

Unit 1 - The Analytical Writer

UbD Template 2.0

Stage 1 Desired Results		
	<i>Transfer</i>	
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Understand the power of words and images to provide insight into the experiences and opinions of the writer. - Establish a position or claim in an engaging introduction. - Read a piece of nonfiction and comprehend the author's intent and meaning. - Write an analysis that breaks down a topic or text down into smaller components. - Elaborate and explain opinions, ideas, and interpretations in a clear and coherent manner. - Think critically about a text or a topic. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - You can analyze any "text" as long as there is a beginning and an end. - Professional writers use the same skills in writing and analysis that we want you to use. - Professional critical writers make personal connections to the texts they analyze. - Professional writers write with passion, knowledge, and authority on a subject. - Professional writers rarely use the 5 paragraph essay format. - Professional writers make intentional choices in introducing ideas and interpretations to the reader. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do professional writers produce professional work? - What do good writers do? - How do I write a good introduction? - How can I write about something I am passionate about? - How can I better organize my ideas? - How do I begin my writing?

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<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-Literacy.W.9-10.5</p>	<ul style="list-style-type: none"> - Good analytical writers use specific language and vocab depending on their subject. - Analytical writing is helped by organization and structure - creating a road map to your writing. 	
<p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p>	<p style="text-align: center;">Acquisition</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Mentor text - Passion, Ideas, Structure, and Authority - Different types of "texts" we can analyze - Different kinds of Intro paragraphs and leads (personal anecdote/experience, "in medias res", background info/context) - Diction and subject specific vocabulary - Paraphrasing/summarizing information. - Analytical writing techniques 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Establish a position or claim in an engaging introduction - Analyzing a "text" of their choosing - Reading and analyzing a piece of nonfiction like a writer. - Writing an introduction that creatively engages the audience and provides context to the reader. - Logical transitions between paragraph ideas. - Breaking a "text" down to its core components.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher generated Writing Rubric that evaluates a students use of Passion, Ideas, Structure, and Authority:</p> <p>Focus - Insightfully addresses the prompt, introduces the topic in a clear thesis statement.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Assessment: Goal/challenge - Students will be writing a critical review of a “text” of their choosing.</p>
T, A	<p>Organization/structure - Orients reader to the topic in an engaging introduction. Develops ideas in clear and relevant body paragraphs.</p>	<p>Role for the student - Student is an aspiring writer that wants to get their critical review/analysis published in their favorite magazine/journal/website.</p>
T, M, A	<p>Development - Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial. Shows insightful understanding of the topic.</p>	<p>Audience - Class peers and teacher, NMHS body. The readers of a popular magazine or website.</p>
A	<p>Language - Little to no errors in spelling, capitalization, grammar, and punctuation. Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.</p>	<p>Situation - A new writer to the world of criticism and analytical writing. Students are attempting to get their work published in an area they are passionate about. The student will need to write an engaging and insightful review that will catch the attention of an editor.</p> <p>Products and Performance generated by the student - You will create and write your own critical review that is engaging, passionate, edited and revised. Students will need to understand what real professional writers do and apply these understandings to reviewing a “text” of their choice. This can be a tv show, movie, book, video game, comic, sports season, etc. The “text” refers to anything that has a clear beginning, middle, and end. Students will need to use subject-specific language in their review and be able to develop and explain their ideas and opinions with specific examples from their text. We will create a class “website” where students will publish their finished work.</p>

		<p>Standards/criteria for judging success - Understanding and applicability of core Mentor Text criteria (Passion, Ideas, Organization/structure, Authority).</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Creating a heart map to brainstorm ideas and topics they are passionate about. - Class and small group discussions - Analyze Mentor Text as a writer - identify writing and organizational techniques used by a writer. - Practice using the techniques we have identified in Mentor Texts in short and longer writing exercises. - Read professional reviews together, in small groups, and individually - Analysis - students will practice breaking down a topic into smaller components. - vocabulary - students will learn and use specific diction, vocab, or jargon of the specific subject they are working with (film, sports, literature, video games, comics, etc...)

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Stage 3 – Learning Plan

Stage 3 – Learning Plan	
Code	<i>Pre-Assessment</i>
T, M, A	<p>Students will write a Flash Draft of a short film as a way to assess where students are in their analytical writing. They will watch a Pixar Short film (“Sanjay’s Super Team” is recommended) and take notes about what they notice and observe (colors, characters, symbols, plot, conflict, etc...). The students will then watch the short a second time, taking more detailed notes about their interpretations. Finally, students will write 2 paragraphs that aim to analyze the theme of the short based on their notes and observations.</p>
M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will understand that a “text” is anything we can analyze that has a clear beginning, middle, and end. Students will know what a Mentor text is and how we will be breaking them down - Passion, Ideas, Structure, and Authority.</p>
T, A	<p>Students will be able to write an introduction/open that orients and engages their reader. Personal anecdote/experience, “in media res”, background info/context. Students read mentor texts in small groups to identify and give name to techniques writers use in their introductions. Students revise their Flash Drafts to improve their intros using what we learned from Mentors.</p>
T, M, A	<p>Students will be able to analyze a nonfiction text as a writer - specifically looking for and identifying writing techniques in a Mentor Text. Teacher will lead a series of mini lessons that focus on specific elements: Passion, Ideas, Structure, and Authority, transitions, diction and subject specific vocabulary (these can be tackled individually based on what students notice - spread across a few classes). Students will annotate Mentor Texts to identify writing techniques.</p>
	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Conferences with peers and Teacher. - Quizzes and short writing responses. - Student use of Passion, Ideas, Structure, and Authority in their writing (short and longer responses). - Student participation in class activities. - Student ability to write a critical review - Student ability to identify analytical writing techniques in Mentor Texts. - Student ability to explain how writing techniques are used to engage an audience. - Student ability to break a text down into its separate components. - Student ability to elaborate and explain interpretations and opinions with evidence. - Student ability to revise their work based on peer and teacher feedback. - Use of the writing process. - Individual writing responses and exit slips.

