# Unit 1: Growing and Changing

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **September**
Length: **6 weeks**
Status: **Published**

## Enduring Understandings

People have different points of view across cultures that change over time.

## Essential Questions

- How do people grow and change?
- How are people influenced by their cultures?

## Content

1. Key vocabulary terms related to the theme

2. How to use cognates, prefixes, Greek and Latin roots to determine meaning

3. How to analyze point of view in a fiction reading selection

4. How to write a descriptive paragraph

5. People and cultures change over time

## Skills

- Define and use key vocabulary terms related to the theme
- Use cognates, prefixes, Greek and Latin roots to determine meaning
- Identify the point of view in a reading selection
- Write complete and compound sentences
- Use descriptive qualifier
- Use conjunctions
- Use regular and irregular present and past tense verbs
- Spell long and short vowel in words
- Write a descriptive paragraph
- Present information to a group
- Preview and predict
- Sequence events

## Learning Activities

1. Creating and presenting a timeline or poster

2. Writing a descriptive paragraph

3. Reading aloud with fluency

4. Demonstrating listening comprehension by listening to a reading passage and answering comprehension questions in writing

5. Write a Memoir

## Resources

Photographs

Interest Survey

## Standards

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| 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.9-10.4 | 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.RL.9-10.10a | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| 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. |

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| LA.W.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.9-10.3.A | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.9-10.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.9-10.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| LA.W.9-10.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.9-10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 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.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.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |