|  |  |  |
| --- | --- | --- |
|  | Unit Planner: Does Pride Goeth Before the Fall: **Hubris** English II  Tuesday, July 7, 2015, 8:38AM |  |

|  |  |
| --- | --- |
| District Wide > 2015-2016 > Grade 10 > English / Language Arts > English II > Week 1 - Week 3 | Last Updated: Thursday, June 25, 2015 by Debra Bryan |

Blake, Polly; Bryan, Debra; Burner, Louise ; Elder, Michael ; Laughinghouse, David; Novotny, Misti

|  |  |  |  |
| --- | --- | --- | --- |
| |  | | --- | | Big Idea / Conceptual Lens |   **Hubris (Pride)** | |  | | --- | | Focus of Study |   **Comparison of Greek & Shakespearean Themes**  **Cultural Influences**  **Fate, Destiny, & Free Will**  **Identifying Key Ideas and Details in Literature**  **Argumentative Writing**  **Narrative Writing**  **Reflective Writing**  **Academic & Domain Specific Words/Phrases** |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | ComCore: English Language Arts 6-12 | | | | **ComCore: Grades 9-10** | | | | Capacities of the Literate Individual | | | | **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language** | | | |  | They demonstrate independence.  Show details  They demonstrate independence.  Hide details  Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials. |  | |  | They build strong content knowledge.  Show details  They build strong content knowledge.  Hide details  Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking. |  | |  | They respond to the varying demands of audience, task, purpose, and discipline.  Show details  They respond to the varying demands of audience, task, purpose, and discipline.  Hide details  Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science). |  | |  | They comprehend as well as critique.  Show details  They comprehend as well as critique.  Hide details  Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning. |  | |  | They value evidence.  Show details  They value evidence.  Hide details  Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence. |  | |  | They use technology and digital media strategically and capably.  Show details  They use technology and digital media strategically and capably.  Hide details  Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals. |  | | Reading: Literature | | | | **Key Ideas and Details  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | 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. |  | | **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | |  | 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. |  | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |  | | Reading: Informational Text | | | | **Key Ideas and Details  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | | **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | |  | RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |  | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |  | | Writing | | | | **Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** | | | |  | 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. |  | |  | W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |  | |  | W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |  | |  | W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |  | |  | W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  | |  | W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented. |  | | **3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | | | |  | W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |  | |  | W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |  | |  | W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |  | |  | W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |  | |  | W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |  | |  | W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |  | | **Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | |  | W.9-10.4. 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.) |  | | **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | | | |  | 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. |  | | **6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** | | | |  | W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |  | | **8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** | | | |  | 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. |  | | **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.** | | | |  | W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research |  | |  | W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., “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]”). |  | |  | W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |  | | **Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | | | |  | W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |  | | Speaking & Listening | | | | **Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | |  | SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |  | |  | SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |  | |  | SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |  | |  | SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |  | |  | SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |  | | **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | | | |  | SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |  | | Language | | | | **Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | |  | L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  | |  | L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |  | | **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | |  | L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  | | **Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** | | | |  | L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |  | | **Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | | | |  | L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. |  | |  | L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |  | |  | L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |  | |  | L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |  | | **5. Demonstrate understanding of word relationships and nuances in word meanings.