

# Curriculum Framework for Humanities/English 9

School: The Delaware Met

Curricular Tool: Common Core Curriculum Maps<sup>1</sup>

Grade or Course 9th

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
<b>Unit One: How Well Do We Tell Stories?</b> <b>Timeline : 4 weeks</b>			
<p><b>CC9-10RL1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC9-10RL5:</b> 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.</p> <p><b>CC9-10W2:</b> 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.</p> <p><b>CC9-10SL1:</b> 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.</p> <p><b>CC9-10L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Upon entering high school, students arrive with varying degrees of preparation, and this unit enables students to develop a common understanding of important literary elements, as well as a shared vocabulary for discussing them. Each story may be used to focus especially on a particular element, such as “point of view” in “The Cask of Amontillado” by Edgar Allan Poe or “symbolism” in “The Scarlet Ibis” by James Hurst.</p>	<p>Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution) in stories read.</p> <p>Understand and explain why plots in short stories usually focus on a single event.</p> <p>Analyze how authors create the setting in a short story.</p> <p>Define the concept of theme and identify the theme(s) in stories read.</p> <p>Identify and explain characterization techniques in short stories.</p> <p>Identify and explain the use of figurative language in short stories.</p> <p>Analyze how authors create tone in short stories.</p> <p>Identify the point of view in a short story and analyze how point of view affects</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u></p> <p><b>Essay:</b> Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1, CC9-10W2)</p> <p><b>Discussion:</b> Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative.</p>

<sup>1</sup> Elements of this map are taken from the *Common Core Curriculum Maps in English Language Arts*, available at [www.commoncore.org](http://www.commoncore.org), accessed November 28, 2011.

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		<p>the reader's interpretation of the story.</p> <p>Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.</p>	<p><b>Essay:</b> Select a short story and an artwork and write an essay in which you discuss the use of symbolism in each. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL4, CC9-10W2)</p> <p><b>Speech:</b> Select a one minute passage from one of the short stories and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, which literary element is exemplifies and why. (CC9-10RL2, CC9-10SL6)</p>
<b>SOCIAL STUDIES INTEGRATION: Regional Planning Unit</b> <b>ELA CONCEPT: Reading Informational Text</b> <b>Timeline: 3 weeks</b>			
<p><b>CC9-10RI6:</b> 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.</p> <p><b>CC9-10RI10:</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>C9-10W2:</b> 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.</p>	<p>Informational texts have specific structures and sequences.</p> <p>Good readers use a variety of strategies to help them understand what they read.</p>	<p>Which reading strategies are best used with informational texts?</p> <p>How will reading strategies help me understand what I read?</p> <p>Students will read and comprehend literary nonfiction and analyze how an author uses rhetoric, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Summative Assessments:</u></p> <p><b>Social Studies Assessment:</b> Presenting a problem</p> <p><b>ELA Assessment:</b> Cause/Effect essay</p>

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			contextualized to a student selected local regional planning case study.
<b>Unit Two: Is Honor Inherent or Bestowed?</b> <b>Timeline: 4 weeks</b>			
<p><b>CC9-10RL2:</b> 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.</p> <p><b>CC9-10RL3:</b> 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.</p> <p><b>CC9-10RI3:</b> 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.</p> <p><b>CC9-10W2:</b> 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.</p> <p><b>CC9-10SL2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and Accuracy of each source.</p> <p><b>CC9-10L4:</b> 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.</p>	<p>Students apply the knowledge of literary elements explored in unit one to a new literary form, the novel, and discuss the similarities and differences between how those elements are developed in short stories and in novels. Setting and characterization are highlighted, with particular attention paid to the question of which characters in <i>To Kill A Mockingbird</i> may be called “honorable.” Paired informational texts illuminate the historical context of the Great Depression and the Jim Crow South.</p>	<p>Learn about the history of the novel as a literary form.</p> <p>Recognize the importance of historical context to the appreciation of setting and character.</p> <p>Identify and analyze major and minor characters.</p> <p>Analyze and explain characterization techniques.</p> <p>Understand that novels may more than one plot and explain the use of multiple plots in <i>To Kill A Mockingbird</i>.</p> <p>Recognize the importance of point of view in <i>To Kill A Mockingbird</i> and why it wouldn’t be the same story told from someone else’s point of view.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u></p> <p><b>Essay:</b> Select a quotation from one of the characters of <i>To Kill a Mockingbird</i> (or other novel, if applicable) and write an argument that explains what the quotation reveals about the theme of honor in the book. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1, CC9-10RL2, CC9-10RL3)</p> <p><b>Essay:</b> Write an essay that compares primary source accounts of the “Scottsboro Boys” trial with Scout’s account of the trial in TKAM. Discuss how novels can reveal dimensions of history even though they are fictional. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1,</p>

