

CP English 9--Handling Challenges and Conflict

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 4**
Length: **9 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

In the units of the fourth marking period, students will engage in the study of nonfiction and short stories with a special focus on how people in a variety of fiction and nonfiction settings face or respond to a range of challenges and conflicts, many of which we've seen in the first three marking periods. -- how to demonstrate bravery, how to handle prejudice and injustice, how to manage one's own hubris, etc. . Students will work in literature circles to discuss and analyze a book they choose from a variety of options. For the short story unit, students will read a collection of thematically rich and stylistically notable short stories.

KEY or ANCHOR STANDARDS:

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LA.9-10.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.
LA.9-10.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.
LA.9-10.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.
LA.9-10.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.
LA.9-10.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.

Enduring Understandings

- Reading nonfiction is essential for being a well-informed citizen with a depth of understanding of current events and issues. Reading fiction enables us to step into imagined lands and perspectives in a rich and ideally transformative manner.
- A concise, well written piece can be as impactful as a longer, more verbose work.
- Conflict is unavoidable and essential for growth. The way we manage conflict has significant impact on our future.

Accel ONLY - Enduring Understandings

Essential Questions

- What does it mean to be brave? (stereotypical/traditional understanding of heroes vs. shifting/nuanced notions of heroism --
 - e.g. Are the most poignant examples of bravery are the most visible? Consider the differences in the bravery demonstrated by Odysseus and Atticus (or Mrs. Dubose). [Can connect to summer reading choices too.]
- How does one step out of one's own POV? How can I walk in someone else's shoes?
 - e.g. How does Scout step out of her own shoes? what help does she get/need with that process?
- How can one win the hearts and minds of others who have opposing viewpoints? Is it possible?
 - e.g. What strategies does Atticus/Odysseus use? are they effective? why or why not?

Accel ONLY - Essential Questions

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

W.9-10.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

RL.9-10.5 : Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.10 : 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.

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.

RI.9-10.3 : Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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).

RI.9-10.6 : Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.10 : By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.9-10.1.A : 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.9-10.1.C : 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.9-10.1.D : 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.9-10.2 : Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4 : 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.

SL.9-10.5 : Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Students Will Know (Facts and Basic Concepts)

The difference between nonfiction and fiction

How conflicts affect human behavior.

The basic structure of a short story.

Basic literary devices.

Common Core State Standards

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.

Interdisciplinary Connections

Social Studies to understand the context of *Hiroshima* and *I am Malala*.

Informational literacy to distinguish reading nonfiction texts from works of fiction.

Journalism to assess bias, quality of information, and the potential impact of the information on the reader and society.

Sociology to examine social trends and determine whether or not these trends truly affect us.

Psychology because *The Overachievers*, *Until it Hurts*, and *The Price of Admission* discuss the effects of pressure and stress on young people.

Learning Activities

Activities

1. Nonfiction Unit

- Regular reading assignments where students are responsible for completing organizers that prompt them for plot summary, reactions, connections, and new vocabulary.
- Group discussions and presentations to the class for each section of reading.
- Formal presentations when the entire book is completed.
- Read excerpts and activities and discussions of an ‘anchor’ nonfiction text.

2. Short Story Collection

- Complete organizers and/or questions for each story.
- Small group and whole class discussions.
- Written reflections on selected short stories.
- Creative writing pieces based on selected short stories--alternate endings, letters to a character, story from another perspective.

- Mitty daydream analysis.
- Film Project
- MC x 3 (as opposed to 4 answer choices - as needed)

Accel ONLY - Learning Activities

Pacing Guide

Nonfiction Unit

3-4 weeks

Short Story Unit

3-4 weeks

Summative Asesement

1. Nonfiction Presentation with Written Reflection
2. Film Project
3. Short Story Essay/Test Final Exam