

Grade 9: Social Inequality

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze various accounts of a subject told in different mediums in order to draw larger connections about events, ideas, or concepts. - 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 narrate a story by establishing one or multiple point(s) of view in order to develop real or imagined experiences. - 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.9-10.5 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.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). - 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.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). - RI.9-10.5 Analyze in detail how an author's ideas or claims are	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions and act responsibly based upon their understanding of how personal and global justice and injustice develops and shapes societies and cultures.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - 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.	ESSENTIAL QUESTIONS - How does one define justice? - Does injustice really occur, or is it simply perception?
	Acquisition	
	<i>Students will know...</i> - that authors often write about their own life experiences. - that authors' words and word choice within a piece of literature are powerful, and create a sense of realism. - that literature incorporates events and situations that mirror reality. - that literature highlights acts of heroism and illustrates heroes can be found in the most unexpected, unlikely of places. - that sometimes there are no answers for actsof	<i>Students will be skilled at...</i> - citing strong and sufficient textual evidence to support analysis of a literary text. - analyzing significant ideas and supporting details in a literary text to draw larger conclusions about the text's meaning. - analyzing how first-or third-person narration and/or multiple narrators affect a text's meaning (e.g., explain how a narrator's voice affects characterization, plot, and tone). - analyzing how an author's structural choices for poetry (e.g., form, rhyme scheme) are used for

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. - RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. - 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.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - 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.	injustice. - that racial discrimination and prejudice has affected society. - that injustice occurs on a large scale and is an ongoing struggle in society. - that, just because something is accepted, does not make it right. <u>vocabulary:</u> justice, injustice, social inequity, disparity, perspective, prejudice, racism, discrimination, privilege	specific effects (e.g., Gwendolyn Brooks's use of enjambment in "We Real Cool"). - comparing and contrasting how the same subject, theme, key scene, or story is treated in different mediums (e.g., describe the differences between how a story from mythology is told in an epic poem and represented in a classical painting). - citing strong and thorough textual evidence to support analysis of an informational text. - drawing larger conclusions about an informational text's meaning and significance based on an analysis of ideas, concepts, and supporting details in the text. - providing or evaluating an objective summary of a more complex informational text (e.g., include multiple central ideas and supporting details) for accuracy. - analyzing the development of the central idea or thesis of an informational text, including how it is revealed and how it relates to supporting ideas and details. - analyzing the connections drawn between ideas, events, or points introduced or developed in an informational text. - analyzing the sequence of events or ideas or steps in a process in an informational text to determine the connections drawn between them (e.g., implied cause and effect). - analyzing the order of points made in an argument to determine the connections drawn between them (e.g., implied cause and effect). - analyzing events and trace them back to their causes through a series of events in an informational text. - applying appropriate strategies to determine or clarify the precise meanings of general academic and content-area words and phrases in grade-appropriate informational texts, including a variety of general or specialized reference material, and a wide array of context clues such as increasingly subtle examples. - analyzing the connotative as well as the denotative meanings of words and phrases (e.g., difference between homeless, without a fixed address,
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• 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 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. • RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. • 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.		vagabond) in an informational text to determine the author's intent. • analyzing the parts of an informational text (e.g., sentence, paragraph, larger portions) and how they develop or refine the author's ideas or claims. • analyzing how the author's choice of words and use of language impact tone and advance the author's purpose in an informational text. • analyzing how the author's purpose, viewpoint, and the intended audience affect the tone and word choice of an informational text. • analyzing rhetorical devices such as parallelism (e.g., "by the people, for the people"), hyperbole, and humor to determine their effects on an argument. • recognizing and author's use of propaganda or slanted text, analyzing how the language or ideas advance the author's purpose. • analyzing various accounts of a subject told in different mediums, recognizing the particular contribution of each medium in conveying information on the topic. • identifying implicit values and beliefs revealed by an author's argument. • analyzing text for use of facts, opinions, and unsupported and supported inferences. • distinguishing supported and unsupported inferences to discover assumptions or missing evidence in an argument. • analyzing how an author acknowledges or responds to opposing evidence or opinions in an argument. • identifying an increasing array of logical fallacies such as appeals to pity, personal attack, all-or-nothing thinking, and overgeneralization in an argument, and explaining the error. • delineating and evaluating the argument and specific claims in a text, assessing the degree to which the reasoning is valid and the evidence is relevant and sufficient. • comparing and contrasting how two significant nonfiction works address similar themes and concepts. • writing informative/explanatory texts to examine and convey complex ideas, concepts, and
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		information clearly and accurately through the effective selection, organization, and analysis of content. • writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • 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.
Content Area Literacy Standards		21 st Century Skills
not applicable		• <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>be flexible</i> • <i>interact effectively with others</i> • <i>apply technology effectively</i> • <i>collaborate with others</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	