<p>T, A</p>	<p>Apply Analytical Writing techniques and revise work - Teacher will lead discussion on what a revision is. Students will deepen and revise their Flash Drafts to include some of the techniques used by professional writers. Students read and share each other's final Flash Reviews and offer constructive comments on the document.</p>	
<p>T, M, A</p>	<p>Students will establish their opinion to engage, entertain, and orient their reader on their text and topic. Students apply learning to write an engaging intro that establishes their opinion and provides context. Students will use specific intro techniques.</p>	
<p>T, A</p>	<p>Students will understand organization and structure. Students will be able to develop their ideas in claims by structuring their points in an engaging and logical way. Students will create an outline "roadmap" for their analysis.</p>	
<p>A</p>	<p>Students will apply what we have learned to their own analytical writing. Students will give and receive constructive feedback. Students will individually revise work to incorporate student and teacher feedback.</p>	

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	<p>Additional Resources:</p> <ul style="list-style-type: none">- Teacher-made slides and presentations on Mentor Texts- Packet of Mentor Texts that are put together and vetted by the teacher (should cover a range of writing topics - reviews of film, tv show, book, music, video game, sports, etc...)- Student-found and chosen Mentor Texts on their subject or specific text.	
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Unit 2 - The Analytical Reader

UbD Template 2.0

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Develop an original idea or a point in a well written paragraph. - Closely read a text to comprehend what is written explicitly and implicitly regardless of genre - fiction or nonfiction text. - Determine and identify a theme or central idea of a text by analyzing how specific details are developed throughout by the author. - Use narrative writing techniques to help strengthen their analytical/expository writing. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Good reading skills require patience and focus. - A good paragraph is focused around one point or idea the writer is making or explaining. - Good writers use multiple paragraphs to develop ideas. - All choices made by an author are intentional for the reader. - Authors develop ideas, symbols, and characters together to convey a larger theme. - Narrative writers structure and organize plot to develop events, characters, symbols, and themes. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - What does a writer have to say about a specific subject? - What do good readers do? How do I develop an idea/point in a full paragraph? - Why should I move away from the five paragraph structure? - Why is it important to use narrative writing techniques in my expository/informational writing?

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Acquisition	
<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Close Reading - Paragraph structure. - Topic Sentence. - The difference between a theme and a topic/subject. - Metaphor/simile, symbol, personification, allusion, imagery, sensory details, diction, style, onomatopoeia, dialogue. - Conflict - Internal vs. External - Characterization and Character Types <ul style="list-style-type: none"> - Round/flat - Static/dynamic - The conventions of the Short Fiction Genre. <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Writing an organized paragraph that develops your unique idea rather than summarizing the story plot. - Identifying the main point/purpose in a paragraph. - Writing a topic sentence that establishes an idea or point. - Determining and identifying a theme. - Applying narrative techniques to their analytical/expository writing. - Close reading a text to understand what point an author is making about a subject. - Critically thinking about the various themes and real world topics a story develops.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
<p>T, A</p> <p>T, M, A</p> <p>T, M, A</p> <p>M, A</p>	<p>Teacher or department Analytical Writing rubric. Rubric should place extra weight on students' use of Organization/structure.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
	<p>Focus/claim - Students focus their writing around a central message/theme of a short story. Students introduce their ideas and opinions in a clear statement.</p>	<p>GRASPS Assessment: Goal/challenge - Students will analyze a text by identifying and explaining what the author's message is about a subject. Students will identify and analyze how various literary elements contribute to the author's message.</p>
	<p>Organization/structure - Students develop their ideas and opinions using clear and focused body paragraphs. Body paragraphs are focused and make a clear point.</p>	<p>Role for the student - Teacher or College Professor.</p> <p>Audience - Students in the classroom.</p>
	<p>Development - Students use well chosen examples from their short story. Students identify specific literary elements and explain how they contribute to the author's message. Students analyze examples rather than summarize story/plot.</p>	<p>Situation - You will be teaching your students about theme development. You will choose a text and you will write a lesson/lecture about the subject of a short story and what the author's message is.</p> <p>Products and Performance generated by the student - Students will produce clear writing with organized and focused paragraphs that analyze how various literary devices contribute to the theme of a story. This "lecture" may be written, spoken, or presented through the class. Students may have a script to follow if they are speaking or presenting their interpretations.</p>
	<p>Language/conventions - Students engage their audience using some narrative techniques we have learned about. Contains no errors in regards to spelling, capitalization, punctuation, and grammar.</p>	<p>Standards/criteria for judging success - Mastery of writing clear and organized paragraphs. Demonstrate the ability to identify a central theme/message from a story and how literary elements combine to produce that theme.</p>

