

BCS Literacy Vision

Grade 10

Unit Overview

In this unit,

Students will be able to:

- Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly integrate quotations and other evidence into written texts and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- *What is the relationship between power and freedom?*

Anchor Text(s)

- Born Free: **Children and the Struggle for Human Rights** (1100L)
- Anchor Text, Speech: **“from The “Four Freedoms” Speech**, Franklin D. Roosevelt (1300L)
- Speech: **“Inaugural Address”** John F. Kennedy (1410L)
- Media, Video: **“Inaugural Address”** John F. Kennedy

Related Texts

Informational Texts

- Speech: **“Speech at the United Nations”** Malala Yousafzai (870L)
- Essay: **“Misrule of Law”** Aung San Suu Kyi (1200L)
- Personal Essay: **“Credo: What I Believe”** Neil Gaiman (1070L)

Literary Texts

- Poetry Collection: **“Caged Bird”** Maya Angelou (NP)
- Poetry Collection: **“Some Advice To Those Who Will Serve Time in Prison”** Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk (NP)
- Short Story: **“The Sensors”** Luisa Valenzuela, translated by David Unger (1170L)
- Short Story: **“Harrison Bergeron”** Kurt Vonnegut, Jr. (810L)

Nonprint Texts

- Media, Interview: **Diane Sawyer Interviews Malala Yousafzai**, ABC News
- Media: Informational Text: **Law and the Rule of Law: The Role of Federal Courts**, Judicial Learning Center

End-of-Unit Assessment:

Part 1: Writing to Sources:

Informative Essay: Students will write an informative essay on the following topic: What does it mean to “be free”?

Part 2: Speaking & Listening:

After writing their essay, students use it as a foundation for a five- to ten-minute multimedia presentation.

Week 1

Day 1	Instructional Plan
<p>Text(s):</p> <p>“Born Free: Children and the Struggle for Human Rights”</p>	<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">○ Read “Born Free: Children and the Struggle for Human Rights” and participate in discussions about extending freedom’s reach.○ participate in discussions about extending freedom’s reach.○ Students add new words to their Word Network as they read texts in the unit: attribute; hierarchy; demarcate; fundamental; democracy○ Students write a <u>critical summary</u> of the Launch Text○ Students participate in an activity related to the unit theme.○ Students write a response to the QuickWrite prompt: What does it mean to be free?○ Students add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
<p>Text(s):</p> <p>“Born Free: Children and the Struggle for Human Rights”</p>	<p><u>Student Learning Target:</u> 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. 9-10:KID.2 Determine a 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">○ Table of Contents: Preview the selections in the unit and discuss how they relate to the EQ and unit topic.○ Listen actively○ Clarify by asking questions○ Monitor understanding○ Interact and share ideas

Day 3	Instructional Plan
<p>Text(s):</p> <p>from The “Four Freedoms” Speech Franklin Delano Roosevelt</p>	<p><u>Student Learning Target:</u> 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"> ○ Predict and confirm meanings of new vocabulary words as they read. ○ Complete First Read: ○ Notice that the text is a speech, who the audience is, and the historical details given ○ Annotate passages that express Roosevelt's main ideas, including the four freedoms he outlines ○ Connect the four freedoms speech to their own lives. ○ Respond by writing an objective summary
Day 4	Instructional Plan
<p>Text(s):</p> <p>from The “Four Freedoms” Speech Franklin Delano Roosevelt</p>	<p><u>Student Learning Target:</u> 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"> ○ Students complete comprehension questions ○ Students will research one unfamiliar detail from the text. ○ Students choose item from speech that interests them and formulate research question
Day 5	Instructional Plan
<p>Text(s):</p> <p>from The “Four Freedoms” Speech Franklin Delano Roosevelt</p>	<p><u>Student Learning Target:</u> 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary. 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text. 9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts. 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.</p>

- Students will:
 - Close Read the text and complete the close read sections/questions in the selection
 - Analyze the Text: Students will respond to questions about the text, citing textual evidence.
 - Analyze Craft & Structure of Seminal Documents: Students will discuss how Roosevelt used appeals to logic in his speech.

Week 2

Day 6	Instructional Plan
<p>Text(s):</p> <p>from The “Four Freedoms” Speech Franklin Delano Roosevelt</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. 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: pacification; tyranny; propaganda; disarmament; appeasement; treachery ○ Students complete activities with the root –pac- ○ Add new words to their Word Network as they read texts in the unit. ○ Students complete activities locating elements of parallel structure.
Day 7	Instructional Plan
<p>Text(s):</p> <p>“Inaugural Address” John F. Kennedy</p>	<p><u>Student Learning Target:</u> 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"> ○ Notice, historical period of the speech ○ Annotate, passages expressing Kennedy's intentions to protect liberty and human rights ○ Connect, Kennedy's address and Roosevelt's speech ○ Respond by answering questions to demonstrate understanding ○ Students research one unfamiliar detail from the text.

