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2<sup>ND</sup> NINE WEEKS (October 10, 2013 - December 20, 2013)

UNIT 2- DEFINING COURAGE

Primary Reading Focus: Informational Texts	Primary Writing Focus: Informative/Explanatory	Secondary Focus: Literary Texts
<p><b>Extended Informational Text:</b> Douglass, Frederick. <i>The Narrative of the Life of Frederick Douglass</i> (complete text)</p>	<p>Routine Writing Cornell Notes Summary Journals TPCASTT Poems</p> <p>Annotate texts using one of the many note-taking techniques available</p> <p>Graphic organizers and handouts to guide students to write and organize thoughts and ideas</p> <p>Character Diaries/Journals</p>	<p>Research Integration Trans-Atlantic Slave Trade Abolitionist Movement MLK Civil Rights Movement Women’s Suffrage</p>
<p><b>Short Literary Text</b></p> <ul style="list-style-type: none"> <li>•Hurst, James: “The Scarlet Ibis”</li> <li>•Truth, Sojourner: “Ain’t I a Woman”</li> <li>•Frost, Robert: “The Road Not Taken”</li> <li>•Hughes, Langston: “I, Too” <a href="http://www.poemhunter.com/poem/i-too/">http://www.poemhunter.com/poem/i-too/</a></li> </ul>	<p><b>Short Informational Text</b></p> <ul style="list-style-type: none"> <li>• Capellan, Carlos: “Teaching Chess and Life”</li> <li>• Cofer, Judith Ortiz: “American History”</li> <li>• King, Martin Luther: “Letter from a Birmingham Jail” <a href="http://mlk-kpp01.stanford.edu/index.php/resources/article/annotated_letter_from_birmingham/">http://mlk-kpp01.stanford.edu/index.php/resources/article/annotated_letter_from_birmingham/</a></li> <li>• Randall, Dudley: “Ballad of Birmingham”</li> </ul>	

**Unit Overview:**

This unit is designed to build knowledge through the reading of a variety of content-rich nonfiction and informational texts centered on the theme, “Defining Courage”. Students will engage in reading thematically connected memoirs, autobiographies, and short stories from various cultures. In this unit, students will be immersed in an integrated approach to literacy by critically reading texts and constructing written arguments using evidence from texts to present careful analyses and well-defended claims. In this instructional unit, students will respond to a range of text-dependent questions, which require them to make inferences based on careful attention to the text. In addition, this unit incorporates a staircase of text complexity, essential, and academic vocabulary so that all students are ready for the demands of college and career-level reading no later than the end of high school.

**Focus and Supporting Standards:**

Teachers are encouraged to adhere to the focus and supporting standards within this unit.

**Focus Standards** are a carefully selected group of grade-specific and course-specific standards within each content area that students must know and be able to do by the end of the each course and/or school year to ensure preparation for the next grade level or course.

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**Supporting Standards** are those standards that support, connect to, or enhance the Focus Standards. They are taught within the context of the Focus Standards, but do not receive the same degree of instruction and assessment emphasis as do the Focus Standards.

**Unit Essential Questions:**

- How do we read and understand literature and informational texts?
- How do we communicate clearly through speaking and listening?
- How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing, reading, listening, and speaking?
- How do we determine and evaluate the argument and specific claims in a text?
- How do we effectively cite textual evidence in writing to analyze texts and support arguments?

**Enduring Understandings:**

- Literary: become college and career ready, students must come to understand how literature reflects and shapes society and how society shapes literature.
- Informational: To become college and career ready, students must be able to analyze informational texts which requires higher level thinking and reasoning skills needed to make informed choices in life.
- Writing: To become college and career ready, students must be able to write argumentative essays with substantial supporting evidence and research to convey his or her feelings and beliefs about a given topic or real life experience.
- Language, Speaking & Listening: To become college and career ready, students must participate in conversations using effective language, listening, and speaking skills regarding art, music and literature.