	<ul style="list-style-type: none"> - Teacher or department Narrative Writing Rubric. 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Students will write their own short narratives. The product may be written as a traditional narrative, produced as a graphic story, or dramatically read as an Audiobook. Alternative Assessment. - Close reading of various texts. - Small group and classwide discussions - Short responses to essential questions written in class. - Comparing/analyzing characters from different short stories. - Brainstorming ideas for short stories. - Short quizzes on selected short stories. - Participation in small group and class discussions about how the elements of short fiction work together to create a theme. - Filling out Plot Diagram outlines for their stories.
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A	<p>Students will begin this unit by taking time to think about and write down their answers to these questions: What does perspective mean to you? What does empathy mean to you? The teacher will lead the class discussion after students have been given a few minutes to think about and write down their responses - these are two of the guiding ideas for the whole year.</p> <p>The teacher will assess what students know/remember from their previous year. The class will read a short story together, one that is chosen at the teacher's discretion (the story "Who Am I This Time?" by Kurt Vonnegut is recommended). The students will be asked to answer these essential questions: What is the subject of this story? What is the author trying to tell the audience about this subject? The students will write their responses in 2-3 paragraphs. The teacher will be looking for a few things in this assessment - 1. What do the students remember about the theme from last year? 2. Which students already know how to write a strong paragraph?</p>	
T, M	<p>Summary of Key Learning Events and Instructional Strategies <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher introduces Close Reading - what this is and skills of close reading. Class reads a short text together and the teacher models Close Reading skill with a specific passage. Students take notes on Close Reading. Apply learning to reading a short text and writing Close reading observations from a specific passage (use text from pre-assessment)</p>	<p>Progress Monitoring</p> <p>Teacher Monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class and small group discussions - Conferences with peers and Teacher - Individual responses and paragraphs
T, M, A	<p>Teacher leads a discussion on writing paragraphs. Teacher models writing a good paragraph using a basic structure: Topic sentence, context for an example, direct example, commentary/analysis, conclusion - connect back to topic sentence. Students take notes on paragraph structure.</p>	<ul style="list-style-type: none"> - Students use of close reading skills in individual responses and exit slips. - Student use of paragraph organization. - Student use of topic sentences and concluding sentences. - Student ability to identify a theme of a story. - Student ability to analyze how a literary device can develop a theme.
T, M, A	<p>Topic Sentence - Teacher leads a class discussion and looks at examples of good topic sentences. Purpose of a topic sentence is to establish a point you want to make an idea you want to explore. Students read a short text and practice writing topic sentences that aim to make a point or answer a question.</p>	<ul style="list-style-type: none"> - Student ability to analyze author's craft/choice in writing.

<p>T, A</p>	<p>Develop, elaborate, and conclude an idea - Teacher leads the class in looking at strong and weak examples of elaborating on an idea and following through analyzing an example. Teacher models/explains each piece of a good paragraph. Students read another short text and practice writing paragraphs that focus on analyzing specific features of a passage.</p>	
<p>T, M, A</p>	<p>Theme vs. Topic/subject - Teacher provides examples of themes and topics. Teacher leads discussion on the differences between a theme and a subject. Themes are full sentence statements. Students participate in the activity identifying themes and topics. Students will be able to explain the differences between the two. Students will look back on a short story and identify the message the author has about a subject.</p>	
<p>T, M, A</p>	<p>How literary devices/elements convey themes - The Teacher will go through a list of literary devices students should know from last year. Students will generate a class list of literary devices/elements from last year. Students will work in a small group to read a short text. Each group will read the same story but focus on a different literary element.</p> <p>Recommended Resources:</p>	

Possible Unit Anchor Texts:

Short Fiction: Classical and Contemporary Sixth Edition

“Paper Menagerie” by Ken Lui

“The Lady with the Dog” or “The Bet” Anton Chekhov

“A Very Old Man with Enormous Wings” Gabriel Garcia Marquez

“The Ones Who Walk Away from Omelas” Ursula Le Guin

“The Rocking Horse Winner” D. H. Lawrence

“The Veldt” by Ray Bradbury

“The Mask of the Red Death” by Edgar Allan Poe

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Unit 3 - Where Fiction and the Real World Collide

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Use substantial evidence to develop an idea or point in a paragraph. - Cite and integrate textual evidence in MLA to support their analysis/ideas of a text without prompting from the teacher. - Empathize with cultural and social perspectives. - Create an engaging presentation regardless of the topic. - Use a text's historical and cultural background to interpret meaning. - Collaborate and compromise ideas and responsibilities with others. - Research and understand a historical/cultural context. 	
	<i>Meaning</i>	
<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Textual evidence is used to highlight and back up your own inferences, interpretations, and ideas. - Meaning of a text is determined by the culture and time period that produced it. - In order to empathize with someone you need to understand their cultural background. - A good presentation depends on the presenter, not necessarily the slides. - You have control of an audience's attention based on how you make your presentation. - Historical fiction authors blend the real world with fictional characters or scenarios...or vice versa. - Any story written in a past era is 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do I use evidence to develop my own idea/point? - What is the difference between strong and weak evidence? - How do I integrate evidence into my own words? <p>What are global perspectives? How is American Culture different from other cultures around the world? What is historical fiction/creative nonfiction?</p> <ul style="list-style-type: none"> - How do I make and give an engaging Presentation?

<p>CCSS.ELA-Literacy.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.</p>	<p>usually used by an author to make a comment on our own historical/cultural perspective. Use the past to make a comment on the present.</p>	
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Textual Evidence - MLA citations and formatting - Historical/cultural context - Historical fiction/creative nonfiction - Realism - Presentation skills - Visual aids - Plot Structure and Organization - Narrative techniques - Imagery - Sensory details 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Citing and integrating strong textual evidence. - Using evidence to develop an idea or point in a paragraph. - Creating an engaging presentation - Speaking in front of a group - Writing a story that is well researched - Writing a story that is set in a specific time period and culture. - Writing realistic and properly formatted dialogue. - Creating an outline (expository or narrative) is a crucial part of the writing process that allows the writer to see the progression of their ideas and ultimately facilitates the writing process. 	

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher or department Narrative Writing Rubric.</p> <p>Focus/exposition - Your story follows the form of a short story. The intro establishes the setting, tone, characters, and conflict. Focused around a theme that is developed from your chosen historical/cultural perspective.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Assessment: Goal/challenge - Write a unique historical fiction narrative that emphasizes setting, historical/cultural accuracy, plot structure, and dialogue. Students will choose and research a specific time period and culture in which their story will take place. Students' research will inform the historical/cultural accuracy and dialogue of their story.</p>
M, A	<p>Organization/structure/plot - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. Events of the plot should help develop your story's theme. Writing an ending that resolves the climax and provides closure to the protagonist's experience and growth.</p>	<p>Role for the student - Creator, author, editor of the story.</p> <p>Audience - Class peers and teacher, NMHS body. The readers of a popular magazine and/or literary website.</p>
M, A	<p>Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue (writing and formatting), characterization, and themes to develop the ideas in their story. Students will show proficiency in storytelling techniques.</p>	<p>Situation - A new author to the writing world. You will be writing a short story that aims to be published in a popular periodical/magazine. You are an aspiring author looking to add their unique take on a specific historical/cultural setting after thorough research and learning.</p> <p>Products and Performance generated by the student - You will create and write your own story that aims to develop a central theme that takes into consideration your narrative's historical/cultural setting. The product may be written as a traditional narrative, produced as a graphic story, or dramatically read as an Audiobook.</p>
T, M, A	<p>Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.</p>	<p>Standards/criteria for judging success - Mastery of Short Fiction genre conventions. Mastery of criteria and skills of narrative writing rubric. Mastery of writing and formatting dialogue.</p>

	<ul style="list-style-type: none"> - Teacher or department Oral Presentation Rubric. - Teacher or department Literary analysis writing rubric with an emphasis on students' use of textual evidence. 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Research Project - Students will work in small groups to research the historical/cultural setting of the chosen unit text and create an engaging Presentation that incorporates specific facts, visuals, and student explanation. Alternative Formative Assessment. - Literary analysis essay - focus on use of evidence skill. - Whole class, small group, and partner work and discussions. - Dialogue practice - formatting and writing realistic dialogue. - Notes on lectures and presentations on Historical/cultural criticism and context.
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	<p>Students will individually write a response to the following prompts: Describe our current culture and historical context. What is important to American Culture and values today? What is a context? How can the time period or culture of a story affect meaning?</p> <p>Students will share their answers with a partner or small group - Teacher will lead discussion comparing and contrasting the partner/small groups responses.</p>	
M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will set up and explain what the historical/cultural context is. Students understand that a text is a product of the historical setting and culture that produced it. Students should be able to name a story, identify its historical/cultural context (when/where was it made and released?), and explain what the context has to do with the story itself</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class and small group work/discussions - Individual writing responses. - Students ability to research a time period. - Creation of Presentations - Students' ability to choose strong textual evidence. - Students ability to analyze textual evidence for literary devices. - Students ability to elaborate on their ideas in paragraph. - Students ability to write a narrative with brainstorming, outlining, and drafting. - Students ability to create a character and conflict in a story. - Conferences with peers and Teacher
T, M, A	<p>Students will be able to work effectively in a small group to create a factually and visually engaging Presentation on a specific component of a historical time period and cultural group. Recommended to focus this on the historical/cultural context of your anchor text and complete this before reading begins. Students take notes on YouTube video Death by PowerPoint.</p>	
T, M, A	<p>Using and Citing Text evidence - Teacher will set up what textual evidence is and MLA citations are and where they go in a paragraph. Teacher will model what strong textual evidence looks like using passages from the Unit Anchor Text (examples should contain some literary device/element to focus on). Students take notes on using and citing textual evidence</p>	
T, M, A	<p>Strong vs. Weak Evidence - Teacher will lead a discussion on several examples of textual evidence from the Unit Anchor</p>	

	<p>Text. Teacher will model what strong and weak evidence looks like and how to elaborate on talking about an example - use student examples from the previous class. Students reevaluate their text choices from last class.</p>	
<p>T, M, A</p>	<p>Choosing and researching a historical/cultural setting. Teacher will explain the GRASPS assessment. Teachers will offer suggestions for students to use. Teacher will model researching a historical/cultural background for the story. Students will research a chosen historical time period and a specific culture to focus their historical fiction writing</p>	
<p>M, A</p>	<p>Creating a character and conflict. Teacher leads discussion on the qualities of a protagonist, character motivations and conflicts. Teacher explains that characters and conflicts should develop from your historical/cultural research. Students develop a protagonist and conflict based on their historical/cultural focus.</p>	
<p>M, A</p>	<p>Plot outline and roadmap - Teacher will go over what a Plot Outline is. Look at examples of organizers to help students in creating an outline. Exposition, conflict, rising action, climax, falling action, and resolution.</p>	
<p>T, M, A</p>	<p>Writing Workshop - Teacher sets up a writing workshop with class as they outline, draft, revise, edit, and publish their stories. Students will participate in the writing process - research, outlining, drafting, conferences/feedback, editing, and revision for their narratives.</p>	

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	<p>Additional Resources:</p> <ul style="list-style-type: none">- Possible Unit Anchor Texts: <i>Things Fall Apart</i> by Chinua Achebe is recommended but the teacher may choose an appropriate text. Recommended to choose a non-American author and setting that takes place outside of the US.- Other historical fiction texts- YouTube Video - TedTalk "Death by Powerpoint"- Essays, articles, and other sources for synthesis. <p>Teacher vetted and chosen. Students will be finding their own sources for research on projects, historical fiction narrative, and their essays.</p>	
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Unit 4 - The Psychology of the Outsider and The Loss of Innocence

UbD Template 2.0

Stage 1 Desired Results	
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of</p>	<p><i>Transfer</i></p>
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Arrange and organize their thoughts in a logical way. - Use structure and organization to get their audience from point A to point B. - Empathize with another person. - Track and analyze how ideas are developed across fiction and nonfiction. - Have a greater understanding of themselves and their behavior with others. - Make connections between characters, topics, and themes across different texts and media.
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Good writers put their paragraphs in a particular order. - Author's develop symbols throughout their story - Symbols are connected to a protagonist or main idea of a story and develop over the course of a narrative. - Some symbols and themes are universal and reach across genres and text types. - Empathy is about understanding where someone comes from. - Isolation and loneliness substantially affect an individual's ability to connect to others. - A part of growing up is coming to 	<p><i>Meaning</i></p>
	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do I get my audience from point A to point B in my writing? - How do I put my paragraphs in a logical order? - Why do some people feel disconnected from the rest of society? - Why do some people have difficulty making connections with others? - How does loneliness and isolation affect an individual's mental health? - How can I use psychology to better understand myself and others? - Why do people struggle when transitioning from childhood to adulthood?