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			<p>CC9-10RI7, CC9-10W2)</p> <p><b>Essay:</b> Select a documentary photograph from the Library of Congress’s website of Farm Security Administration-Office of War Information Collection (FSA-OWI) or an excerpt from the primary or secondary source accounts of “The Scottsboro Boys” trial and explain in an essay how the image or the source account helps illuminate your understanding of life during the depression in the American south. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RI7, CC9-10W2)</p> <p><b>Speech:</b> Select a one-minute descriptive passage from <i>To Kill A Mockingbird</i> and recite it from memory. Include an introduction that states what the excerpt is, why the book is significant, how the passage exemplifies one of the book’s themes. (CC9-10RL2, CC9-10SL4)</p> <p><b>Oral Presentation:</b> Describe whether the 1962 film version of <i>To Kill A Mockingbird</i> is faithful to the novel. Cite evidence for why or why not, explaining why you think the film’s director chose to omit or emphasize certain events. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL7)</p> <p><b>Oral Presentation:</b> Present several photographs of small southern towns during the depression from Dorothea Lange’s or The Library of Congress’ collections and compare them the description of Maycomb in <i>To Kill A Mockingbird</i>. Say which rendering is more vivid to you and explain why. State your thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL4, CC9-10SL5)</p>

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<b>SOCIAL STUDIES INTEGRATION: Dams – Humans Modify the Environment</b> <b>ELA CONCEPT: Author's Purpose</b> <b>Timeline: 3 weeks</b>			
<p><b>CC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CC9-10W6:</b> 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.</p> <p><b>CC9-10RI6:</b> 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.</p>	<p>Writers use a variety of structures and carefully chosen words to convey purpose.</p>	<p>How and why do writers make their ideas visible for readers?</p> <p>Students will determine an author's purpose, analyze how an author uses rhetoric, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Summative Assessments:</u>  <b>Social Studies Assessment:</b>  Informative report</p> <p><b>ELA Assessment:</b>  Problem/solution Video documentary or essay assessed using rubric</p>
<b>Unit Three: Poetry and Beauty</b> <b>Timeline: 4 weeks</b>			
<p><b>CC9-10RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several 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).</p> <p><b>CC9-10RI.2:</b> Determine a central idea of a text and</p>	<p>Having studied both the short story and the novel, students now consider why poetry is different than prose, and in particular they examine the power and expressive potential of imagery and other kinds of</p>	<p>Define and offer examples of various forms of poetry.</p> <p>Identify the form, rhyme scheme, and meter of poems studied.</p> <p>Define and explain poetic devices, such as alliteration,</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> </ul>

