**English language arts Unit Plan**

**End of Year Vision for Students:** What should be true for my students on a skill and knowledge level?

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| **QUANTITATIVE VISION*** Grow 3 points on the Explore from pre-post.
* Read at least 10 books each
* Grow 2 grade levels according to lexile
* Earn and maintain an 85% average on assignments.
* Craft an original argument that is supported by relevant evidence (that is not redundant) with interpretations that explain how and why the evidence supports the original stance in order to earn a 3 on a Reader’s Response.

**QUALITATIVE VISION*** [*See 9th Grade Habits Trajectory*](#Habits)
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| **CRS/AP Standards** | **Essential Questions** | **Essential Understandings** | **Disciplinary Knowledge** | **Content** | **Habits/Strategies** | **Assessments** |
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| **Stand #** | **Standard Description** | **#** |
| **SUP 501** | Locate important details in more challenging passages | 3 |
| **Revisited** |   |   |
| **REL 402** | Identify clear relationships between people, ideas, and so on in uncomplicated passages. | 2 |
| **REL 403** | Identify clear cause-effect relationships in uncomplicated passages | 2 |
| **MID 402** | Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in uncomplicated passages | 2 |
| **GEN 402** | Draw simple generalizations and conclusions using details that support the main points of more challenging passages | 4 |
| **SUP 402** | Make simple inferences about how details are used in passages | 4 |
| **GEN 401** | Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages | 3 |
| **MID 401** | Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives | 2 |
| **MOW 401** | Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages | 4 |
| **SUP 401** | Locate important details in uncomplicated passages | 2 |
| **MID 503** | Summarize basic events and ideas in more challenging passages | 2 |

[Also, see OER Standards.](#OER) | How does literature inform me about my global community? What role do I play as a citizen of my global community and am I obligated to be an upstander? To what extent do my identity and place in the world affect my ability to create impactful change? How do informed individuals impact change? How do writers use their texts to share important truths about the world? How do they make the issues compelling? After reading literature, how is my concept of my personal legacy shaped or influenced? Why do we read? How does my knowledge of the world/global issues empower me to see past social constructs and allow me to achieve my personal legend?**Topics:**-Social Psychology-Human Nature-Morality-Globalism | Global Issues: Upstander vs Bystander: Literature can serve as a propeller for change in light of injustice. Through interactions withYA historical fiction, we can learn about and act upon these injustices. ʺThe pen is mightier than the swordʺ -Edward Bulver-Lytton The universality of literature means that regardless of your place in the world, it can still empower you. We all have power, and we have the choice to use this power in whichever way we see fit to create our personal legacy.  | **Devices**conflictforeshadowingmetaphormoodsettingcharacterizationplot structurepoint of viewsymbolismThemeToneWord Choice**Strategies**Socratic discussionMaking predictionspreviewquestioningread aloud/think aloudSetting PurposeRereadrevise**Other** | **Core Text(s)**Lord of the Flies**Short Texts**The Ones Who Walk Away from OmelasUpfront MagazineZimbardo’s Psychology of Evil**Book Club Books:**Long Way GoneFinding NoufThe Kite RunnerHalf the SkyRed Azalea | [*See Q4 Habits/Strategies for*](#Habits)*:** *Discussion*
* *Writing*
* *Homework*
* *Note-taking*
* *Independent Reading*
* *Critical Thinking*
* *Being a Learner*
 | **Essay #4**In his TED Talk on the psychology of evil, Philip Zimbardo says, “Evil is the exercise of power.” He goes on to provide a framework of seven processes or activities that lead to this kind of evil.In your essay, you will analyze how “evil is the exercise of power” in Lord of the Flies and use Zimbardo’s psychology of evil as a framework for analyzing how the boys’ behavior leads to the evil that develops throughout the course of the novel.**Research #2:**Research a topic relevant to a significant theme explored in your book club book. Write a well-organized research paper that compares the author’s development of that theme to the current discourse among experts regarding the topic.  |

**Q1-Q4 Common Core State Standards:**

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| **Stand #** | **Standard Description** |
| **RL.9-10.1** | **Literature/Informational:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; **History/Social Studies:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| **RL.9-10.2** | **Literature/Informational:** 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; **History/Social Studies:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| **RL.9-10.10** | **Literature/Informational:** By the end of grade 9, read and comprehend literature including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range; **History/Social Studies:** By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**9th Grade Habits Trajectory/Continuum**

