

Unit 1: Development of the Individual Through Loss of Innocence

Unit #:	APSDO-00017556	Duration:	6.0 Week(s)	Date(s):	
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Team:
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Grades:
 9

Subjects:
 English Language Arts

Unit Focus

In this unit, students will examine the complexities inherent in life, which may lead to a loss of innocence. Maturity demands incorporation of childhood values into an adult perspective, which may mean the formation of communities that extend beyond the family and the acceptance of human imperfections. Summative assessments may include: thesis driven essays, reading comprehension tests including objective sections and essay(s), and/or dramatic presentations. Primary instructional materials for this unit will be selected from the following: *The Secret Life of Bees* (Sue Monk Kidd) and *The House on Mango Street* (Sandra Cisneros). Films may include: *The Secret Life of Bees*.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>English Language Arts: 9</i></p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>CCSS.ELA-LITERACY.RL.9-10.1</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>CCSS.ELA-LITERACY.RI.9-10.1</i> Demonstrate command of the conventions of standard English grammar and usage when writing or 	<p>T1 (T20) Student Lens: Active readers think critically about what they read. T2 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers. T3 (T21) Student lens: Powerful writers think critically about what they write. T4 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1</p> <p>Identity is formed through the loss of innocence caused by life experience.</p> <p>U2 (U202) Readers recognize that authors do</p>	<p>Q1</p> <p>How does the loss of childhood innocence affect identity?</p> <p>Q2</p>

<p>speaking. <i>CCSS.ELA-LITERACY.L.9-10.1</i></p> <ul style="list-style-type: none"> • 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. <i>CCSS.ELA-LITERACY.SL.9-10.1</i> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.9-10.1</i> • 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. <i>CCSS.ELA-LITERACY.RL.9-10.2</i> • Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <i>CCSS.ELA-LITERACY.SL.9-10.2</i> • 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. <i>CCSS.ELA-LITERACY.W.9-10.2</i> • 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. <i>CCSS.ELA-LITERACY.RL.9-10.3</i> • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points 	<p>not always say things directly or literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony, connotation). U3 (U603) Effective writing and speaking demonstrates critical thinking and the ability to apply knowledge in a variety of contexts. U4 (U702) Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p>	<p>What events and influences cause a person to move towards adulthood?</p> <p>Q3 (Q110) What does this text mean to me? What connections can I make? (K-12) Q4 (Q204) How do authors make specific language, narrative, structure, and/or style choices to communicate their ideas? How does that affect my reading? (K-12) Q5 (Q112) What do I like and/or dislike about this story? (K-5) How would I critique this text? (6-12) Q6 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12) Q7 (Q704) How do I develop and revise my writing using appropriate tools and techniques? (3-12) Q8 (Q806) How do my purpose, task, and audience influence the way I publish/present my findings? (3-12)</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
		<p>S1</p> <p>Develop and/or apply essential question(s) to a text in order to consider the transformative power of literature</p> <p>S2</p> <p>Identify the elements of bildungsroman through close reading, and apply them in writing</p> <p>S3</p> <p>Identify factors contributing to an individual's identity and analyze the significance</p> <p>S4</p>

<p>are made, how they are introduced and developed, and the connections that are drawn between them. <i>CCSS.ELA-LITERACY.RI.9-10.3</i></p> <ul style="list-style-type: none"> • 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). <i>CCSS.ELA-LITERACY.RI.9-10.4</i> • 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. <i>CCSS.ELA-LITERACY.RL.9-10.4</i> • Analyze how an authors 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. <i>CCSS.ELA-LITERACY.RL.9-10.5</i> • 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. <i>CCSS.ELA-LITERACY.SL.9-10.5</i> • 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. <i>CCSS.ELA-LITERACY.L.9-10.6</i> 		<p>Read to identify a range of literary devices as listed in the Grade 9 Glossary of Literary Terms, and write to interpret or apply them to text</p> <p>S5</p> <p>Perform close reading to enhance understanding of author's message</p> <p>S6</p> <p>Develop the six traits of effective writing, including style, thinking, organization, content, sentence structure, language</p>
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<ul style="list-style-type: none">• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <i>CCSS.ELA-LITERACY.SL.9-10.6</i>• Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account. <i>CCSS.ELA-LITERACY.RI.9-10.7</i>• 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. <i>CCSS.ELA-LITERACY.RL.9-10.10</i>• 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. <i>CCSS.ELA-LITERACY.W.9-10.10</i>		
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