

GRADE: 10

UNIT 4: TIME AND CHANGE

AUTHORS: G. Changa, S. Cugini, S. Johnson, C. Vittiglio

REVISED BY: M. Genovesi, A. Ingraham, V. Larsen, J. Lewis (July 2016)

UNIT FOCUS: Progress (nature, evolution, revolution, tradition, technology, law, struggle)

UNIT LENGTH: 4-6 weeks

Essential Question: What defines progress?

Guiding Questions: (content, process, metacognitive)

- How can we define progress?
- How can we evaluate conflict and thematic development?
- What is the structure of an argument?
- How do laws impact society?
- What types of evidence can an author present?
- How can an author convey claims in an argument?
- What are the characteristics of a successful argument?
- What are the strengths and weaknesses of my current draft?
- How does my portfolio show how have I improved throughout the year?

Teaching and Learning Plan

Teacher will...

- Engage students in reflective discussions/seminars about portfolio
- Engage students in reflective discussions/ seminars about unit themes.
- Model annotation strategies for analyzing informational and literary text
- Provide definitions and examples of argument structure
- Provide guidelines for argument writing
- Model writing process

Students will...

- Read informational and/or literary texts which reflect unit/curricular themes
- Discuss informational and/or literary texts which reflect unit/curricular themes
- Read and identify claims and evidence in four texts to write a source based argument
- Draft an argument essay in which they clearly establish claims, distinguish claims from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
- Revise paper for clarity, coherence, and language use
- Submit final paper reflecting feedback and revisions
- Respond to reflection questions
- Post to student portfolio for archival retention.

ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will write a well-developed source-based argument essay regarding a teacher-provided topic related to the essential/guiding questions

- **Prompt: Is progress always beneficial to society?**

- **Suggested Topics**

- **Technology**

- What Technology Wants by Kevin Kelly
- “How mobile tech can influence the brain” by Adam Gazzaley
- RFID Technology texts can be found in CC ELA Regents
<http://www.nysedregents.org/hsela/614/hsela62014-exam.pdf>
- “Is Technology Making us Dumb and Numb?”
<http://www.forbes.com/sites/christinecomaford/2015/11/29/is-technology-making-us-dumb-and-numb/#66972ee84dcf>
- “The Internet Makes us Stupid and Here is Why.”
<http://fortune.com/2016/02/03/nicholas-carr-internet/>
- *12 ways Twitter changed our lives*
<https://www.theguardian.com/technology/2016/mar/21/12-ways-twitter-changed-our-lives-10th-birthday>

- **Common Core**

- Common Core reading pros and cons:
<https://www.washingtonpost.com/news/answer-sheet/wp/2012/12/04/common-core-reading-pros-and-cons/>
- “Everything you need to know about Common Core”
<https://www.washingtonpost.com/news/answer-sheet/wp/2014/01/18/everything-you-need-to-know-about-common-core-ravitch/>
- Six Ways the Common Core is Good for Students
<http://neatoday.org/2013/05/10/six-ways-the-common-core-is-good-for-students-2/>
- Myths vs. Facts <http://www.corestandards.org/about-the-standards/myths-vs-facts/>
- *The Common Core's Unsung Benefit: It Teaches Kids to Be Good Citizens*
<http://www.theatlantic.com/education/archive/2014/03/the-common-cores-unsung-benefit-it-teaches-kids-to-be-good-citizens/284209/>
- “Common Core Takes The Imagination Out of Education”
<http://nypost.com/2015/04/11/common-core-tests-take-the-imagination-out-of-education/>
- *Education researchers blast Common Core standards, urge ban on high-stakes tests* <https://www.washingtonpost.com/news/answer-sheet/wp/2016/03/16/education-researchers-blast-common-core-standards-urge-ban-on-high>
- *Common Core Making Kids Anxious, Say School Psychologists*
<http://www.breitbart.com/big-government/2015/11/21/common-core-making-kids-anxious-say-school-psychologists/>

- **GMOs** - Texts can be found in January 2016 Regents
 - <http://www.nysedregents.org/hsela/116/hsela12016-exam.pdf>
- **Gun Control**
 - <http://gun-control.procon.org/>
 - “Gun Violence in America: The 13 Key Questions (with 13 Concise Answers”
<http://www.theatlantic.com/national/archive/2013/02/gun-violence-in-america-the-13-key-questions-with-13-concise-answers/272727/>
 - “Gun Control Explained” by Richard Perez-Pena
<http://www.nytimes.com/interactive/2015/10/07/us/gun-control-explained.html>
- **Sports**
 - **Baseball - Instant Replay**
 - ["Questions in Baseball Over Unintended Consequence of Instant Replay"](#)
 - ["Improving baseball's replay not as easy as it looks" - ESPN](#)
 - [MLB 2014: How Will Baseball's Instant Replay Work" - WSJ](#)
 - ["MLB clubs unanimously approve expansion of instant replay" - MLB](#)
 - ["MLB instant replay improves accuracy, adds strategy" - Washington Post](#)
 - Instant Replay in baseball exacerbates a long-standing problem
 - Common Core ELA Regents Task: Should College Athletes be Paid?
 - <http://www.nysedregents.org/hsela/614/hsela62014-exam.pdf>

- Student discussions and/or writing assignments related to performance task
- Discussions of informational and literary texts
- Draft of argument essay submitted for feedback
- Portfolio reflection
- Submit final draft of argument essay
- Quizzes/Tests at teacher’s discretion.

