

Grade 9: Role In Society

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze significant details, complex characters, and the emergence of themes in order to make connections to what has been read in different mediums. - 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.9-10.2 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. - RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Transfer	
	<i>Students will be able to independently use their learning to communicate and work effectively within a society as a respectful, responsible citizen.</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 do we as individuals define our place in the world?
Acquisition		
	<i>Students will know...</i> - that historical contexts impact literature. - that characters face difficult decisions that lead to life changing events. - that characters are driven and restricted by their role in society. - that authors create elaborate descriptions in order to help readers feel connected to the story. - that literature evokes emotion. - that some people are unable to change despite events and circumstances that have occurred. - that motivation can impact the way in which goals are achieved.	<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. - providing an objective summary that includes the most important elements of the text and retains overall meaning. - distinguishing a critique from an objective summary, analyzing in detail how themes emerge and develop over the course of a text (e.g., how characters affect its development).

- 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.9-10.7 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.
- 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.

- that constraints in a society serve as obstacles in one's journey in identifying a role.

vocabulary: social norms, perception, perspective, social class, hierarchy, migrant, marginalization

- analyzing characters' depth (e.g., static vs. dynamic; flat vs. round) and how character development affects the plot and shapes the theme.
- analyzing how plot is influenced by complex character relationships and interactions.
- evaluating the extent to which the setting plays a role in the text.
- applying appropriate strategies to determine or clarify the precise meanings of general academic words and phrases in grade-appropriate literary texts, including a variety of general or specialized reference material and a wide array of context clues such as increasingly subtle.
- analyzing the connotative as well as the denotative meanings of words and phrases (e.g., explain the difference between homeless, with a fixed address, vagabond) in literary text to determine author's intent.
- analyzing how the author's choice of words and use of sophisticated literary devices impacts mood, tone, theme over the course of a literary text.
- 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 specific effects (e.g., Gwendolyn Brooks's use of enjambment in "We Real Cool").
- identifying the cultural perspective reflected in a work of literature from outside the United States.
- analyzing archetypes and motifs found in classical literature and how classical literature has affected modern literature and film (e.g., explain how the movie *10 Things I Hate About You* interprets themes from Shakespeare's *The Taming of the Shrew*).
- 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 various accounts of a subject told in different mediums, recognizing the particular contribution of each medium in conveying

• 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.		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 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
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		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		21st Century Skills
<i>not applicable</i>		• <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>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	