

Stage 1 - Identify Desired Results

Established Goals (Standards):

S

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). *CCSS.ELA-Literacy.RL.9-10.9*

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). *CCSS.ELA-Literacy.RL.9-10.4*

Assess how point of view or purpose shapes the content and style of a text. *CCSS.ELA-Literacy.CCRA.R.6*

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. *CCSS.ELA-Literacy.CCRA.W.3*

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *CCSS.ELA-Literacy.CCRA.W.4*

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *CCSS.ELA-Literacy.CCRA.W.5*

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. *CCSS.ELA-Literacy.CCRA.W.6*

Draw evidence from literary or informational texts to support analysis, reflection, and research. *CCSS.ELA-Literacy.CCRA.W.9*

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. *CCSS.ELA-Literacy.SL.9-10.1*

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. *CCSS.ELA-Literacy.SL.9-10.3*

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. *CCSS.ELA-Literacy.SL.9-10.4*

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. CCSS.ELA-Literacy.SL.9-10.5

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-Literacy.L.9-10.4

What understandings are desired?

Students will understand that. . .

U

Over-Arching: People have many different perspectives on how communities should be run.

People try to sweep away the messiness of life, but that's not always a good thing.

Topical: There is not an easy answer to what to do with children no one wants.

There are many views on people's right to life.

What essential questions will be considered?

Q

Over-Arching: What are some of the perspectives people have on how communities should be run?

Should we "sweep away" the messiness of life? What happens when we do?

Topical: What should we do with babies no one wants? With teens who are acting out?

Does anyone deserve to be "Unwound" or "Released?"

What key knowledge and skills will students acquire as a result of this unit?

Students will know. . .

K

1. Key vocabulary:

- tithing
- organ donation
- adoption
- Absent without leave

2. Social, philosophical, political, and economic factors

- Civil wars
- Suicide bombers
- Unwanted children

3. The different perspectives people have in the books.

Students will be able to. . .

S

1. Use key vocabulary accurately.
2. Understand and apply social, philosophical, political, and economic factors to their presentations.
3. Analyze the differing perspectives of people.