<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>terms with the end of your childhood.</p> <p style="text-align: center;">Acquisition</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Psychology - Sigmund Freud and Carl Jung - Dream analysis - Unconscious and subconscious - Id, Ego, Superego - Defense mechanism - Repression - Automatic Writing - Stream of consciousness - Coming of Age and Loss of innocence - Stages of grief and PTSD - Disillusionment - Motif 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Sequencing paragraphs in a logical order. - Writing transitions between paragraphs. - Producing clear, organized, and insightful writing. - Applying psychology learning to interpreting literature. - Analyzing how characters develop over the course of a text. - Connecting a symbol to character and plot development. - Recognizing a motif and tracking its development over the course of a narrative. - Recognizing symbol and motif patterns in the text and connecting that to other texts.
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
	<p>Teacher or department Project Rubric that emphasizes a student's ability to organize and structure their writing and ideas.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
T, M, A	<p>Song Choice and Scene/Character choice - You have specific scenes and characters from your text chosen for your songs. Songs are school appropriate and are creative and diverse from various artists and genres.</p>	<p>GRASPS Assessment: Goal/challenge - Create a soundtrack for a film or tv version of the Unit text. You must analyze your song choices, musically and lyrically, for meaning and explain the connections between the book and the song you choose. You may link specific songs with specific scenes or with specific characters. Either choice made you must analyze and explain how BOTH the music and lyrics fit the tone of a scene or character. Direct textual examples from both song and text are required.</p>
T, M, A	<p>Organization/structure - Your work goes through your ideas in a logical way. Each song has its own scene or character connected to your idea interpretation. You sequence your songs in an order that makes sense with your thinking. Audience clearly can go through your work and see the connections you have made.</p>	<p>Role for the student - Music Supervisor for a film or tv production company.</p>
T, M, A	<p>Close Read/Analysis - Do not summarize the story or the song/lyrics. Analyze your evidence for meaning. Explain how the song/lyrics fits a specific scene or character. Make insightful connections between a specific symbol, motif, or theme that is present in both song/lyrics and textual examples.</p>	<p>Audience - The movie going public, film critics and reviewers, fans of the book.</p> <p>Situation - You are working for a movie or tv show production team and it is your job to create the soundtrack for a film or tv version of <i>Catcher in the Rye</i> or <i>Fahrenheit 451</i>. You will need to choose songs that fit specific scenes and specific characters throughout the movie adaptation.</p>
T, M, A	<p>Evidence - Provide substantial and direct textual, musical, and lyrical evidence. Cite all of your evidence in MLA.</p>	<p>Products and Performance generated by the student - The product may be written as an essay or as a PowerPoint/Google Slides/Prezi Presentation. Students may present their work live to the class or use Flip Grid to record themselves giving the presentation and have the class view each other's work and make comments.</p> <p>Standards/criteria for judging success - Mastery of</p>

<p>T, A</p>	<p>Language/Conventions - Product is clear, edited, and creative. MLA conventions are accurate. Grammar, punctuation, capitalization, sentence structure, and diction is appropriate and contains no errors.</p>	<p>making/writing an engaging product. Mastery of structure - put your ideas in an order that makes sense for the audience, Mastery of using direct, cited textual evidence in your project. Mastery of analyzing music and lyrics. Mastery of making literary devices (symbol/metaphor/etc) connections between the song and the text. Mastery of analyzing and explaining thematic connections between song and text.</p>
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	<ul style="list-style-type: none"> - Teacher or department Analytical Writing rubric that focuses on Students' use of Organization/structure in their writing. Student ability to sequence body paragraphs. 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Alternative Assessment - Literary analysis - Focus an analysis of the development of the protagonist of the Unit Anchor Text - what is this character going through and how do they change over the course of the narrative? Focus on students' ability to organize and structure body paragraphs. - Chapter reading checks - Short and longer writing responses - Automatic writing exercises (free writes) - Create a symbol poster connected to either Catcher or Fahrenheit. - Create a Found Poem - Create a unique piece of Propaganda for Fahrenheit. - Whole class, small group, and partner work and discussion.
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	<p>Students will answer these questions individually: What does it mean to be a loner or an outsider? Why do some people feel disconnected from others or from society? Does our culture value people who act/behave differently?</p> <p>Students will discuss their thoughts and answers with a partner and participate in a class wide discussion about these topics before introducing the Unit text, skills, essential questions, and Unit Assessments.</p>	
M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will understand the historical/cultural context of the Unit anchor text and the biographical information of the author. 1950's American Culture for <i>Catcher in the Rye</i>.</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Individual research and writing responses. - Students use structure and organization in their writing. - Student ability to effectively structure and sequence their body paragraphs in a logical order. - Student ability to characterize and understand the protagonist of the Unit Text. Students created flow charts.
M, A	<p>Teacher will lead a discussion/lecture on psychology. Notes on psychological terms (id, ego, superego, repression, defense mechanism, disillusionment). Students will be able to explain how you can use Psychology to understand a narrative.</p>	<ul style="list-style-type: none"> - Student ability to identify and track a motif in a narrative. - Student ability to track the development of a character throughout a story.
T, A	<p>Organization/structure - Teacher will lead discussion and model thinking when sequencing paragraph ideas. Review of topic sentences and paragraph points. Students take notes and participate in class discussion. Class will read a Mentor Text together and identify the organization/structure</p>	<ul style="list-style-type: none"> - Student ability to create a Soundtrack and find songs that lyrically and musically connect to text protagonist and text themes.
T, A	<p>Organization/structure - Teacher will explain what a motif is and how they work in a narrative. Teacher will lead class discussion in generating a list of motifs from Unit Anchor Text. Students will choose a motif and track its development through the story.</p>	
T, M, A	<p>Organization/structure - Teacher will discuss connecting a symbol/motif to character development - model thinking by</p>	