<b>Focus CCGPS Literary/Informational:</b>	<b>Focus CCGPS Writing:</b>	<b>Focus CCGPS Speaking, &amp; Listening:</b>	<b>Focus CCGPS Language</b>
<p><b>ELACC9-10 RI1:</b> Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELACC9-10RL1:</b> Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>ELACC9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>ELACC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p><b>ELACC9-10SL1:</b> Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>ELACC9-10SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>ELACC9-10L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>ELACC9-10L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p>

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Supporting Standards	Supporting Standards	Supporting Standards	Supporting
<p><b>ELACC9-10RI2:</b> 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.</p> <p><b>ELACC9-10RI2</b> Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>ELACC9-10W2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of Content</p> <p><b>ELACC9-10W3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><b>ELACC9-10SL3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>ELACC9-10SL5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	<p><b>ELACC9-10L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>ELACC9-10L6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Essential Questions:</b>		<b>Essential Vocabulary:</b>	
<p><u>Key Ideas and Details: RL1, RL2, RL3</u> What is your interpretation of the text? What can you infer based on evidence from the text? How is the central idea developed? What evidence can you use from the text to support your conclusions? How does one event influence others? How does one character influence others or events?</p> <p><u>Craft and Structure: RL4, RL5, RL6</u> What do specific words reveal the point of view, theme, setting or plot? How does the other use connotation? How does the author's use of words reveal the tone? How does text structure impact the author's purpose? What are the signal words for each text structure? How does text features affect the reader??</p> <p><u>Integration of Knowledge and Ideas: RL7, RL9</u> How is the text, audio, and/or video version similar/different? What claims are used to support the argument? Which claims are valid/invalid? What evidence can be used to support the claims? What appeals are used to develop the argument?</p>		<p>Narrative Prose Parallelism Diction Denotation Connotation Plot Structure Textual Evidence Theme/Central Idea Thesis Voice Character Motivation</p> <p>Flashback Foreshadowing Omniscient Narrator Point of View Dialect Colloquialism Internal Conflict External Conflict Memoir Primary Source Secondary Source Symbolism</p>	

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Range of Reading/Text Complexity: RL10

What is the range of ideas and concepts presented in the text? What is the range of sentence variations or complexity? Does the text present familiar, academic, and/or content vocabulary? How is the text organized? How many modes of communication (hybrid, non-linear,) does the text employ? How is the purpose of the text stated? How many levels of meaning are presented in the text? How is the theme presented in text? What is the layout of the text (plain, long passages, short passages, line spacing, etc.)?s

Knowledge: *Students will know . . .*

Difference between an autobiography and a memoir

Characteristics of a memoirs

Literary Devices Used in Autobiographies

- Tone
- Elements of fiction (plot, setting, characters, dialogue)
- Point of View
- Imagery

Elements of Nonfiction (tone, audience, purpose, etc.)

Characteristics of compare and contrast writing

Characteristics of literary analysis

Characteristics of narrative writing

Characteristics of argumentative writing

Characteristics of informative/ expository writing

Skills: *Students will be able to . . .*

Identify characteristics of a memoir

Identify the difference between an autobiography and a memoir

Identify the elements of non-fiction

Identify key literary and non-fiction text features

Write a response using strong text based evidence

Read, understand and analyze informational and literary texts

Compose a well written essay (i.e. compare/contrast, argumentative, analysis)

Apply rhetorical strategies to written composition

Create an autobiographical sketch integrating technology

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**Performance Task Description:** *\*More performance tasks can be found in the Georgia Department of Education CCGPS Teacher Guidance at [www.georgiastandards.org](http://www.georgiastandards.org).*

Sample Performance Task for Literary Texts

Students analyze how rhetoric and figurative language are used in poetry that connects to the overall theme of “Defining Courage” in the unit. Students will read Sojourner Truth’s “Ain’t I a Woman and Chapter 6 of the *The Narrative of the Life of Frederick Douglass*. Students will compare/contrast Truth’s and Douglass’s internal and external conflicts using a [Venn Diagram](#) or a [Comparison/Contrast Chart](#). [ELACC9-10RL4] DOK 3

Sample Performance Task for Informational Texts

Students analyze in detail the theme of relationships between African-Americans and oppressors and how that theme develops over the course of *The Narrative of the Life of Frederick Douglass*. Students closely read the text for search the text for specific details that show how the theme emerges and how it is shaped and refined over the course of the novel. [ELACC9-10RI 2] DOK 3

Sample Performance Task for Informative/Explanatory Writing

In his play, *The Admirable Crichton*, J.M. Barrie wrote, “Courage is the thing. All goes if courage goes.” Write an expository essay about a time in your life when you had the courage to do something. Compare your experience to that of Douglass’ experience of escape in *The Narrative of the Life of Frederick Douglass* or Ray’s experience of growth in *The Ecology of a Cracker Childhood* using specific evidence to support your claim. Be sure to describe in detail how your experiences are similar. [ELACC9-10W2] DOK 3

Sample Performance Task for Speaking & Listening

The teacher will provide historical documents surrounding the opposing views of the motivations behind the Civil War. The teacher will divide the class into two groups and have them carefully examine both documents. The teacher will facilitate discussions within the individual groups to ensure students understand the key ideas presented in the text. Each group will be required to take one position and develop an argument to support it. Each group will choose one speaker/representative to engage in a classroom debate surrounding the Civil War. [ELACC9-10SL1] DOK 4

Sample Performance Task for Language

Vocabulary logs may be critical for students as they read informational texts. Teachers will provide an outline for the vocabulary logs, and students will record at least 5 new words they encounter as they read. Students will be required to write summary journals and incorporate the vocabulary in their writing as they demonstrate their acquisition of the new vocabulary in context and its general meaning. [ELACC9-10L4] DOK 3-4

**Resources:**

District Resources

Holt, Rinehart, Winston. *Elements of Literature*. Third Course (Ninth Grade).

Atlanta Public Schools ELA Scope and Sequence and other instructional resources <https://my.apsk12.org/schools/sites/schoolbasedresources/Pages/ELA--Literacy.aspx>

State Resources

Teacher Guidance For Transition to CCGPS [https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS\\_ELA\\_Grade9\\_Lit-Comp\\_Guidance.pdf](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_ELA_Grade9_Lit-Comp_Guidance.pdf)

Georgia Instructional State Framework <http://elaccgps9-12.wikispaces.com/Ninth+Grade+Literature+and+Composition>

