: **Fleeing to Dismal Swamps, Slaves and Outcasts Found Freedom**, Sandy Hausman

End-of-Unit Assessment:

Part 1: Writing to Sources:

Students will write an argument on the following topic: *Is the experience of being an outsider universal?*

Part 2: Speaking & Listening:

After writing the argument, students will use it as the foundation for a three- to five-minute oral presentation.

Week 1

Day 1	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Deepen their perspective of outsiders and outcasts by reading, writing, speaking, listening, and presenting. ○ Launch Text: Read <i>“Isn’t Everyone a Little Bit Weird?”</i>. They will then be asked to identify the way the writer builds a case, what the writer’s position is and how it is supported. ○ Add new words to their Word Network as they read texts in the unit. ○ Write a summary of the Launch Text. ○ Participate in an activity related to the unit theme. ○ Write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Table of Contents Preview: Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 3	Instructional Plan
Text(s): The Metamorphosis by Frank Kafka	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read. ○ Respond: Complete Comprehension check and writing a brief summary of the selection.

Day 4	Instructional Plan
<p>Text(s):</p> <p>The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence.
Day 5	Instructional Plan
<p>Text(s):</p> <p>The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Students complete comprehension questions. The Metamorphosis: First Read Extension Questions. Students research one unfamiliar detail from the text.
Week 2	
Day 6	Instructional Plan
<p>Text(s):</p> <p>The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Examine examples of Absurdist literature. Analyze Craft and Structure: Modernism

Day 7	Instructional Plan
<p>Text(s):</p> <p>The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: distress, amelioration, aversion, asphyxiation, listlessly, travail ○ Complete activities related to synonyms and literal meanings of words. ○ Add new words to their Word Network as they read texts in the unit.
Day 8	Instructional Plan
<p>Text(s):</p> <p>The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: distress, amelioration, aversion, asphyxiation, listlessly, travail ○ Complete activities related to synonyms and literal meanings of words. ○ Add new words to their Word Network as they read texts in the unit.
Day 9	Instructional Plan
<p>Text(s):</p> <p>The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities explaining the function of verb phrases.

Day 10	Instructional Plan
<p>Text(s): short story The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Write a pitch to have “The Metamorphosis” made into a movie.
Week 3	
Day 11	Instructional Plan
<p>Text(s): short story The Metamorphosis by Frank Kafka</p>	<p><u>Student Learning Target:</u> 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively. 9-10.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence. 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Debate putting “The Metamorphosis” on the required reading list. Add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: “The Metamorphosis”
Day 12	Instructional Plan
<p>Text(s): Frank Kafka and Metamorphosis BBC documentary</p>	<p><u>Student Learning Target:</u> 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively. 9-10.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence. 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Debate putting “The Metamorphosis” on the required reading list. Add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: “The Metamorphosis”

	Instructional Plan	
Text(s): Frank Kafka and Metamorphosis BBC documentary	<u>Student Learning Target:</u> 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.	
	<ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Write a visual analysis from the video. Conduct a discussion about metamorphosis. Add notes and evidence that will be used to inform the Performance-Based Assessment. 	
Day 14	Instructional Plan	
Text(s):	<u>Student Learning Target:</u> 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 9-10.W.TTP.1.a Introduce precise claim(s). 9-10.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 9-10.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	
	<ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Write an argument asking if outsiders are simply those who are misjudged or misunderstood? PreWriting/Planning: Students narrow the topic, use varied types of evidence, and connect across texts. Drafting: Students organize and write a first draft. 	
Day 15	Instructional Plan	
Text(s):	<u>Student Learning Target:</u> 9-10.L.KL.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. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.	

	<p>9-10.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>9-10.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>9-10.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>9-10.W.PDW.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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Create Cohesion: Transitions: Choose transitions that help readers follow the flow of ideas. Revising: Evaluate and revise draft utilizing peer reviews. Editing and Proofreading: Edit for conventions and proofread for accuracies. Publishing and Presenting: Create a final version of their argument and share in small groups. Reflecting: Reflect on their argument.
--	---

Week 4

Day 16	Instructional Plan
<p>Text(s):</p> <p>Short story “The Doll’s House”, Katherine Mansfield</p>	<p><u>Student Learning Targets:</u></p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Make a schedule with group for completing tasks. Choose specific roles for each member.
Day 17	Instructional Plan
<p>Text(s):</p> <p>Short story “The Doll’s House”, Katherine Mansfield</p>	<p><u>Student Learning Targets:</u></p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete First Read: Notice: how characters' words and actions reflect their class status Annotate: details that illuminate characters feelings and connections, or lack of, with one another Connect: the characters/events to life or other texts Respond: Write a summary to demonstrate understanding

	<ul style="list-style-type: none"> ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text OR research an interesting topic. ○ Respond to questions about the text, citing textual evidence.
Day 18	Instructional Plan
Text(s): Short story “ The Doll’s House ”, Katherine Mansfield	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of the word or phrase.</p> <p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Close Read the text, analyzing the text for: <ul style="list-style-type: none"> symbolism narrator’s attitude tone (using inference to determine) climax theme ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text OR research an interesting topic. ○ Respond to questions about the text, citing textual evidence. ○ Use context clues to determine meanings of concept vocabulary: <i>shunned, sneered, spitefully</i>
Day 19	Instructional Plan
Text(s): Short story “ The Doll’s House ”, Katherine Mansfield	<p><u>Student Learning Target:</u></p> <p>9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Determine the author’s style within the text by analyzing <ul style="list-style-type: none"> diction-formal/informal syntax-complex/simple ○ Write a response to the text, citing evidence to support their points. ○ Complete selection test for <i>A Doll’s House</i>.

