

BCS Literacy Vision

Grade 10

Unit Overview

In this unit,

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses.
- 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 do our possessions reveal about us?*

Anchor Text(s)

- Anchor Text, Short Story: **The Necklace**, Guy de Maupassant, translated by Andrew MacAndrew (910L)
- Anchor Text, Short Story: **Civil Peace**, Chinua Achebe (820L)
- Media, Photo Essay: **Fit for a King**: Treasures of Tutankhamun

Related Texts

Informational Texts

- **I Came, I Saw, I Shopped** (990L)
- Journalism: **In La Rinconada, Peru, Searching for Beauty in Ugliness**, Marie Arana(1240)
- Magazine Article: **The Thrill of the Chase**, Margie Goldsmith (1130L)
- News Article: **Ads May Spur Unhappy Kids to Embrace Materialism**, Amy Norton (1250L)
- Magazine Article: **My Possessions, Myself**, Russell W. Belk (1250L)
- News Article: **Heirlooms' Value Shifts From Sentiment to Cash**, Rosa Salter Rodriguez (1110L)

Literary Texts

- Poetry Collection: **Avarice**, Yusef Komunyakaa (NP)
- Poetry Collection: **The Good Life**, Tracy K. Smith (NP)
- Poetry Collection: **Money**, Reginald Gibbons (1530L)
- Short Story: **The Golden Touch**, Nathaniel Hawthorne (1130L)
- Poetry: from **King Midas**, Howard Moss (NP)
- Short Story: **A Dose of What the Doctor Never Orders**, Ihara Saikaku, translated by G.W. Sargent (1300L)

Nonprint Texts

- Media, Informational Graphic: **The Gold Series: A History of Gold, Visual Capitalist**

End-of-Unit Assessment:

Part 1: Writing to Sources:

Informative Essay; Students will write an essay on the following topic: How do we decide what we want versus what we need? What can result from an imbalance between want and need?

Part 2: Speaking & Listening:

Oral Presentation; Students will use their essay as a foundation for a three- to five- minute oral presentation.

Week 1

Day 1	Instructional Plan
<p>Text(s):</p> <p><i>I Came, I Saw, I Shopped.</i></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"> ○ Discuss unit goals: Students will deepen their understanding of materialism by reading, writing, speaking, listening, and presenting. ○ Read “I Came, I Saw, I Shopped,” then discuss the idea of materialism. ○ 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 the opinions of others affect our own choices or destinies? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
<p>Text(s):</p> <p>Text selection table of contents</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"> ○ Listen actively ○ Clarify by asking questions ○ Monitor understanding ○ Interact and share ideas ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 3	Instructional Plan
<p>Text(s):</p> <p>“The Necklace” Guy de Maupassant</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"> ○ Complete First Read: ○ Notice the difference between Mathilde's dreams and her real life

	<ul style="list-style-type: none"> ○ Annotate passages that reveal changing circumstances in the story ○ Connect with other texts or their own lives ○ Respond answer questions and write a summary ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text ○ Choose something interesting from the text and formulate a research question.
Day 4	Instructional Plan
Text(s): “The Necklace” Guy de Maupassant	<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. <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 Craft and Structure: Author’s Choices: Literary Devices: Students complete activities analyzing situational irony.
Day 5	Instructional Plan
Text(s): “The Necklace” Guy de Maupassant	<u>Student Learning Target:</u> 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. 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. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: refinement; suppleness; exquisite; gallantries; resplendent; homage ○ Complete activities related to the Latin Root: ○ Add new words to their Word Network as they read texts in the unit. ○ Conventions: Punctuation: Students complete activities inserting semicolons.