Day 8	Instructional Plan
Text(s): “Inaugural Address” John F. Kennedy	<u>Student Learning Target:</u> 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary. 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete the close read sections in the selection ○ Respond to questions about the text, citing textual evidence ○ Analyze Kennedy’s speech and his use of charged language
Day 9	Instructional Plan
Text(s): “Inaugural Address” John F. Kennedy	<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. 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.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: revolution; asunder; invective; belaboring; invoke; beachhead ○ Complete activities related to the Latin Root -vol- ○ Add new words to their Word Network as they read texts in the unit ○ Identify rhetorical devices in the passage
Day 10	Instructional Plan
Text(s): “Inaugural Address” John F. Kennedy	<u>Student Learning Targets:</u> 9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts. 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. 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.

	<ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Write an essay comparing the speeches of President Roosevelt and President Kennedy Add notes and evidence that will be used to inform the Performance-Based Assessment Complete the selections test
Week 3	
Day 11	Instructional Plan
Text(s): Media: Video "Inaugural Address" John F. Kennedy	<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. 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 First Review Media Watch, paying attention to speaker's gestures Note when changes in tone and inflection take place Connect to other speeches and real-life situations Respond, answering questions to demonstrate understanding.
Day 12	Instructional Plan
Text(s): Media: Video "Inaugural Address" John F. Kennedy	<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. 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 comprehension questions Research an element of the speech and formulate research question. Students will listen to the speech again and write down new observations

Day 13	Instructional Plan
<p>Text(s):</p> <p>Media: Video "Inaugural Address" John F. Kennedy</p>	<p><u>Student Learning Target:</u> 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"> ○ Write a news report about John F. Kennedy's inauguration. ○ Adapt their news report into a new cast ○ Add notes and evidence to inform their performance-based assessment
Day 14	Instructional Plan
<p>Text(s):</p> <p>Media: Video "Inaugural Address" John F. Kennedy</p>	<p><u>Student Learning Target:</u> 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. 9-10.W.TTP.2 a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 9-10.W.TTP.2 b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 9-10.W.TTP.2 c 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. 9-10.W.TTP.2 d Provide a concluding statement or section that follows from and supports the information or explanation presented. 9-10.W.TTP.2 e Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.TTP.2 f Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. 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"> ○ Conduct research to answer the question: What can one person do to defend the human rights of all people? ○ Develop a working thesis, gather evidence and connect across texts. ○ Students organize and write a first draft

Day 15	Instructional Plan
<p>Text(s):</p> <p>Media: Video “Inaugural Address” John F. Kennedy</p>	<p><u>Student Learning Targets:</u></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.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.</p> <p>9-10.W.TTP.2 .c 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.</p> <p>9-10.W.TTP.2 .d Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>9-10.W.TTP.2 .f Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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"> ○ Choose from direct quotations, paraphrases, and summaries to support your thesis. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies ○ Create a final version of their essay and share in small groups. ○ Reflect on their informative essays
Week 4	
Day 16	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Targets:</u></p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Prepare ○ Participate Fully ○ Support Others ○ Clarify ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Take a position ○ List your rules ○ Apply the rules ○ Name your group ○ Create a communication plan ○ Make a schedule with group for completing tasks.

Day 17	Instructional Plan
<p>Text(s):</p> <p>“Speech at the United Nations” Malala Yousafzai</p>	<p><u>Student Learning Targets:</u> 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 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 First Read: ○ Notice speaker's tone ○ Annotate passages that express belief in the power of education ○ Connect speaker's points with their own beliefs ○ Respond to questions to demonstrate understanding ○ Students complete comprehension questions. ○ Choose one unfamiliar detail of the text to research. ○ Choose something interesting from the text and formulate a research question. ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence
Day 18	Instructional Plan
<p>Text(s):</p> <p>“Speech at the United Nations” Malala Yousafzai</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 related to the Concept Vocabulary words: beneficent; envoy; initiative ○ Add new words to their Word Network as they read texts in the unit. ○ Identify types of evidence in Yousafzai's speech. ○ Identify types of Clauses ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: Speech at the United Nations