<p>M, A</p>	<p>looking at passages from Anchor Text. Students work in small groups to connect a specific motif to character development (each group uses a different motif). Students answer the questions “how does the protagonist change throughout the story?” by creating a flowchart of ideas/points.</p> <p>The Teacher will lead a recap of close reading skills, look at specific scenes together as a class, and individually analyze language used in a scene as it relates to characterization, symbols, and theme. Students will use close reading skills to analyze specific scenes and language used in the Unit Anchor text. Connect how character language and behavior help develop a theme.</p>	
<p>T, A</p>	<p>Teacher will set up a Character Development Essay. Students will analyze how the protagonist of the Unit Anchor Texts changes, develops, or grows over the course of the narrative. Students will focus on the main points of their body paragraphs and figuring out the most effective order to put their ideas in.</p>	
<p>T, M, A</p>	<p>Teacher will set up and explain GRASPS. Teacher will lead a class discussion about the goal of the assessment. Students will need to use their close reading and analytical skills to write a detailed character analysis that tracks the development of the protagonist throughout the story.</p>	

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	<p>Additional Materials:</p> <p>Possible Unit Anchor Texts: The Catcher in the Rye, Fahrenheit 45, or The Five People You Meet in Heaven. Or an additional Teacher chosen text.</p> <ul style="list-style-type: none">- Mentor Texts (professional and student examples) to use for organization/structure flowcharts.- PowerPoint/Presentation Notes- 1950's Social Engineering films - Shy Guy- Author Biographical handouts	
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REVISION

Unit 5 - The Truth and The Story

UbD Template 2.0

Stage 1 Desired Results					
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support</p>	<p style="text-align: center;"><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Use research techniques to learn about any topic. - Apply creative techniques to multiple forms of writing and presenting information. - Identify the main idea from a source of information. - Make connections and empathize with others by telling stories. - Reflect and learn from past experiences and memories. <p style="text-align: center;"><i>Meaning</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">UNDERSTANDINGS</th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Stories are a vital part of personal growth - we all tell our own stories to connect to other people. - We can use research skills to learn about topics that are important to us. - The real world and fiction are closely connected. - Nonfiction and memoir authors both use narrative writing techniques to engage their audience. - Perspective and empathy come from learning about other people's past experiences. </td> <td style="vertical-align: top;"> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How can I use narrative techniques to tell a true story? - Why is it important to use narrative writing techniques in my expository/informational writing? - How can I use narrative techniques to engage my audience? - What can I learn from other people's life stories and experiences? - How can I turn a real life event/story into a narrative? </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Stories are a vital part of personal growth - we all tell our own stories to connect to other people. - We can use research skills to learn about topics that are important to us. - The real world and fiction are closely connected. - Nonfiction and memoir authors both use narrative writing techniques to engage their audience. - Perspective and empathy come from learning about other people's past experiences. 	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How can I use narrative techniques to tell a true story? - Why is it important to use narrative writing techniques in my expository/informational writing? - How can I use narrative techniques to engage my audience? - What can I learn from other people's life stories and experiences? - How can I turn a real life event/story into a narrative?
UNDERSTANDINGS	ESSENTIAL QUESTIONS				
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Stories are a vital part of personal growth - we all tell our own stories to connect to other people. - We can use research skills to learn about topics that are important to us. - The real world and fiction are closely connected. - Nonfiction and memoir authors both use narrative writing techniques to engage their audience. - Perspective and empathy come from learning about other people's past experiences. 	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How can I use narrative techniques to tell a true story? - Why is it important to use narrative writing techniques in my expository/informational writing? - How can I use narrative techniques to engage my audience? - What can I learn from other people's life stories and experiences? - How can I turn a real life event/story into a narrative? 				

<p>analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.1</p> <p>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>		
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Memoir and Personal Narrative. - Narrative techniques - Pacing - Sensory details - Imagery - Setting - Tone - Characterization - Dialogue formatting - Realistic dialogue - Story structure and outline - Interview questions - Interview - Diction and word choice 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Using narrative techniques to tell real stories. - Identifying a common idea across multiple sources. - Engaging their audience with expressive language. - Writing realistic and properly formatted dialogue. - Creating an annotated bibliography - Conducting an engaging interview - Reflecting on past experiences and memories through telling a story. - Reflecting on how you have grown and changed because of your memories and experiences.

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A	<p>Teacher or department Narrative Writing rubric that emphasizes students' use of narrative techniques (imagery, sensory details, and dialogue).</p> <p>Focus/exposition - Your memoir follows the form of a short story. The intro establishes the setting, tone, characters, and conflict. Focused around a real life event, memory, or experience of your partner.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Goal/challenge - Students will be writing a memoir narrative about someone else's life memory/experience. Students will learn about a partner's life and use the various narrative writing techniques to accurately and creatively tell someone else's story.</p> <p>Role for student - Writer and storyteller.</p>
	<p>Organization/structure/plot - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. Events of the plot should help develop your story's theme. Writing an ending that resolves the climax and provides closure to the protagonist's experience and growth.</p>	<p>Audience for student work - Students who enjoy reading memoirs and nonfiction.</p> <p>Situation - You are a nonfiction author that wants to write a memoir based off of someone else's significant life experiences or memories.</p> <p>Products and Performances Generated by students - You will create interview questions to learn about your partner's experiences and memories. Then, you will use narrative techniques to create a story out of a real life experience and memory. This may take different forms: traditional writing, audio story, graphic novel, etc...</p>
T, M, A	<p>Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, sensory detail, dialogue, characterization, and themes to develop the ideas in their story. Ability to turn a real life experience into a compelling narrative.</p>	<p>Standards/Criteria for judging success - Mastery of using narrative writing techniques to engage your audience with your topic. Mastery of creating engaging interview questions and learning about your subject. Use of narrative techniques to blend real world facts and experiences with fiction writing.</p>
T, M, A	<p>Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.</p>	