Week 2

Day 6	Instructional Plan
<p>Text(s):</p> <p>“The Necklace” Guy de Maupassant</p>	<p><u>Student Learning Target:</u> 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Writing to Sources: Diary Entry: Students write a dual character study.
Day 7	Instructional Plan
<p>Text(s):</p> <p>“The Necklace” Guy de Maupassant</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.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"> ○ Deliver a monologue in the character of Mathilde Loisel. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: The Necklace
Day 8	Instructional Plan
<p>Text(s):</p> <p>“Civil Peace” Chinua Achebe</p>	<p><u>Student Learning Target:</u> 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. 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, what Jonathan works for or what is his motivation? ○ Annotate, passages that indicate a war has just been finished ○ Connect, with other texts or their own experiences ○ Respond, answer questions and write a summary ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ 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 9	Instructional Plan
<p>Text(s):</p> <p>“Civil Peace” Chinua Achebe</p>	<p><u>Student Learning Target:</u> 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.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. 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"> ○ Analyze Craft and Structure: Development of Theme: Students complete activities to analyze themes in the reading. ○ Complete activities related to the Concept Vocabulary words: inestimable; blessings; amenable; influence; surrender; windfall ○ Word Study: Compound Noun: Students complete activities locating compound nouns ○ Add new words to their Word Network as they read texts in the unit. ○ Author’s Style: Character Development: Students mark examples of character development. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 10	Instructional Plan
<p>Text(s):</p> <p>“Civil Peace” Chinua Achebe</p>	<p><u>Student Learning Targets:</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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Students write a character analysis of Jonathan.
Week 3	
Day 11	Instructional Plan
<p>Text(s):</p> <p>“Civil Peace” Chinua Achebe</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"> ○ Read an excerpt from “Civil Peace” aloud for the class. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: Civil Peace

Day 12	Instructional Plan
<p>Text(s):</p> <p>“Fit for a King: Treasures of Tutankhamun”</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"> ○ Complete First Read ○ Look at the composition of each photograph ○ Note objects in the photographs that may require further research ○ Connect to other media or texts on the subject ○ Respond answer questions to demonstrate understanding ○ Complete comprehension questions
Day 13	Instructional Plan
<p>Text(s):</p> <p>“Fit for a King: Treasures of Tutankhamun”</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. 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. 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 Technical Vocabulary words: Egyptology; artifact; iconography; context ○ Will look at the photo essay again and write down new observations. ○ Will respond to questions about the photo essay. ○ Add new words to their Word Network as they read texts in the unit. ○ Create a work of photojournalism reporting on possessions that you find meaningful. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	Instructional Plan
<p>Text(s):</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.</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.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"> Write an essay answering what makes something valuable or a treasure. Write a working thesis, gather evidence from texts, and connect across texts. Organize and write a first draft.
Day 15	Instructional Plan
Text(s):	<p><u>Student Learning Targets:</u></p> <p>9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</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.e Use appropriate formatting, graphics, and multimedia to aid comprehension.</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: Conjunctive Adverbs: Students look for independent clauses that have related ideas. 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>Overview: Small Group Learning</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

	<ul style="list-style-type: none"> ○ 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
Day 17	Instructional Plan
Text(s): “In La Rinconada, Peru, Searching for Beauty in Ugliness” Marie Arana	<p><u>Student Learning Targets:</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.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, the physical sensations and emotions the author experiences ○ Annotate, mark passages that describe beauty or ugliness ○ Connect, with other texts or their own lives ○ Respond, answer questions and write a summary ○ Complete comprehension questions ○ Research one unfamiliar detail from the text ○ Research an interesting topic and formulate a research question. ○ And complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 18	Instructional Plan
Text(s): “In La Rinconada, Peru, Searching for Beauty in Ugliness” Marie Arana	<p><u>Student Learning Target:</u> 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.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</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: marauding; intemperate; despoiled ○ Add new words to their Word Network as they read texts in the unit. ○ Identify elements of literary journalism.