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<p>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.</p> <p><b>CC9-10W8:</b> 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.</p> <p><b>CC9-10SL5:</b> 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.</p> <p><b>CC9-10L3:</b> 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</p>	<p>figurative language. They are exposed to poetry from a variety of cultures, noting the ways in which the poetic form is universal. As a way of being introduced to literary criticism, students read several authors' reflections of poetry and discuss whether they agree or disagree with their critiques. Finally, the unit is an opportunity to introduce students to the idea of "form" in art, examining masterpieces of art and architecture that exhibit an excellent distillation of visual elements (e.g., line, color, space, tone, weight, etc.).</p>	<p>assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem.</p> <p>Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets.</p> <p>Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.</p> <p>Complete a literary research paper, citing at least three sources.</p>	<ul style="list-style-type: none"> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u><b>Suggested Summative Assessments:</b></u></p> <p><b>Essay:</b> Write an essay that compares and contrasts aspects of the use of a literary device in two different poems. Discuss at least three aspects. (CC9-10RL4, CC9-10W2)</p> <p><b>Essay:</b> Choose a painting from among those you've viewed and compare it to one of the poems you've studied. Then choose one of the following poetic elements: mood, metaphor, symbol, or pattern. Write an essay in which you compare how the author and painter develop that element in each work. Cite at least three pieces of evidence for each work. (CC9-10RL7, CC9-10W2)</p> <p><b>Essay:</b> View a reproduction of a Grecian Urn and write an essay in which you discuss the ways in which reading Keats's rendering of the urn is a different experience than viewing it. Discuss at least three differences. (CC9-10RL7, CC9-10W2)</p> <p><b>Research Paper:</b> Select a poet and write a research paper in which you analyze the development of the writer's poetry in his/her lifetime using at least three poems and citing at least three secondary sources. (CC9-10RI1, CC9-10RI5, CC9-10RI6, CC9-10W2, CC9-10W7, CC9-10W8)</p> <p><b>Speech:</b> Select a poem and recite it from memory. Include an introduction that states the</p>

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			<p>title author, and type of poem and how the poem exemplifies the stated type of poetry. (CC9-10SL6)</p> <p><b>Oral Presentation:</b> Discuss whether you agree with Seamus Heaney when he credits poetry “because credit is due to it, in our time and in all time, for its truth to life, in every sense of that phrase.” Say why or why not and give examples from poems studied or other poems to illustrate your position. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RI4, CC9-10RI5, CC9-10RI6, CC9-10SL4, CC9-10SL6)</p>
<b>SOCIAL STUDIES INTEGRATION: Project Citizen</b> <b>ELA CONCEPT: Persuasion and Argument</b> <b>Timeline: 3 weeks</b>			
<p><b>CC9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC9-10W2:</b> 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.</p> <p><b>CC9-10SL4:</b> 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.</p> <p><b>CC9-10RI5:</b> 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).</p>	<p>Persuasive techniques can be used to craft a presentation that will influence others and defend a position.</p>	<p>What strategies and techniques do writers use to persuade and influence others?</p> <p>How can I defend a position and effectively influence others?</p> <p>Students will 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.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Summative Assessments:</u></p> <p><b>Social Studies Assessment:</b> Create a marketing campaign</p> <p><b>ELA Assessment:</b> Persuasive Speech assessed</p>

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			using a rubric
<b>Unit Four: Are We Governed by Fate or Free Will?</b> <b>Timeline: 5 weeks</b>			
<p><b>CC9-10RL3:</b> 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.</p> <p><b>CC9-10RL5:</b> 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.</p> <p><b>CC9-10RL9:</b> 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).</p> <p><b>CC9-10RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>CC9-10W2:</b> 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.</p> <p><b>CC9-10SL1:</b> 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.</p>	<p>Students read <i>Antigone</i> or <i>Oedipus the King</i>, learning about the classic Greek tragedy form. Students examine Aristotle's <i>Poetics</i> and his definitions of comedy and tragedy to deepen their understanding of tragedy. They read Shakespeare's <i>Romeo and Juliet</i> and compare and contrast the ways in which the plays treat the related theme of "fate versus free will." Building on the poetry unit, students will also consider Shakespeare's use of rhythm, punctuation, and imagery and the ways in which they help convey the motives, thoughts, and feelings of the characters. This unit will confirm students' shared understanding of the elements of drama, preparing them for the study of other dramatic works throughout high school.</p>	<p>Identify and explain the elements of drama in general and Greek drama in particular (see terminology).</p> <p>Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.</p> <p>Trace the development of major and minor characters and explain how characterization advances the plot or theme.</p> <p>Understand Aristotle's definitions of comedy and tragedy and explain how the other works studied exemplify the term "tragedy."</p> <p>Analyze the playwright's use of irony.</p> <p>Identify the poetic devices used in <i>Romeo and Juliet</i> and explain their effect.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u></p> <p><b>Essay:</b> Write an essay that compares and contrasts aspects of tragic illumination in the tragedies of <i>Romeo and Juliet</i> and <i>Antigone</i> (or <i>Oedipus the King</i>). State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL2, CC9-10RL3, CC9-10W2)</p> <p><b>Essay:</b> Write an essay in which you discuss the extent to which one of the dramas studied adheres to Aristotle's definition of tragedy. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL2, CC9-10RL3, CC9-10W2)</p> <p><b>Speech:</b> Select a one-minute passage from one play and recite it from memory. Include an introduction that states what the excerpt is, why</p>

