

World Studies: Modern Era

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize and analyze how literary elements interact to shape and refine the narrative in order to compare the approaches different authors take. - 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. - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions <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. - RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. - RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). - RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. - RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions and take action based on their understanding of social and political issues.</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. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.	ESSENTIAL QUESTIONS - What about our world needs to change for there to be tolerance for race, religion, and gender across the globe? - Who is responsible for upholding and protecting human rights?

	Acquisition	
- 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.9-10.7 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. - 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. - W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. - W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. - W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. - 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	<i>Students will know...</i> - that religious and racial intolerance is the cause of many of the world's modern conflicts. - that every human is deserving of basic human rights. - that the global community has a responsibility to act against oppression. - that Christianity, Judaism, and Islam worship the same god. - that Islam is divided into two divisive factions of Sunni and Shi'ites. - that a society's dominant religion has significant impacts on that society's culture. - the basic beliefs of the six major world religions (Christianity, Islam, Judaism, Hinduism, Buddhism). - that the Universal Declaration of Human Rights guarantees that all people have rights, but human rights infractions still exist around the world. - what is being done to improve human rights today and what more could be done to improve stability for all people. - that individuals possess the ability to impact society. - that societies fall into a pattern of stability, decline, chaos, and rebuilding including political, economic, and social factors. - that cause and effect illustrates the relationship between a catalyst for an action or event and the outcome of that action or event. <u>vocabulary</u>: social commentary, political commentary, bias, values, beliefs, morals, ethics, ideology, human rights, culture, religion, catalyst, cause & effect, stability, tolerance/intolerance, globalization, liberty, social welfare, political rights, security, due process, equality, human trafficking, slavery, perspective, privilege	<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 analyze how they are shaped and refined, including how characters and word choices affect their development. - analyzing the development of complex characters over the course of the narrative and how they influence the narrative (e.g., advance the plot or refine the theme; interact with other characters). - analyzing crucial moments in the plot (e.g., complication, climax, sea change) and explain how they advance the plot or develop the theme). - evaluating the impact of setting on the meaning of text (e.g., how does the political or social context of the setting affect the plot or theme?). - applying appropriate strategies with greater sophistication, including a broad array of context clues such as word relationships and connectives, a variety of general or specialized reference material, and knowledge of etymology, to determine or clarify the precise meanings of general academic words and phrases in grade-appropriate literary texts. - analyzing the cumulative impact of connotative meaning on a literary passage's meaning and tone. - analyzing the cumulative impact of specific word choices and figurative language including how language creates imagery, establishes mood and tone, evokes a sense of time and place, and advances the author's theme or purpose. - analyzing the effects of the author's choices in

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. • 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. • His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • His.2.9-12. Analyze change and continuity in historical eras. • His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.		telling and timing of a story (e.g., devices such as foreshadowing, flashback, and parallel plots). • analyzing how an author's structural choices create and enhance effects such as suspense, tension, mystery, or surprise (e.g., the volta in a sonnet). • analyzing how the author develops the narrator's point of view, and how the author's choices about point of view affect a text's meaning (e.g., use of persona, unreliable narrator, multiple narrators). • analyzing how the cultural perspective reflected in a word of literature from outside the United States shapes the text. • 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 evaluate 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
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- His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
- His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.
- His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
- His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
- Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
- Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
- Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Soc.10.9-12. Analyze how social structures and cultures change.
- Soc.16.9-12. Interpret the effects of inequality on groups and individuals.
- Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

influence among cause-and-effect relationships in informational texts.

- 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.
- 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.
- 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.
- conducting short as well as more sustained research projects to answer a question or solve a problem.
- gathering and integrating relevant/useful information from multiple authoritative print and digital sources.
- avoiding plagiarism and following a standard format for citation.
- drawing evidence from literary or informational texts to support analysis, reflection, and research.
- evaluating the impact of historical context.
- analyzing change and continuity over time.
- using questioning techniques to assess change, continuity, and context.
- analyzing influences on historical perspectives.
- analyzing the influences on historical perspectives.
- analyzing the influence of perspective on the historical record.

		• explaining how present perspectives influence interpretations of history. • analyzing the limitations of historical sources • analyzing the relationship between primary and secondary sources. • evaluating the limitations of historical evidence and secondary interpretations. • critiquing the usefulness of historical sources. • using questioning techniques to pursue further inquiry. • critiquing secondary sources. • analyzing cause and effect relationships. • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy. • evaluating the influences of decisions and decision making. • evaluating the impact of human settlement activities on regional characteristics. • evaluating the impact of economic globalization. • analyzing the impact of societal change overtime.
Content Area Literacy Standards		21st Century Skills
Not applicable		• manage goals and time

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| | <ul style="list-style-type: none">• <i>analyze media</i>• <i>interact effectively with others</i> |
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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	