** | | | |  | L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  | |  | L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |  | |  | L.9-10.5b. Analyze nuances in the meaning of words with similar denotations. |  | | **6. Acquire and use accurately a range of 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.** | | | |  | L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)  **Students understand that**:   1. Reactions to tragedy and fortune affect outcomes in life and literature. 2. Different cultures value different things. 3. Personal perspectives of fate and pre-destiny or free-will drive choices and actions. 4. The modern concept of tragic hero is influenced by contemporary culture. |
| |  | | --- | | Essential Concepts and Critical Content |   **Key Vocabulary:**  Theatre Terms:   * **Hubris** (Pride) * Antagonist * Climax * Conflict * Crisis * Dynamic Character * Flashback * Foreshadowing * Irony * Matinee * Paradox * Protagonist * Static Character * Themes * Tragedy   Writing Terms:   * Argument * Narrative * Claim * Inference * Relevance * Reasoning * Sufficient Evidence * Textural Evidence   **Essential Concepts:**   * **Hubris** (Pride) * Cultural Relationships * Dynamic Character * Fate/Destiny/Free Will * Irony- Verbal, Situational, Dramatic * Themes * Tragic Hero * Static Character   **Critical Content:**   * Comparison of tragic heroes in works studied and their relevance throughout history up to the modern age. * Cultural similarities and differences both ancient and modern. * Discussion of the positive and negative effects of pride on the individual, society, and culture. * Write effective narratives. * Write arguments to support claims using valid reasoning, relevant & sufficient evidence.   [www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html](http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html%20)  [www.visualthesaurus.com](http://www.visualthesaurus.com) | |  | | --- | | Processes, Strategies, and Skills |   **Process 1:** Identify how the author uses literary elements to support the development of theme.  **Strategies:** Reading workshop, group/class discussion, collaborative activities, literature circles  **Skills:** Analysis, application, connections, description comprehension  **Process 2:** Command of Conventions of Standard English  **Strategies:** Reading workshop, writing workshop, discussion, collaboration, writing conferences, graphic organizers  **Skills:** Grammar/Capitalization/Punctuation/Spelling Conventions, vocabulary, paragraph structure, evidence, description  **Process 3:** Argumentative Writing  **Strategies:** Mini lessons, collaboration/conferencing, individual practice, graphic organizers  **Skills:** Develop viewpoint based on evidence, distinguish between opposing viewpoints, support with textual evidence, audience interest, formal tone, supporting comments, claims, counterclaims, and closing arguments  **Process 4**: Writing Narratives  **Strategies**: Mini lessons, collaboration/conferencing, individual practice, graphic organizers  **Skills**: Use of Literary Elements (setting, plot, theme, etc.), Making observations, generating viewpoints, developing dialogues & reflections, sequencing, creating details & situational resolution  **Process 5:** Academic Vocabulary  **Strategies:** Reading comprehension, synonyms and antonyms, association  **Skills:** Using context clues, knowledge of parts of speech, application of vocabulary in personal writing  [www.visualthesaurus.com](http://www.visualthesaurus.com) [www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html](http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html) [www.nsrfharmony.org/system/files/protocols/final\_word\_0.pdf](http://www.nsrfharmony.org/system/files/protocols/final_word_0.pdf) [www.merriam-webster.com/video/index.php](http://www.merriam-webster.com/video/index.php) |
| |  | | --- | | Essential Questions |   1a. What role does obsession play in my life?  1b. How does tragedy reflect the human experience?  1c. How do the writers' tragic styles vary between the works studied in this unit: Oedipus, Antigone, Medea, and King Lear?  1d. What elements of tragic theatre show societal and cultural development?  1e. How does understanding pride in literature reflect in the greater world?  1f. How has the concept of pride changed, if at all, over the course of time?  2a. How does culture affect my understanding of the world?  2b. How does culture affect the way I judge others?  2c. How is culture manifested in the morays and beliefs of a society?  2d. How are gender roles explored in the tragedy?  3a. Do we control our destiny?  3b. How can I avoid bringing about my own demise?  3c. To what extent does the protagonist fit the mold of a tragic hero?  3d. How does the effects of nature vs. nurture shape destiny?  4a. How does the idea of heroes and tragedy influence modern culture?  4b. How do classic works still speak to our culture?  [www.fno.org/nov97/toolkit.html](http://www.fno.org/nov97/toolkit.html) | |  | | --- | | Resources/Materials |   **Main Texts**:   * Text of Oedipus the King * Text of Antigone * Text of Medea * Text of King Lear (excerpts) * Article: **The Differences Between Greek and Shakespearean** **Drama**: http://www.ehow.com/info\_8553083\_differences-between-greek-shakespearean-drama.html * Article: **Shakespeare Synthesized, The Relevance of Pride as a Thematic Element** https://ryanpfields.wordpress.com/2011/08/08/shakespeare-synthesized-the-relevance-of-pride-as-thematic-element/ * Article: **Greek Theory of Tragedy** http://academic.brooklyn.cuny.edu/english/melani/cs6/tragedy.html * Article- **The Faces of Pride** http://www.apa.org/monitor/mar06/pride.aspx * Article: **Values of Different Cultures** (Chief Seattle's Letter to President Pierce) http://www.context.org/iclib/ic03/seattle/ * US Historical Document: **James Madison** http://www.law.ou.edu/ushistory/madison1.shtml * Articles: **Comparison Examples for Writing Assessments** http://tvtropes.org/pmwiki/pmwiki.php/Main/Pride   **Additional Resources:**   * Cultural Awareness: Using the 1:1 laptops or other technology available, the students can complete quizzes based on their knowledge of other cultures. Then, discuss interesting cultural differences discovered during the quizzes.Quizzes: **http://dfaintercultural.com/resources-and-store/culture-quizzes/** * Greek Theatre Terms www.quizlet.com/3335566/theatreterms101 * Greek Theatre Terms Assessment (10 Questions) https://www.iggy.net/knowledge/an-introduction-to-greek-theatre/content/greek-theatre-quiz#.VYl468vbLIU * Shakespeare Theatre Terms https://quizlet.com/78932113/shakespeare-theater-terms-flash-cards/ * Resource: **Pride & Prejudice** **http://www.enotes.com/topics/pride-and-prejudice/teacher-resources** * General Text & Other Resources: www.curriculet.com * Resources: http://www.ncwiseowl.org/ * Article: **The Virtuous Life:** **Humility http://www.artofmanliness.com/2008/05/25/the-virtuous-life-humility/** * Article: **Nigeria Restores the Pride of Africa** http://www.iol.co.za/sundayindependent/nigeria-restores-the-pride-of-africa-1.1841047#.VYgmD8vbLIU * Quotes About **Patriotism** http://www.goodreads.com/quotes/tag/patriotism * US Historical Document: **John F. Kennedy** http://avalon.law.yale.edu/20th\_century/kennedy.asp * US Historical Document: **William J.** **Clinton** http://www.law.ou.edu/ushistory/clinton.shtml * Socratic Seminar Information & Lessons http://www.paideia.org/   [www.learnnc.org/lp/pages/745](http://www.learnnc.org/lp/pages/745) [www.teachingchannel.org/videos/choosing-primary-source-documents](http://www.teachingchannel.org/videos/choosing-primary-source-documents) [www.gibbonsenglish.wikispace.com/file/view/Reader+Response+Journal+Guidelines.pdf](http://www.gibbonsenglish.wikispace.com/file/view/Reader+Response+Journal+Guidelines.pdf) [www.techtrekers.com/virtualft.htm](http://www.techtrekers.com/virtualft.htm) |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | Key Terms  Formative: Test: Pre Test  Formative Assessment of prior knowledge of key literary terms used in this unit. (L.9-10.6)    Greek Terms Assessment: https://www.iggy.net/knowledge/an-introduction-to-greek-theatre/content/greek-theatre-quiz#.VYl468vbLIU    Use Test: Shakespeare Terms Assessment (Use Test): https://quizlet.com/78932113/shakespeare-theater-terms-flash-cards/  www.quizlet.com/3335566/theatreterms101  8 Standards Assessed  Hide Standards   * They build strong content knowledge. * They use technology and digital media strategically and capably. * L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. * L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). * L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. * L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. * L.9-10.5b. Analyze nuances in the meaning of words with similar denotations. * L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |  | Passage Update  Informal: Performance: Dramatization  Using selected passages from each play, students will first perform the scene as originally written. Then, without altering the authors' meanings, interpret the same scene to fit modern culture.  6 Standards Assessed  Hide Standards   * They demonstrate independence. * They build strong content knowledge. * They respond to the varying demands of audience, task, purpose, and discipline. * 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. * RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |  | Literary Critique  Formal: Written: Essay  Using graphic organizers, students will read, compare and contrast various literary media pieces with the tragic style of the works studied to produce a well ordered essay.    http://www.waltoncsd.org/Downloads/compcon\_chart.pdf http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf    http://www.ecusd7.org/ehs/ehsstaff/jparkin/Academics/Study\_Aids/Graphic\_Organizers/Compare\_and\_Contrast-Double\_Bubble.jpg    http://www.thereflectiveeducator.com/graphic-organizers-comparing/    26 Standards Assessed  Hide Standards   * They comprehend as well as critique. * They use technology and digital media strategically and capably. * RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * W.9-10.4. 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.) * W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. * W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. * W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research * W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., “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]”). * W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). * W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. * L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. * L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. * L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. * L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. * L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). * L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. * L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. * L.9-10.5b. Analyze nuances in the meaning of words with similar denotations. * L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |  | Reflective Narrative  Formal: Written: Narrative  Write a narrative about something that has happened in your life where you felt like predestination played a part in the event. How did this event affect your choices and attitudes toward yourself?  20 Standards Assessed  Hide Standards   * They demonstrate independence. * They respond to the varying demands of audience, task, purpose, and discipline. * They value evidence. * RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. * W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. * W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. * W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. * W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. * W.9-10.4. 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.) * W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. * W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. * L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. * L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. * L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. * L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |  | Argumentative Speech  Formal: Oral: Speech  Argumentative speeches based on points of view of antagonist or protagonist in plays.  22 Standards Assessed  Hide Standards   * They demonstrate independence. * They build strong content knowledge. * They respond to the varying demands of audience, task, purpose, and discipline. * They comprehend as well as critique. * They value evidence. * They use technology and digital media strategically and capably. * 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. * RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). * W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. * W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented. * W.9-10.4. 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.) * W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. * W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research * SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. * SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. * SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. * SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | |  | Defend Yourself  Formal: Oral: Discussion  Select a quote from a figure either historical or modern and defend or refute the quote based on your personal experience.    Quotes About **Patriotism:** http://www.goodreads.com/quotes/tag/patriotism  21 Standards Assessed  Hide Standards   * They demonstrate independence. * They build strong content knowledge. * They respond to the varying demands of audience, task, purpose, and discipline. * They comprehend as well as critique. * They value evidence. * They use technology and digital media strategically and capably. * RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). * W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. * W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented. * SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. * SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. * SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. * SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. * SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |  | Socratic Seminar  Summative: Oral: Socratic Seminar  Using Socratic Seminar, discuss the advantages and disadvantages of having a prideful personality.    http://www.poetseers.org/poem-of-the-day-archive/poems-pride/index.html    http://www.openbible.info/topics/being\_humble    http://inamerica.blogs.cnn.com/2013/04/04/native-american-mascots-pride-or-prejudice/  http://www.cnn.com/2013/10/12/us/redskins-controversy/    25 Standards Assessed  Hide Standards   * They demonstrate independence. * They build strong content knowledge. * They respond to the varying demands of audience, task, purpose, and discipline. * They comprehend as well as critique. * They value evidence. * They use technology and digital media strategically and capably. * RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * 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. * W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. * W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented. * W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. * W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. * W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research * SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. * SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. * SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. * SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. * SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. * L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |   7 record(s) found. | |
| |  | | --- | | Integration Opportunities (Optional) | | |  | | --- | | Additional Integration Opportunities (Optional) | |
| |  | | --- | | Character Qualities (Optional) | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional |   Questioning Toolkit:  http://www.fno.org/nov97/toolkit.html |

<< Previous Year

Atlas Version 8.1.1

© [Rubicon International](http://www.rubicon.com/) 2015. All rights reserved