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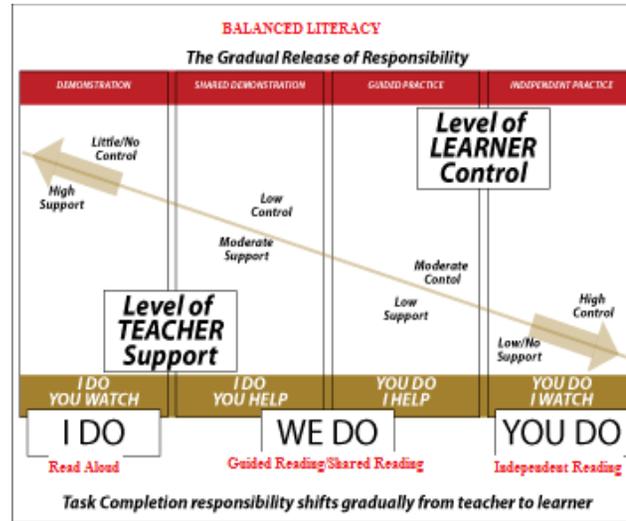
<p>Websites &amp; Pages</p> <p>Appendix A - Text Complexity <a href="http://www.corestandards.org/assets/Appendix A.pdf">http://www.corestandards.org/assets/Appendix A.pdf</a></p> <p>Appendix B - Text Exemplars <a href="http://www.corestandards.org/assets/Appendix B.pdf">http://www.corestandards.org/assets/Appendix B.pdf</a></p> <p>Appendix C - Writing Exemplars <a href="http://www.corestandards.org/assets/Appendix C.pdf">http://www.corestandards.org/assets/Appendix C.pdf</a></p> <p>Post-Reading Writing <a href="http://educationnorthwest.org/traits">http://educationnorthwest.org/traits</a></p> <p>Read.Write.Think. <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Learn Zillion <a href="http://www.learnzillion.com">www.learnzillion.com</a></p> <p>Literacy Design Collaborative <a href="http://www.literacydesigncollaborative.org/">http://www.literacydesigncollaborative.org/</a></p> <p>Best Practice Strategies for Literacy <a href="http://www.christina.k12.de.us/literacylinks/elemresources/lfs_resources/activating_strategies.pdf">http://www.christina.k12.de.us/literacylinks/elemresources/lfs_resources/activating_strategies.pdf</a></p> <p>Active Reading Graphic Organizers <a href="http://www.bigthought.org/Portals/BT/2011TM_SummerCurriculum/1st/excellent-book-of-graphic-organizers.pdf">http://www.bigthought.org/Portals/BT/2011TM_SummerCurriculum/1st/excellent-book-of-graphic-organizers.pdf</a></p> <p>Text Structure <a href="http://www.austinschools.org/curriculum/la/resources/documents/instResources/LA_res_TxtStruc_ORIS_Module.pdf">http://www.austinschools.org/curriculum/la/resources/documents/instResources/LA_res_TxtStruc_ORIS_Module.pdf</a></p> <p>Guide to Close Reading <a href="http://www.quia.com/files/quia/users/esol9817/AA/Guide_to_Close_Reading">http://www.quia.com/files/quia/users/esol9817/AA/Guide_to_Close_Reading</a></p> <p>Frederick Douglass Unit <a href="http://www.kutztown.edu/academics/douglass/documents/FD%20Lesson%20Plans.pdf">http://www.kutztown.edu/academics/douglass/documents/FD%20Lesson%20Plans.pdf</a></p>	
<p><b>Where</b> are your students headed? <b>Where</b> have they been? <b>How</b> will you make sure the students know where they are going?</p>	<p>The following research based strategies can be used to activate and assess students' prior knowledge: Pre/Post Assessments, Now &amp; Later, Admit/Entrance Tickets, Four Corners, Hand Signals, Quick Writes, Written Conversations</p>
<p>How will you <b>hook</b> students at the beginning of the unit?</p>	<p>The following research based strategies can be used to engage students in the learning: Anticipation Guide, Gallery Walk, Hot Seat, Video Clips (YOUTUBE/TEACHERTUBE), Active Investigations Quick Games, Writing Roulette, Grab Bag</p>
<p>What events will help students <b>experience and explore</b> the big idea and questions in the unit? <b>How</b> will you equip them with needed skills and knowledge?</p>	<p>The following research based strategies are design to foster active learning, thinking, and collaboration: Cooperative Learning, Think-Pair-Share, Webquests, Essential Questions, Jigsaw, Fishbowl, Socratic Seminar, Dialogic Journals, Interactive Notebook, Reflective Questioning, Annotating/Annolighting Text, Close Reading, Text Dependent Questions</p>
<p>How will you cause students to <b>reflect and rethink</b>? <b>How</b> will you guide them in rehearsing, revising, and refining their work?</p>	<p>The following research based strategies can be used to aid students in reflecting and rethinking about their work: Teacher Led Conferences, Reaction Journals, RAFT, Peer Conferences, Focus Listing, Long Term Projects, Three Minute Review, Empty Outlines, Homework, 3-2-1, Close Reading, Text Dependent Questions</p>
<p>How will you help students to <b>exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</p>	<p>The following research based strategies are designed to aid students in self-evaluation throughout the learning: Self-Assessment/Rubrics, Rationales, Learning Logs, Portfolios/ Efficacy Folders, Muddiest Point, Minute Essay Reflection Journals, Formative/Summative Assessments, Close Reading, Text Dependent Questions</p>
<p>How will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</p>	<p>The following research based strategies are designed to target learning for all students: Differentiation (Content, Process, Product) Tiered Assessments, Learning Contracts, Learning Centers/Stations, Choice Menus/Boards, Progress Monitoring through Student Conferences, Learning Styles, Multiple Intelligences, Close Reading, Text Dependent Questions</p>

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How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

The following research based strategies are designed to organize and sequence learning in the work period:  
Content/Summary Frames, Thinking Maps, Expert Groups (Jigsaw), Target Notes, Flexible Grouping, Roundtable Discussions

**Scaffolding Strategy: GRADUAL RELEASE OF RESPONSIBILITY**



All learning activities should be organized and sequenced using an *Opening*, *Work Period*, and *Closing*. The figure above illustrates the recommended scaffolding strategy for teaching and learning.