Resources created and/or contributed by: J. Lewis, A. Ingraham, V. Larsen, M. Genovesi

SUGGESTED TEXTS

Fiction

- *All Quiet on the Western Front* by Erich Maria Remarque
- *Cat on a Hot Tin Roof*, Tennessee Williams
- *Black Boy* by Richard Wright
- *Brown Girl, Brownstones* by Paul Marshall
- *The Crucible* by Arthur Miller
- *Fahrenheit 451* by Ray Bradbury
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston
- *Flowers for Algernon* by Daniel Keyes
- *Girl with a Pearl Earring* by Tracy Chevalier
- *The Good Earth* by Pearl S. Buck
- *Hiroshima* by John Hersey
- *Inherit the Wind* by Jerome Lawrence & Robert E. Lee
- *The Maltese Falcon* by Dashiell Hammett
- *Nectar in a Sieve* by Kamala Markandaya
- *Krik? Krak!* by Edwidge Danticat
- *Les Misérables* by Victor Hugo

- *Oliver Twist* by Charles Dickens
- *A Raisin in the Sun* by Lorraine Hansberry
- *A Separate Peace* by John Knowles
- *The Taming of the Shrew* by William Shakespeare
- *The Tempest* by William Shakespeare

Poetry

- “We Grow Accustomed to the Dark” by Emily Dickinson
- “The River Merchant’s Wife” by Li Po
- “The Guitar” by Federico García Lorca

Short Stories

- “Marriage Is a Private Affair” by Chinua Achebe
- “August 2026: There Will Come Soft Rains” by Ray Bradbury

Informational Texts

- New York Times Replica Edition (Available from FLHS Library Web Site) & Learning Network
- “The American Family” by Stephanie Coontz from *Life*, November 1999
- “The Moral Equivalent of War” by William James
- “They All Just Went Away” by Joyce Carol Oates, *The Best American Essays of the Century*
- “Letter on Thomas Jefferson” by John Adams, *Adams on Adams*, Paul M. Zall (ed.)
- *Common Sense* by Thomas Paine
- *Persepolis: The Story of a Childhood* by Marjane Satrapi (graphic format autobiography)
- “The Changing American Family” by Natalie Angier, *New York Times*, November 2013
- *Woodrow Wilson Asks “What is Progress”* <http://www.heritage.org/initiatives/first-principles/primary-sources/woodrow-wilson-asks-what-is-progress>

Multimedia

- TED Talks
- NPR: Code Switch, Invisibilia, StoryCorps
- **Film Clips [related to argumentative topics]:**
- **Gun Control:**
 - NBC News, on the Virginia Tech Shooting <http://www.nbcnews.com/video/nbc-news/18159989>
 - Barack Obama Comments on Gun Control, Jan. 2016 <https://www.theguardian.com/us-news/video/2016/jan/05/obama-crying-executive-action-gun-control-video>
- **GMOs:**
- “How are GMOs Created” <https://www.youtube.com/watch?v=2G-yUuiqIZ0>
- “GMO A GO GO” An animated cartoon explaining GMOs (CON - Satire) <https://www.youtube.com/watch?v=KGqQV6ObFCQ>
- “Are GMOs As Scary as They Seem?” <https://www.youtube.com/watch?v=aCWH7PIBKBw>
- “Mark Lynas on his Conversion to Supporting GMOs Jan 2013 (PRO)” <https://www.youtube.com/watch?v=vf86QYf4Suo>
- **Common Core:**
 - “Three Minute Video Explaining CCSS” (PRO) <https://vimeo.com/51933492>
 - “Building the Machine - Common Core: The Documentary” <https://www.youtube.com/watch?v=zjxBClx01jc>

NYS Common Core ELA Standards

Reading Standards for Literature 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.
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.
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).
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.
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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
 - 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.

Reading Standards for Informational Text 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. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
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.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
 - a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing Standards 9/10

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the

strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from and supports the argument presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

6. Use technology, including the Internet, to produce, publish, 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.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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.

Speaking & Listening Standards 9/10

1. 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.

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.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

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.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when

indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Language Standards 9/10

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening .
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
4. 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.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
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.