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| **Habits** | **Q1** | **Q2** | **Q3** | **Q4** |
| **Discussion** | **Descr**: Explain purpose and importance of discussion for personal and academic growth; Articulate connection between discussion and reading/writing/critical thinking; Readily share responses with partner and small group; Begin to respond organically to each other instead of only reading written responses; Identify elements of strong voice and practice and reflect on personal voice; Articulate purpose of discussion stems and begin to use in small group setting**Strategy:**Students are required to pause and jot down quick thoughtsStudents pause and discuss the answer to a question or something they wrote to a partnerStudents think about a question posed by the teacher, share their thoughts with a partner, write down their synthesis, and then share whole group through teacher cold callStudents are in groups of 3-5 and have specific shoulder and face partners that they turn and talk to within their groups or they each take turn sharing in their groups. | **Descr**: Articulate elements of strong discussion as defined by class; Direct and lead small group discussion with less teacher support beyond expectation setting and occasional intervention; Use textual evidence to defend and introduce ideas in small group setting; Use discussion stems when responding; Practice, reflect on, and refine personal voice; Fully on task and driven after assignment; Students address lulls in conversation by resetting or reframing the discussion/group analysis; Students explain the purpose of their “discussion roles” in specific whole-group settings (fish-bowl, debate, etc.); Respond directly to each other in small group setting, such that organic discussions emerge (as opposed to simply regurgitating their written answers)**Strategy:**Students are each given a specific role in the group that they are expected to fulfill. A mini-lesson is required to ensure that students are familiar with their specific roles. Roles typically include: recorder, questioner, researcher, and speaker. In addition, students can be held accountable by using specific discussion stems for communicating.  | **Descr**: Begin to uncover what a strong discussion looks like as they practice and reflect on their strengths/areas for growth to goal set for future discussions; Demonstrate awareness of “air time” in reflections and begin to make adjustments in the moment; Direct and lead the discussion with some teacher support (including setting expectations, redirecting, and guiding reflection; Use textual and anecdotal evidence to defend and introduce ideas; Demonstrate willingness to agree and disagree; Use discussion stems throughout conversation; Participate w/ energy and voice; Hold each other accountable in small group discussion for elements of strong discussion (integrating evidence into comments, using discussion stems, being generative, responding directly to classmates, etc.)**Strategy:** Students are each given a specific role in the group that they are expected to fulfill. A mini-lesson is required to ensure that students are familiar with their specific roles. Roles typically include: recorder, questioner, researcher, and speaker. In addition, students can be held accountable by using specific discussion stems for communicating. | **Descr**: Articulate the elements of a strong discussion as they practice, reflect on, and refine their strengths/areas for growth; Continue to set goals for future discussions (small group and whole class); Monitor and adjust based on personal “air time”; Direct and lead the discussion with little teacher support (setting expectations, redirecting if necessary, and guiding reflection); Introduce and defend position with accurate, relevant evidence; Respond directly to each other and avoid “I think” popcorn discussion; Agree and disagree respectfully with peers; Willing to concede/willing to shift perspective/opinion when stronger arguments are made; Integrate (elements of) discussion stems into regular flow of conversation; Participate w/ energy and voice**Strategy:** Heavy emphasis on whole-group discussion with less teacher support so that students are engaging with each other authentically, including goals and student reflection Highest rigor with student-led whole group discussion – Fishbowl, Socratic, Debate |
| **Writing** | **Descr**: Articulate that we write to be read as a means of expressing ourselves; Explain that there are many different types of writing and articulate what types we will focus on most throughout the year and why; Articulate writing goals; Explain the connection between reading and writing; Dissect a prompt with teacher coaching; Craft arguments; Cite textual evidence to support claims; Begin to explain how evidence supports claim; Articulate importance of revision | **Descr**: Master and internalize basic TEIEC paragraph structure; Articulate writing weaknesses and explain what needs to be improved; Begin to dissect prompts independently; Cite relevant textual evidence and explain how that evidence supports claim; Revise most important aspects of arguments; Explain why this revision is important for our writing growth | **Descr**: Dissect a prompt, mostly independent of teacher coaching; Craft increasingly original arguments; Defend arguments and qualify points with relevant evidence and nuanced explanations that explain how and why the evidence supports the original stance (in order to earn a 3 on a RR); Refine arguments over the course of a writing assignment; Recognize that writing is a recursive process | **Descr**: Dissect a prompt, independent of teacher coaching; Craft original arguments; Defend arguments and qualify points with relevant evidence and nuanced explanations that explain how and why the evidence supports the original stance (in order to earn a 3 on a RR); Refine arguments over the course of a writing assignment; Recognize that writing is a recursive process; Make connections across multiple pieces of literature/writing in their arguments; Independently edit final drafts without explicit teacher instruction to do so, such that their final paper is polished to the best of their ability.  |