Day 19	Instructional Plan
<p>Text(s):</p> <p>Diane Sawyer Interviews Malala Yousafzai ABC News</p>	<p><u>Student Learning Target:</u></p> <p>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> <p>9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RI.IKI.7 Evaluate the topic or subject in two diverse</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> <p>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.</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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Viewing: ○ Watch and listen carefully to the questions and answers in the interview ○ Note questions that make the interview more interesting ○ Connect to other interviews and/or their own lives ○ Respond to questions and write a summary to demonstrate understanding ○ Complete activities related to the media Vocabulary words: lead-in; close-up Shot; slant ○ Write an essay discussing how Yousafzai has been able to attract supporters from all over the world. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 20	Instructional Plan
<p>Text(s):</p> <p>“Caged Bird” Mayo Angelou</p> <p>“Some Advice to Those Who Will Serve Time in Prison” Nazim Hikmet</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>9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</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 of Texts: ○ Notice the contrast between the speaker's tones in the two poems ○ Annotate passages of interest/curiosity ○ Connect to other poems or accounts of imprisonment ○ Respond by answering questions about the texts ○ Research one unfamiliar detail from the text ○ Locate another poet and research his or her life in greater detail.

- Complete close read of the texts and complete the close read sections in the selection.
- Respond to questions about the text, citing textual evidence

Week 5

Day 21	Instructional Plan
<p>Text(s):</p> <p>“Caged Bird” Mayo Angelou</p> <p>“Some Advice to Those Who Will Serve Time in Prison” Nazim Hikmet</p>	<p><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 9th-10th grade-level text by choosing flexibly from a range of strategies. 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. 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Students complete activities related to the Concept Vocabulary words: current; trill; flurry ○ Add new words to their Word Network as they read texts in the unit ○ Identify and analyze similes and metaphors. ○ Identify images in the poems. ○ Write an original poem based on one of the poems in the collection. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete the selections test
Day 22	Instructional Plan
<p>Text(s):</p> <p>“The Sensors” Luisa Valenzuela</p>	<p><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 9th-10th grade-level text by choosing flexibly from a range of strategies. 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 details about the protagonist and his motivations ○ Annotate passages that describe the main character and his work ○ Connect to other documents about government censorship or how they would react if their letters were censored ○ Respond by answering questions and writing a summary ○ Complete comprehension questions.

	<ul style="list-style-type: none"> ○ Choose one unfamiliar detail of the text to research. ○ Complete the close read and close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 23	Instructional Plan
Text(s): "The Sensors" Luisa Valenzuela	<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>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.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</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.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"> ○ Complete activities related to the Concept Vocabulary words: sabotage; intercept; subversive ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze Craft & Structure ○ Analyze author's choices: satire: Students will analyze author's tone in the reading. ○ Analyze author's style: word choice: Students cite examples of hyperbole from the reading. ○ Students debate a question from a list of topics. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: The Censors
Day 24	Instructional Plan
Text(s): from Freedom of the Press Report 2015	<p><u>Student Learning Targets:</u></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> <p>9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</p> <p>9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Read ○ Read all parts carefully ○ Annotate interesting or significant parts

	<ul style="list-style-type: none"> ○ Connect to previous knowledge of freedom of the press ○ Respond, answering questions to demonstrate understanding ○ Complete comprehension questions. ○ Choose one unfamiliar detail of the text to research. ○ Look at the infographic and annotate details. ○ Respond to questions about the images
Day 25	Instructional Plan
Text(s): from Freedom of the Press Report 2015	<p><u>Student Learning Targets:</u></p> <p>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> <p>9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of 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.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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the media Vocabulary words: infographic; bar graph; line graph; pie chart ○ Students research the issue of freedom of the press in at least two countries. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Week 6	
Day 26	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u></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> <p>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"> ○ Develop a multimedia presentation asking if limits on freedom are necessary. ○ Analyze the text, gather evidence and media examples, and organize ideas.

	<ul style="list-style-type: none"> ○ 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): Independent learning selections	<u>Student Learning Target:</u> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Create a Schedule ○ Practice what you have learned ○ 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): Independent learning selections	<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. 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. 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. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Read ○ Read ○ Notice ○ Annotate ○ Respond ○ Complete Close Read and 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):	<p><u>Student Learning Target:</u> 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. 9-10.W.TTP.2 .a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 9-10.W.TTP.2 .b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 9-10.W.TTP.2 .c 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. 9-10.W.TTP.2 .d Provide a concluding statement or section that follows from and supports the information or explanation presented. 9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.TTP.2 .f Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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"> ○ Review/Evaluate Evidence for an Informative Essay ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write an informative essay answering the question: What does it mean to “be free”? ○ Students use the rubric to guide their revisions.
Day 30	Instructional Plan
Text(s):	<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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Students plan and present a five- to ten-minute multimedia presentation. ○ Reflect on Unit goals, learning strategies, and the text. ○ Complete Unit Test