	<ul style="list-style-type: none"> - Teacher or department Analytical writing rubric. Emphasis on students' use of language and ability to engage the audience with narrative techniques. - Teacher or department Narrative rubrics. 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Summative Assessment - Write an essay that addresses a prompt about the Unit Anchor Text. Focus on applying the narrative techniques and figurative language from this Unit in your analytical/expository/argumentative writing. - Formative Assessment - Write your own Memoir - Choose a life event/experience/memory that you will tell a story about. (this may take different forms: traditional writing, audio story, graphic novel, etc....) - Participation in classwide and small group work. - Individual writing responses.
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REVISION

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A	<p>Students will respond to this prompt: Tell me a story about something that happened to you this year.</p> <p>Students will be given time to write this brief “story”. They will pass the story to a partner. Students will answer these questions individually - What is the story being told? How was the story told? How did the writer engage their audience?</p> <p>After students have time to write, think they will share and discuss their stories with a partner.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Student understanding and application of narrative techniques. Students understand that nonfiction and memoir authors use many narrative techniques and draw from real life experiences, memories, and topics.</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussion and work - Individual writing responses and exit tickets. - Individual memoir writing - student ability to use sensory details, imagery, dialogue, and figurative language. - Student ability to write interview questions and conduct an effective interview. - Student partner interviews - Student ability to write and format dialogue. - Student ability to connect Unit text themes with real world issues.
M	<p>Interview - How to develop questions and get a lot out of your subject. The Teacher will lead the class discussion and model what are strong vs. weak interview questions. Stay away from Yes or No questions. Start simple and build up to more personal questions. Students will take notes. Students will contribute their questions to a class list of interview questions.</p>	
T, M, A	<p>Students will understand how to learn and write about another person’s life and experiences. Teacher will explain what to do if you are not getting enough out of your partner and how to use “follow up” questions. Students conduct interviews keeping detailed notes on their partner’s responses.</p>	
M, A	<p>Writing and formatting realistic dialogue - Teacher explains and shows examples of what properly formatted dialogue looks and sounds like. Students will be able to analyze how dialogue builds characterization. Students will be able to write realistic dialogue that is properly formatted.</p>	

<p>T, M, A</p>	<p>Teacher sets up using narrative techniques to tell a real story with examples from Unit Anchor Text. Use Anchor Text as Mentor text for writing a memoir. Students will blend narrative writing with the real world.</p>	
<p>M, A</p>	<p>Teacher will discuss and look at examples of Sensory Details, Imagery, and Figurative Language from Unit Anchor Text. Specific passages highlighting each technique.</p>	
<p>T, M, A</p>	<p>Students will apply Unit learning on nonfiction, memoir, and research. Choose a real world issue/topic that is present in the Unit Anchor Text. Students will develop a research question, and conduct research to answer their questions.</p>	
<p>T, A</p>	<p>The Teacher will explain and model how to research a topic, different types of evidence, and how to evaluate sources. Notes on different types of evidence to use</p> <p>Additional Resources: Possible Unit Anchor Texts: Persepolis 1 and 2 Freedom Writers The Other Wes Moore The Glass Castle Zeitoun Investigative journalism examples Nonfiction storytellers TedTalk examples</p>	

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Unit 6 - The Dangers of Leadership: Family, Identity, and Responsibility

UbD Template 2.0

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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).</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.1.e Provide a concluding statement or section that follows from and</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Conclude thoughts by reflecting on what they have learned rather than summarize information. - Make connections between the real world and art - Observe and analyze patterns in repetitions that exist across different texts - Make literary connections between the texts and ideas we have studied this year - Understand how language can affect and engage an audience. - Synthesize information from multiple sources. - Reflect on your own personal and academic growth throughout the year. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Some themes are universal and exist across different kinds of stories in different forms of media. - Certain character types and tropes exist in many different forms of media. - Noticing and observing patterns and repetition is a good skill of critical thinking - Language and writing is how we connect to and engage other people. - The audience is directly affected by your message, your language, and what you want your audience to do. - Evidence is used to highlight your own ideas and interpretations. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - What are the common features, characteristics, and themes between two characters we have read this year? - How do I write a good conclusion? - What are some common themes and characters that exist across different forms of literature and media? - What makes a good leader? - How does family or cultural background affect identity? - How does the performance of the role affect my understanding of a story?

<p>supports the argument presented.</p>	<ul style="list-style-type: none"> - Variety of evidence is an effective way to engage your audience. 	
Acquisition		
<p>CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Character Types - Archetypes - Character Tropes and stereotypes - Common/universal themes - Rhetorical Appeals (Ethos, Pathos, Logos) - Types of evidence - First hand and second hand. - Synthesis - Reflection 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Writing a conclusion that reflects on student learning rather than summarizing points already made. - Noticing and observing patterns and repetitions in multiple texts. Theme and character. - Making an annotated bibliography - Evaluating research sources - Using sources to highlight your own ideas and interpretations - Properly using multiple types of evidence in your work. - Using your diction and language to impact, engage, and persuade your audience.