Day 20	Instructional Plan
Text(s): Poetry “Sonnet, With Bird” Sherman Alexie “Elliptical” Harryette Mullen “Fences” Pat Mora	<u>Student Learning Target:</u> 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9 th -10 th grade-level text by choosing flexibly from a range of strategies. Use context clues to determine the meanings of unfamiliar words. Use morphological elements to determine the meanings of unfamiliar words 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently. <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Close Read the text: Notice: the speaker of the poem; what is being described: story? moment? Annotate passages of interest-/what do the details reveal about the author of the poem? What is the theme of the poem? Connect to life and to other texts Respond by writing a summary of the poem Complete comprehension questions. Research one unfamiliar detail from the text OR research an interesting topic. Respond to questions about the text, citing textual evidence. Use context clues to determine meanings of concept vocabulary
Week 5	
Day 21	Instructional Plan
Text(s): Poetry “Sonnet, With Bird” Sherman Alexie “Elliptical” Harryette Mullen “Fences” Pat Mora	<u>Student Learning Target:</u> 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9 th -10 th grade-level text by choosing flexibly from a range of strategies: morphological elements; reference sources 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete a close reading to: identify figurative language-hyperbole and determine author’s purpose in using it. <ul style="list-style-type: none"> Analyze poetic forms-end stopped; enjambed; free verse; prose poem; meter and verse form Answer craft and structure questions citing text evidence to support answers Rewrite one of the poems, altering the forms and structure. Notice how changing the form changes the impact of the poem. Complete selection test

Day 22	Instructional Plan
<p>Text(s):</p> <p>News article “Revenge of the Greeks” Alexandra Robbins</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p> <p>9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively.</p> <p>9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Read: ○ Notice: the author’s description of <i>geeks</i> ○ Annotate: passages of interest to revisit ○ Connect: what it means to conform or stand out in their school environment ○ Respond: Answer comprehension questions and write a summary to demonstrate understanding ○ Close Read to: ○ Analyze diction and draw conclusions about the author’s purposes ○ Analyze craft and structure: reasoning and evidence-find the author’s claim and detail the evidential proof ○ Determine most compelling textual evidence to support conclusions
Day 23	Instructional Plan
<p>Text(s):</p> <p>News article “Revenge of the Greeks” Alexandra Robbins</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.L.KL.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>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p>9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p>

	<p>9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <p>9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Find examples of parallel sentence elements in the text Discuss reasons parallel structure is used and the reasons for it Practice using parallel structure in real-life examples Respond to the text by writing a paragraph using parallel structure Students create a multimedia presentation. Complete the selection test.
Day 24	Instructional Plan
<p>Text(s):</p> <p>“Encountering the Other: The Challenge for the 21st Century” Ryszard Kapuscinski</p>	<p><u>Student Learning Targets:</u></p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p>10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete vocabulary activities to understand new concept words: doctrine; totalitarian; ideologies Complete First Read: Notice: Author's line of argument; tone-author's attitude Annotate: Passages containing concept words and evidence of author's own opinions Connect: Look for connections to current events Respond: answer questions and write a summary Research an interesting or unfamiliar detail from text Complete Close Read: Analyze the text: <ul style="list-style-type: none"> infer tone trace deductive reasoning infer social commentary analyze figurative language-<u>metaphor</u> analyze rhetorical devices-<u>rhetorical question</u>

Day 25	Instructional Plan
<p>Text(s):</p> <p>“Encountering the Other: The Challenge for the 21st Century” Ryszard Kapuscinski</p>	<p><u>Student Learning Targets:</u> 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. 9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. 9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: doctrine; totalitarian; ideologies.
Week 6	
Day 26	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively</p> <ul style="list-style-type: none"> • Students will <ul style="list-style-type: none"> ○ Students will analyze the text, gather evidence and media examples, and organize ideas. ○ Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. ○ Students present as a group and use checklist items to evaluate.

Day 27	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u></p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Create a Schedule ○ Practice what you have learned <ul style="list-style-type: none"> • Take Notes • Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 28	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u></p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Write about a paragraph that grabbed their interest. ○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	Instructional Plan
Text(s): PERFORMANCE-BASED ASSESSMENT	<p><u>Student Learning Target:</u></p> <p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>9-10.W.TTP.1.a Introduce precise claim(s).</p> <p>9-10.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>9-10.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>9-10.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>9-10.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.</p> <p>9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>

	<ul style="list-style-type: none">Students will:<ul style="list-style-type: none">Prep for P.B.A.Review Evidence for Argument; Students evaluate the strength of their evidenceEvidence Log; Students add notes and evidence that will be used to inform the Performance-Based Assessment.Writing to Sources: Argument; Students will write an argument where they answer the question of whether the experience of being an outsider is universal?Argument Rubric; Students use the rubric to guide their revisions.
Day 30	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE-BASED ASSESSMENT</p>	<p><u>Student Learning Target:</u> 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none">Students will:<ul style="list-style-type: none">Speaking and Listening: Oral Presentation; Students plan and present a brief three- to five-minute oral presentation.Reflect on the Unit; Students reflect on Unit goals, learning strategies, and the text.Complete Unit Test