

Grade 9: Human Nature

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 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.9-10.6 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. - RI.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). - 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	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon their understanding of human nature, and that certain situations call for certain actions.</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 Are humans inherently good or inherently evil?
Acquisition		
<i>Students will know...</i> - that authors use archetypal characters to depict certain ideas about the human condition. - that the third person omniscient narrator perspective provides an all-knowing viewpoint into characters and events in a story. - that situations and circumstance will cause people to act on instinct rather than morality. - that characters in literature progress and change throughout a story. - that authors write with intent in order to reflect		
<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		

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). • 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. • 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.	on an aspect of society. • that literature often strives to teach moral lessons. • that situations we face challenge our morals and affect our behavior. • that people change depending on their environment. <u>vocabulary</u>: archetype, Id, Ego, Superego, intuition, conscious, subconscious, learned behavior, disposition, inherent	over the course of a text (e.g., how characters affect its development). • 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. • identifying the cultural perspective reflected in a work of literature from outside the United States. • 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
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- 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.

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, vagabond) in an informational text to determine the author's intent.
- 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*).
- 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 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>

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	