

Grades 9 & 10 Unit 3 Non Fiction/ Research Simulation

Content Area: **Basic Skills**
Course(s): **English I, English II**
Time Period: **January**
Length: **8 weeks**
Status: **Published**

Enduring Understandings:

- The necessary transferrable cross-curricular reading skills include the ability to read closely to determine the explicit meaning of the text, identify the central idea(s) or theme(s), cite strong and thorough textual evidence to make logical inferences and relevant connections, summarize key supporting details, and analyze how and why individuals, events, and ideas develop and interact over the course of the text.
- The necessary transferrable cross-curricular reading skills include the ability to interpret words/phrases utilized in a text/story/drama/poem, determine technical, connotative, and figurative meanings, analyze specific word choices for meaning and tone, determine how specific word choices, sentences, paragraphs, and larger portions of the text relate to each other, and assess how point of view shapes the content and style of the narrative in which the rhetoric is particularly powerful.
- The necessary transferrable cross-curricular reading skills include the ability to analyze/reflect on how two or more texts address similar themes/topics in order to compare and contrast the author's approach, integrate and evaluate content presented through various media, and delineate and evaluate the argument and specific claims in a text including its validity, relevance, and sufficiency of evidence whether reading literary or informational narratives.
- The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach through the use of technology, including the Internet, to produce and publish writing and to interact and collaborate with others that lead to the production of short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation are necessary transferrable cross-curricular writing skills.
- The ability to 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.
- The ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- The ability to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric while building on others' ideas and expressing their own clearly and persuasively are essential cross-curricular skills.
- The ability to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, while making strategic use of digital media and visual displays of data to express information and enhance understanding of presentations are essential cross-curricular skills.

Essential Questions:

- How do you determine the explicit meaning of the text, identify the central idea(s) or theme(s), cite

strong and thorough textual evidence to make logical inferences and relevant connections, summarize key supporting details, and analyze how and why individuals, events, and ideas develop and interact over the course of the text?

- How can you interpret words/phrases utilized in a text/story/drama/poem to determine technical, connotative, and figurative meanings, while analyzing specific word choices for meaning and tone in order to assess how point of view shapes the content and style of the narrative in which the rhetoric is particularly powerful?
- How do you analyze and reflect on how two or more texts address similar themes/topics in order to compare and contrast the author's approach, integrate and evaluate content presented through various media, and delineate and evaluate the argument and specific claims in a text including its validity, relevance, and sufficiency of evidence whether reading literary or informational narratives?
- How do you write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence?
- How do you develop and strengthen writing as needed by planning, revising, editing, and rewriting with a focus on addressing what is most significant for a specific purpose and audience?
- How do you gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation?

Standards/Indicators/Student Learning Objectives (SLOs):

Reading

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis
- Provide an objective summary of the text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place and informal tone).
- Analyze a particular point of view reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing/Language

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- 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.
- 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.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is

most significant for a specific purpose and audience.

- Use technology including the internet to produce and publish writing and to interact and collaborate with others
- 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

Speaking/Listening

- Initiate and participate effectively in a range of collaborative discussions with peers building on others' ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings and supporting evidence clearly, concisely, and logically through content, organization, development, and style that are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.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 and provide an objective summary of the text.
LA.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.
LA.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).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.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.
LA.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).

LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.W.9-10.2	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.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, 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.
LA.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.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.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.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.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.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Lesson Titles:

- Reading and Analyzing Nonfiction Text
- Evaluation - What does it mean?
- Evaluation in everyday life - Reviews
- Writing Your Own Review
- Evaluating Multiple Sources - Mock Trial
- Arguing (Facts) vs Persuading (Emotions) - Mock Trial Opening Statements
- Choose Your Own Research Simulation Task - Selecting a Topic
- Choose Your Own Research Simulation Task - Finding Argumentative Sources
- Choose Your Own Research Simulation Task - Evaluating Argumentative Sources
- Research Simulation Task -

21st Century Skills and Career Ready Practices:

- Communication and collaboration
- Critical Thinking and Problem Solving
- Media and Information Literacy
- Life and career skills

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Inter-Disciplinary Connections:

- History
- Science

SCI.9-12.5.1.12

All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

SCI.9-12.5.4.12

All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.CS14

Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Instructional Strategies including but not limited to:

- graphic organizers
- effective questioning
- cooperative learning
- conferencing
- lecture
- close reading
- inquiry based learning
- modeling
- acronyms
- journaling
- informative writing
- EBSR questions multiple choice questions
- Delsea One
- SWAG

Students will complete the following activities during this unit:

- Use Newsela to research topic
- Write/revise argumentative response using sources
- Complete technical instructions which helps them see that "to write, is to engage in any communication"
- Individual and group practice using worksheets, workbooks, and teacher-generated materials

Levels of Blooms/DOK

Students will demonstrate all 4 levels.

- Level One: Listing elements of a text that stand out to them, recalling the author/artist of the text, defining key terms.
- Level Two: Comparing how different texts address the same controversial issue
- Level Three: Citing evidence to support claims, revising written work
- Level Four: Creating their own research project, evaluating sources against each other to determine their effectiveness.

Modifications

Formative Assessment:

Warm-up:

- Choral Responses: Vocabulary review, Literary Terms & SAT Prep
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Hand Signals - Agree or disagree by a show of hands, then justify verbally
- Questions of Day - Thought-provoking questions connecting current events to content
- Vocab Implementation Games - speaking using vocabulary words in small talk
- Grammar Games - Strengthening grammar before writing workshops and sessions
- Famous Quotes - connecting statements from notable people to content

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Subjective/Objective Check In
- Logical Inference related to content
- Point of Views
- What Would You Do? - Problem solving / Moral compass

Closure:

- Journaling: Reflection
- Ticket Out the Door: Subjective and Objective
- Z-Chart: Universal / Central Themes
- Self-Assessments
- Surveys
- Kahoot
- Quizlet Practice

Summative Assessment:

- Short writing assignments
- Study Island Quizzes
- Newsela Quizzes
- Essays
- Figurative Language Instagram Project
- Essays about specific elements of literature within a text

Resources & Materials:

Additional Resources

- Multiple Perspectives on Theme(s), Symbols
- Figurative Language

- Analyzing short stories
- Quizlet SAT vocabulary terms and definitions
- Kahoot on literature terms
- Common Lit
- Poetry Foundation
- Newsela