Day 19	Instructional Plan
<p>Text(s):</p> <p>“In La Rinconada, Peru, Searching for Beauty in Ugliness” Marie Arana</p>	<p><u>Student Learning Target:</u></p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Find examples of imagery in the article ○ Students create a presentation from a variety of topics. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: In La Rinconada, Peru
Day 20	Instructional Plan
<p>Text(s):</p> <p>“Avarice” Yusef Komunyakaa</p> <p>“The Good Life” Tracy K. Smith</p> <p>“Money” Reginald Gibbons</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</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 each poet deals with the passage of time, money, wealth, and material possessions ○ Annotate passages that are especially powerful, interesting, or confusing ○ Connect, with other texts or their own lives ○ Respond, answer questions and write a summary ○ Complete comprehension questions ○ Research one unfamiliar detail from the text ○ 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>“Avarice” Yusef Komunyakaa</p> <p>“The Good Life” Tracy K. Smith</p> <p>“Money” Reginald Gibbons</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. 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"> ○ Complete activities related to the Concept Vocabulary words: avarice; desperate; needy ○ Add new words to their Word Network as they read texts in the unit. ○ Identify points of view and tones the speaker uses.
Day 22	Instructional Plan
<p>Text(s):</p> <p>“Avarice” Yusef Komunyakaa</p> <p>“The Good Life” Tracy K. Smith</p> <p>“Money” Reginald Gibbons</p>	<p><u>Student Learning Target:</u> 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.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Find examples of alliteration and consonance in the poems. ○ Write a short story about a question left open by one of the poems. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment

Day 23	Instructional Plan
<p>Text(s):</p> <p>“The Golden Touch” Nathaniel Hawthorne</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.a Use context as a clue to the meaning of a word or a phrase. 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.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. 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 the lesson the story seems to teach ○ Annotate passages that are interesting from a literary or moral point of view ○ Connect, with other texts or their own lives ○ Respond, answer questions and write a summary ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text ○ Find out more about Hawthorne’s book and other Greek myths it retells. ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: burnished; lustrous; gilded ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze the plot of the story. ○ Practice identifying and using noun clauses.
Day 24	Instructional Plan
<p>Text(s):</p> <p>from <i>King Midas</i> Howard Moss</p>	<p><u>Student Learning Targets:</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.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 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.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.7 Evaluate the topic, subject, and/or theme in two diverse formats or media. 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.</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 Read: Notice the character's point of view in each of the three sections of the poem Annotate passages that are interesting or compelling Connect, with other texts or their own lives Respond, answer questions and write a summary Complete comprehension questions. Research one unfamiliar detail from the text Find out which popular books or movies are based on ancient stories. Complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Complete activities related to the Concept Vocabulary words: mail; obdurate; ore Add new words to their Word Network as they read texts in the unit. Identify rhyming sounds in each line of "The Queen's Speech." Analyze meter in poems. Write a compare and contrast essay about the characters in the retellings of the Midas myth. Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 25	Instructional Plan
Text(s): "The Thrill of the Chase" Margie Goldsmith	<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>9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>9-10.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</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.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>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.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"> Complete First Read:

- **Notice** the tone and the way the author presents information
- **Annotate** passages that are descriptive or use figurative language
- **Connect** with other texts or their own lives
- **Respond** answer questions and write a summary
- Complete comprehension questions
- Research one unfamiliar detail from the text
- Complete the close read sections in the selection.
- Will respond to questions about the text, citing textual evidence
- Complete activities related to the Concept Vocabulary words: artifacts; legacy; marvel
- Add new words to their Word Network as they read texts in the unit.
- Analyze how ideas are introduced, developed, and refined in the article.
- Practice analyzing sentence variety in the article
- Debate various questions from the text.
- Add notes and evidence that will be used to inform the Performance-Based Assessment.
- Complete Selection Test: The Thrill of the Chase

Week 6

Day 26	Instructional Plan
Text(s):	<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.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"> ○ Analyze the text, gather evidence and media examples, and organize ideas. ○ Practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. ○ Present and use checklist items to evaluate ○ Develop a presentation that addresses the question: In what ways can material possessions create both a sense of comfort and a sense of anxiety?
Day 27	Instructional Plan
Text(s):	<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
<p>Text(s): Independent Learning</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. 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Read: ○ Notice elements of the author's style ○ Annotate passages that are interesting or confusing ○ Connect with other texts or their own lives ○ Respond and answer questions and write a summary ○ 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. ○ Students add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	Instructional Plan
<p>Text(s): Performance-Based Assessment</p>	<p><u>Student Learning Target:</u> 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.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"> ○ Evaluate the strength of their evidence ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write an essay examining how we decide what we want versus what we need. ○ 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></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> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Plan and present a brief three- to five-minute multimedia presentation.○ Reflect on Unit goals, learning strategies, and the text.○ Complete Unit Test