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<p><b>CC9-10L6:</b> 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.</p>			<p>the passage is significant, and how the passage exemplifies one of the play's themes. (CC9-10RL2, CC9-10SL4, CC9-10SL6)</p> <p><b>Oral Presentation:</b> Compare the rendering of Carravagio's <i>The Death of the Virgin</i> to Act V, scene iii of <i>Romeo and Juliet</i>. How do the artist and the playwright create dramatic effects? Describe and explain the significance of at least three examples. (CC9-10RL7)</p>
<b>SOCIAL STUDIES INTEGREATION: RESPONSIBILITIES OF CITIZENSHIP</b> <b>ELA CONCEPT: RESEARCH</b> <b>Timeline: 4 weeks</b>			
<p><b>CC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC9-10W7:</b> 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.</p> <p><b>CC9-10W8:</b> 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.</p> <p><b>CC9-10W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Gathering appropriate information is important to success in school and everyday life.</p>	<p>How do I find the right information?</p> <p>How do I gather original data?</p> <p>Students will conduct a short as research projects to answer a question or solve a problem, demonstrating understanding of the subject under investigation.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Summative Assessments:</u></p> <p><b>Social Studies Assessment:</b> Survey and Storyboard</p> <p><b>ELA Assessment:</b> Manual or introductory guide to a topic assessed using a rubric</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
<b>Unit Six: How is Reflecting Different from Remembering? The Memoir, The Essay, and The Speech</b> <b>Timeline: 5 weeks</b>			
<p><b>CC9-10RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several 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).</p> <p><b>CC9-10RI3:</b> 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.</p> <p><b>CC9-10RI9:</b> 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.</p> <p><b>CC9-10W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>CC9-10SL3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>CC9-10L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>The unit allows students to recognize and appreciate the effective use of literary devices in nonfiction. Students are exposed to memoirs from various cultures and look for common techniques, such as the emphasis on a particularly significant event or time period in the author’s life. Selected art works that address similar goals, such as self-portraits, are examined to compare presentation. Students also consider the ways in which essays and speeches may exhibit the same reflective qualities, whereby the authors/orators engage readers/listeners to think carefully about literature, events, or ideas in a new way.</p>	<p>Identify and explain the characteristics of a memoir</p> <p>Distinguish between an autobiography and a memoir.</p> <p>Identify and explain the effect of stylistic devices used in memoirs.</p> <p>Identify and explain the characteristics of various types of essays (e.g., literary, narrative, etc.).</p> <p>Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors.</p> <p>Apply rhetorical strategies learned in this lesson to essay writing projects of their own.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u></p> <p><b>Memoir:</b> Write a memoir (after the style of one of those read—optional) recounting a specific person, place, experience, event, day, moment, work of art, or another specific thing and convey its significance to you. (CC9-10W3)</p> <p><b>Literary Criticism Essay:</b> Write an essay in which you discuss how two literary texts studied illustrate Faulkner’s thesis in his 1949 Nobel Prize acceptance speech. State your thesis clearly and include at least three pieces of evidence to support it. (CC9-10RL2, CC9-10RI9, CC9-10W2)</p> <p><b>Speech:</b> Select a one-minute passage from one of the speeches here and recite it from memory. Include an introduction that explains the occasion/context of the speech and its literary and historic significance (CC9-10SL6)</p>

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			<b>Oral Presentation:</b> Discuss how one of the paintings studied exhibits characteristics of (self-) reflection and compare it to one of the memoirs read. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL7, CC9-10SL5)