| **Independent Reading** | **Descr**: Articulate goals; Articulate reading level; Explain why independent reading is important; Know how to select a book at their level; Begin to identify genres, styles, authors that speak to them; Explain what they are reading and what they like/dislike about it | **Descr**: Explain why it’s important to know their reading level and what they need to do to improve; Articulate how many books they’ve read, what they’re reading now, and what they want to read next; Describe why they like to read; Start to explore new genres, authors, and topics with push from teacher; Recommend what they’re reading to others with  | **Descr**: Increasingly curious about a range of books and willing to explore new topics, genres, authors, and text-levels on their own; Describe why they love reading; Seek out reading suggestions from peers and offer recommendations; Describe not only why it’s important to read and why they like it, but also how it helps them develop as individuals (academically and personally)**Strategy**: Students will set and track personal independent goals  | **Descr**: Continued curiosity about range of books; Make connections between independent reading and class content/other classes; Use peers and personal research as primary sources for book selection; Clearly articulate how independent reading helps them develop as individuals (academically and personally) and have books, authors, and genres that they fall in love with. |
| **Note Taking** | **Descr**: Annotate text for basic understandings and connections – heavy teacher modeling and guidance needed; Use guided notes for most in-class assignments, questions, and new material; Articulate the purpose of note-taking and how it connects to class. In addition, students will annotate for specific purposes with increasing levels of independence throughout the year. | **Descr**: Annotate text for deeper analysis – moderate teacher modeling and guidance needed; Take initiative to take notes/ capture morsels/ bright moments from class/ highlight favorite quotes/ brilliant insights in text; Use guided notes for many in-class assignments, questions, and new material; Explain how note-taking is critical to their academic success | **Descr**: Students annotate text for deeper analysis and cross-textual connections – increasingly independent endeavor with low teacher modeling and guidance needed; Students use annotations to enhance notes; Students getting notes from powerpoint—move away from guided notes; Use notes/notebooks to clarify questions and enhance quality of homework and depth of understanding; Begin to independently revisit and review notes to clarify understanding of disciplinary knowledge or to better support argument/ understanding of text; When students learn new info about an old topic, they go back and add it; Use notes as study guide; Clearly explain how note-taking has developed their ability to grow academically and why it is an important skill for their continued academic growth throughout the year and beyond, using notebooks to develop their abilities to independently take notes. | **Descr**: Students annotate text for deeper analysis and cross-textual connections – increasingly independent endeavor with low teacher modeling and guidance needed; Students revisit annotations and fully integrate their annotations/notes into research and discussion; Students can annotate for themes and trends they see emerging throughout and across texts |
| **Critical Thinking** | **Descr**: Give clear explanations in discussion and writing that include textual evidence. Listen to peers to determine if one agrees or disagrees with point. | **Descr**: Work with partners and small groups to develop clearly articulated, text-dependent answer in both writing and discussion. When answers are incomplete, dive back into the text to adjust thinking and evaluate quality of evidence and validity of response. | **Descr**: Challenge/ question faulty assumptions or misunderstanding in text; Amend thinking in discussion and writing; Begin to generate multiple possible arguments and select the strongest/most relevant; Begin to defend arguments and qualify points with relevant evidence and nuanced explanations; Begin to understand the moves an author is making; Begin to set purpose independently; Draw deeper connections between texts and explain how those connections contribute to a deeper understanding of self and world;  | **Descr**: Articulate how different genres illuminate issues/ideas differently as well as how they complement each other in such a way that we, as readers, are able to gain a deeper understanding of the idea; Evaluate the effectiveness of various genres to convey ideas; they will learn that conflict facilitates positive and negative change and that our ability to interpret conflict is a central part of our ability to become responsible citizens. Specifically, they will recognize that not every dilemma is merely “good” or “bad” and will refine their ability to articulate the nuances or ambiguities within a text or unit theme to enhance and internalize their understanding of the many layers within an idea or dilemma. |
| **Being a Learner** | **Descr**: Articulate that we read literature to be entertained and to learn truths about the world; Articulate that they are fully capable of learning and that intelligence is malleable | **Descr**: Articulate that we, as readers, are critical to a text because our perspective and interpretation, in conjunction with author’s purpose, adds meaning to a text; Bring questions to class about misunderstanding in reading; Begin to embrace challenging texts and feel confident in their ability to break it down into digestible chunks; Begin to show flexibility in their thinking about “right answers” about text and are willing to consider other perspectives and perhaps shift their own; Explain how malleable intelligence connects to their personal goals | **Descr**: Articulate that the interplay between author and reader is foundational to the spread and development of ideas; Explain their role in that interplay; Bring questions to class about misunderstanding in reading; Continue to show flexibility in their thinking about “right answers” about text and increasingly willing to consider other perspectives and perhaps shift their own; Clearly explain how their understanding of malleable intelligence has developed their ability to grow academically and why it is the most important mindset for their continued academic growth throughout the year and beyond | **Descr**: Holding each other accountable because they have clear expectations about what a strong learner looks like; Self-advocates by defending themselves because they feel well-researched, well-prepared, and simultaneously open to new ideas; Being proactive in their learning by confronting struggle with actionable strategies to grow academically and personally; Seeking to understand, then to be understood by others in discussion, reading, and writing;  |