

Grade 9: Self Discovery

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.9-10.5 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.9-10.6 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.	Transfer	
	<i>Students will be able to independently use their learning to discover their own characteristics and attributes, and recognize similar traits in others.</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 a person discover who they are?
Acquisition		
<i>Students will know...</i> - that the actions and interactions of and between the protagonist and antagonist create conflict within a story, emphasize themes, and cause events to unfold. - that authors use different perspectives and write in a particular point-of-view in order to emphasize a given emotion, situation, and/or theme. - that characteristics and attributes are created through one's morals, values, and beliefs. - that challenging situations can lead to personal growth and development.		<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

• 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. • 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.	• that taking informed risks can lead to new opportunity, enlightenment, and understanding. • that in order to experience life, sometimes it is necessary to fail and learn from the failures. • that choices, both directly and indirectly, affect the future. • that morals, values, and beliefs play a role in shaping a person's character and attributes. <u>vocabulary:</u> instant gratification, delayed gratification, morals, values, beliefs, perspective	its development). • analyzing characters' depth (e.g., static vs. dynamic; flat vs. round) and how character development affects the plot of 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"). • 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). • 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
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• 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.		- 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. • 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
not applicable		• think creatively • work creatively with others

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| | <ul style="list-style-type: none">• <i>communicate clearly</i>• <i>be flexible</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	