

World Literature: Power

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to synthesize how substantive ideas and conflicting information interact to shape and refine the topic in order to make conclusions among events, ideas, or concepts. - Students will demonstrate the ability to defend an opinion establishing clear relationships among claim(s), counterclaims, reasons, and evidence in order to persuade others. - Students will demonstrate the ability to communicate information making important connections and distinctions among relevant and sufficient facts in order to share new knowledge. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. - RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. - RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. - RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). - RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. - RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. - RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based on their understanding of how media influence and reflects society.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS - What is power? - Does power corrupt?
	Acquisition	
	<i>Students will know...</i> - that propaganda techniques are used to persuade people's opinions. - that one's role in society shapes his or her perspective of the world. - that power influences decision-making. - that authority figures use power with their constituents. - that propaganda is only effective when people do not question it. - that writers use literature as political and social commentary.	<i>Students will be skilled at...</i> - citing strong and thorough textual evidence to support analysis of a literary text. - evaluating and weighing complex ideas, textual details, and motifs in order to arrive at conclusions about the meaning and/or significance of literary texts. - providing a sufficiently complex summary to address key plot points and thematic development. - evaluating whether a summary is missing critical details or misrepresents the meaning of a text. - inferring the themes of a literary text and analyzing how they are shaped and refined, including how characters and word choices affect their development.

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5 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.
- W.9-10.6 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.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

vocabulary: allegory, irony, symbolism, absolute power, propaganda, manipulation, racism, sexism, classism, power, marginalization, authorial intention, social commentary

- selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of an informational text.
- analyzing complex or conflicting information and textual details in order to arrive at conclusions about the meaning and significance of an informational text.
- providing an objective and accurate summary and evaluating whether a summary of an informational text is missing critical details or misrepresents the text's meaning.
- analyzing the development of the thesis or central idea of an informational text, including how it is revealed and how it is shaped and refined by supporting details.
- analyzing how an author develops an argument, including the order in which points are made, how they are introduced, and how connections are made between them.
- analyzing how an author explains and reveals a complex process or series of ideas in a scientific or technical text, including how connections are made between them.
- analyzing how the author of an informational text presents the connections between events and ideas in an analysis, argument, or exposition.
- analyzing contributing factors and degrees of influence among cause-and-effect relationships in informational texts.
- analyzing in detail how an author's ideas or claims are developed and refined by particular details, sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- analyzing how the author's choices (e.g., text organization, style, use of language, literary devices, rhetorical devices) further the author's purpose or viewpoint.
- analyzing how tone and rhetorical devices (e.g., repetition, understatement, overstatement, irony, sarcasm) affect the impact of arguments for different audiences and purposes.
- identifying unstated assumptions on which an author's argument may be based (e.g., assumptions about the reader's prior knowledge, opinions, and

• L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. • L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		- values). • analyzing and comparing texts of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor. • comparing and contrasting the treatment of similar themes or topics across genres or mediums in order to explain how medium shapes the theme or topic. • analyzing and comparing arguments of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor. • evaluating the adequacy of support for an argument's inferences and conclusions, and explain how these factors relate to credibility. • analyzing instances in arguments in which evidence is misinterpreted or manipulated and leads to false conclusions. • analyzing the effects of an increasingly subtle range of logical fallacies such as appeals to pity or common opinion, ad hominem attacks, red herring, and false dilemma on an argument. • evaluating the author's acknowledgement and response to counterarguments in an argument (e.g., does the author respond to the expected counterarguments? Are the responses convincing?). • identifying unstated assumptions on which an author's argument may be based. • delineating and evaluating the logic and reasoning in an argument, identifying its strengths and weaknesses, and assessing its evidence for relevance, quality, credibility, and completeness. • writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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		• developing and strengthening 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. • using technology to produce, publish, and update individual or shared writing products.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>reason effectively</i> • <i>analyze media</i> • <i>make judgments and decisions</i> • <i>collaborate with others</i> • <i>communicate clearly</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	