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[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
	<p>Teacher or department Research Project rubric that emphasizes students ability to conclude their work by reflecting on what they learned.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
M, A	Creativity - Product reflects thought, effort, and creativity with form.	<p>GRASPS: Goal/challenge - Create a product (essay, presentation, podcast) that compares the protagonist of the Unit anchor text, the protagonist of another text we have read this year, and a theme that reflects a real world issue. Students will need to identify the common characteristics and patterns between characters, themes, and real world issues.</p>
T, M, A	Real World Context - A common real world topic or problem is used as a vehicle to connect two characters from two different texts. The real world context is thoroughly researched and there are clear explanations of connections between all three criteria.	<p>Role for student - Researcher/analyst, creator, writer.</p> <p>Audience - Approval board, student body of NMHS.</p>
T, M, A	Analysis - The patterns you observe and the connections you make between two characters is creative and insightful. Logical and thorough relationship established between two texts and two characters. Show a sophisticated understanding of texts, characters, themes, and real world issues.	<p>Situation - You are a researcher or analyst and you are trying to get your work approved for a doctorate. Your product must be insightful, creative, and academic if you wish to pass the review.</p>
M, A	Evidence - Direct and paraphrased examples from two texts and research sources. All evidence is properly quoted, cited, and integrated with MLA formatting. Relevant and pertinent evidence is used when explaining and analyzing patterns and connections.	<p>Product - Product may take many forms (essay, video or audio essay, presentation, TedTalk, website, podcast, etc). Product must include an insightful comparison between two protagonists we have read this year AND real world issues or topics that both characters either experience or deal with. There must be textual examples from two texts (character traits, mental state, relationships with others, themes) and direct evidence from a real world issue that you have researched.</p>
M, A	Language/conventions - All MLA formatting followed, works cited page included. No	<p>Standards/Criteria for judging success - Mastery of research skills and creating an annotated bibliography, mastery of using and citing textual/research evidence, successfully comparing two characters in terms of characterization, internal/external conflict, and narrative themes, Successful use of</p>

	<p>errors in capitalization, punctuation, grammar, or spelling. Sophisticated and engaging language and diction used that is appropriate to your project form.</p>	<p>narrative techniques, organization/structure, and comparative analysis. Successfully write an engaging and reflective conclusion.</p>
	<ul style="list-style-type: none"> - Teacher or department Reflective Writing Rubric that emphasizes student ability to reflect on their personal and academic growth throughout the year. 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Reflection - Students will look at the first essay/product of the school year and compare and contrast to the final essay/product of the year. Students will reflect on what they learned about their own thinking, writing, and work as well as progress made and areas of growth. - Adapt a scene - Choose a scene from your Anchor text play and adapt it to a modern setting or a new media type. - Write concluding paragraph assessment - How to end a paper/project? Reflect on what you learned rather than summarize what you said. - Teacher made quizzes and reading checks - Characterization Charts - Provide character traits for main and side characters - personality traits - direct or indirect characterization - Poetry assessment - Poems that connect to the central theme of anchor text - leadership, family, identity, or responsibility - Create a Found Poem

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Stage 3 – Learning Plan

Code	Pre-Assessment	
T, M	<p>Name two characters that we have read this year who are the most similar. Write a brief analysis that connects these two characters. What is similar about them? Behavior? Personality Internal thoughts? Issues they deal with? Try to paraphrase examples you can think of.</p> <p>Take one of the characters you just wrote about and compare with ANOTHER character from a story you have read this year - a movie, tv show, comic, video game, etc... Again, focus on similarities in behavior, personality, mental state, relationship to others, and the issues/problems they both deal with. Students will discuss their findings in small groups and then the whole class and put our findings on the board together. What do we notice about these characters and what connects them?</p>	
M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Qualities and characteristics and examples of good leaders - connect to protagonists of chosen Anchor text. Students will explain how the protagonist fits or does not fit this class made definition.</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Student ability to reflect on their thoughts and what they have learned in their conclusions. - Student ability to identify and analyze how professional writers create effective conclusions. - Student ability to make personal connections to the texts and real world topics they are learning about. - Students reflect on their personal and academic growth throughout the year. - Student ability to make connections between the themes and characters we have read this year. - Individual writing and exit tickets that focus on author/speaker's use of language to engage their audience.
M, A	<p>Identifying Character types, personality, and mental state - Round/flat, static dynamic - Internal/external characterization. Students will work in small groups to apply learning to Anchor text. Each small group will focus on a separate character in the Anchor text.</p>	
T, M, A	<p>Teacher leads discussions defining character tropes, stereotypes and archetypes. Teacher models thinking with examples of each from popular media. Class discussion of these terms and ideas. What are some common character tropes/stereotypes/archetypes that you recognize? Small group work applying to characters in anchor text and applying to other characters students know.</p>	
M, A	<p>Performance and rhetorical appeals - How language, tone, and word choice affect the audience. Notes on terms, focused</p>	

<p>M, A</p>	<p>discussion on the relationship between language and audience. Students will view scenes and discuss as a class which actors were most convincing or engaging to the audience and why?</p> <p>Poetry - Students will be able to explain how language and tone affect the audience. The Teacher will select specific poems that correlate to anchor text topic themes (leadership, family, identity, or responsibility).</p>	<ul style="list-style-type: none"> - Student ability to incorporate many of the skills and techniques we have learned this year. - Student's creation of an annotated bibliography. - Student evaluation of sources and different types of evidence.
<p>T, M, A</p>	<p>Wrapping up ideas - how to write a good conclusion. Students will understand how powerful conclusions leave their best idea for last and spend time reflecting on what was learned and what can be applied to real life rather than summarizing. Students will look at good examples of conclusions (professional or student work) and analyze what the writer did to achieve a strong ending to their work.</p>	
<p>T, M, A</p>	<p>Students are able to choose and research a topic - Real world issues that protagonists face. Students will look back to their initial pre-assessment responses and choose two characters they want to compare and a common real world topic/issue that they BOTH face. Students will incorporate narrative techniques into their project to teach and engage the audience on your topic and your ideas.</p>	
<p>T, M, A</p>	<p>Teacher lecture/notes on finding and evaluating sources and the different types of evidence. First and Second hand evidence. Students are able to find and evaluate different sources. Students will find and read through several sources that relate to their characters and real world topic and determine what kind of evidence it is.</p>	
<p>M, A</p>	<p>Teacher lecture/notes on what an annotated bibliography is. Students will look at professional and student examples. Students will know how to make an annotated bibliography.</p>	

Students will be able to summarize a source, evaluate the credibility of the source and the author, and reflect on the relevance and use of the source in their work. Students will make a 3 source annotated bibliography.

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Additional Resources:

Possible Unit Anchor Texts:

- Othello
- Julius Caesar
- Antigone
- A Raisin in the Sun
- A Doll's House