

Information Literacy

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

ESSENTIAL INQUIRY: Students will ask,

KEY or ANCHOR STANDARDS:

CCSS.ELA-Literacy.CCRA.R.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.
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Enduring Understandings

Enduring Understandings:

1.

Optional

Essential Questions

Essential Questions:

1.

Student Learning Objectives: Students will be able to . . .

1.

Students Will Know (Facts and Basic Concepts)

1.

Common Core State Standards

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LA.9-10.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
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.

21st Century Themes and Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Learning Activities

Activities

Text Analysis

Students can write an essay that answers one or more of the essential questions or supports and specifically one or more of the enduring understanding through the analysis of evidence in the text(s).

Whole class and small group discussions, student-led seminars.

Discussion or writing of meaning and themes

Responding to the text

Identification and discussion of significance of literary devices, plot structure and impact, characterization, etc.

Close reading of texts, including class discussions and regular responsive journals/study guide questions to guide discussions.

Periodic reading checks

Research

Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning the texts. This could be in the form of a preliminary Webquest or presentation as products to assess understanding of background information necessary to understanding the texts.

Web-based research on the authors to lead to writing about the decisions to include/ignore autobiographical aspects as

they constructed their texts.

Text Specific

K-W-L (know, want to know, learn) chart to be amended and organized by historical time period or genre (or both) or Read Like a Reader/Read Like a Writer chart.

Supplemental material to include poetry, essays, primary documents, film

Critical essays to form student opinion (agree or disagree)

Pacing Guide

Summative Asesement

Final Exam