

UNIT OVERVIEW

STAGE ONE: Identify Desired Results			
Established Goals/Standards	Long-Term Transfer Goal		
	At the end of this unit, students will use what they have learned to independently...		
	RI.9-10.1.a	write a multi-paragraph response that articulates how an author develops and refines a central idea.	
	RI.9-10.2		
	RI.9-10.3		
	Meaning		
	RI.9-10.4	<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Determining a central idea of a text and analyzing its development over the course of the text provides an objective summary of the text. Determining the meaning of words and phrases as they are used in a text are crucial to a complete understanding of the text. Analyzing how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text gives insight into the author’s craft. Citing strong and thorough textual evidence supports analysis of what the text says explicitly as well as inferences drawn from the text. The significance of how the author unfolds analysis in a series of ideas or events, with connections intentionally drawn between them. Analyzing various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), will show which details are emphasized in each account. Conducting research projects to answer a question allows synthesis of multiple sources on the subject, and demonstrates understanding of the subject under investigation. 	<p>Essential Questions <i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> How does an author develop and refine a central idea in a text? How does the study of an author’s perspective influence a reader’s understanding of a topic? How do close reading strategies assist a more complete understanding of a text? Why does reading a non-fiction text matter? Why does research matter?
	RI.9-10.5		
	RI.9-10.7		
	W.9-10.4		
W.9-10.7			
W.9-10.8			
W.9-10.9			
SL.9-10.1.c			
L.9-10.4.a, c, d			
Acquisition			
<i>What knowledge will students learn as part of this unit?</i>		<i>What skills will students learn as part of this unit?</i>	

		<ul style="list-style-type: none"> • 9th Grade ELA Common Core Learning Standards • Central Idea (Author’s Development) • Evidence-Based Claim • Vocabulary (autism, spectrum, epiphany, savant, riveted, neuroscientific, behaviorism, ethology, operant conditioning, media specialist, stimulus, contribution, environmentalist, anthropomorphize, refining, obsolete, gravitated, cower, ambiguity, accounts, mediums, depiction, implications, relevant) 	<ul style="list-style-type: none"> • Close Reading Strategies/Annotation • Academic Discussion Protocol • Identifying Research Topics • Generate and Refine Inquiry Questions • Film Analysis • Generating an Evidence-Based Claim
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STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p> <ul style="list-style-type: none"> • Short Response Checklist • Short Response Rubric • Text Analysis Checklist • Text Analysis Rubric 	<p>Performance Task focused on Transfer:</p> <p>M3:U1: How does Grandin develop and refine a central idea in the text? In a response of 3–4 paragraphs, identify a central idea from Chapter 1 of <i>Animals in Translation</i> and trace its development and refinement in the text. Use at least four details from the text in your response.</p> <p><i>In addition, students may independently complete:</i></p> <p>M3: U1: Articulate in writing 2-3 areas of investigation and describe how and where each area emerged from the Grandin text. Consult the Topic Tracking Tool and Exploring a Topic Tool; as well as notes from the Grandin text.</p> <hr/> <p>Other Assessment Evidence:</p> <p>M3: U1: L1: Using specific textual details, proper punctuation, appropriate transitions, students will describe in writing one central idea in this lesson’s text excerpt (<i>Animals in Translation</i>, pp.1-4).”</p> <p>M3: U1: L2: Using specific textual details, proper punctuation, appropriate transitions, students will analyze how Grandin refines one central idea in this lesson’s text excerpt (<i>Animals in Translation</i>, pp.1-8).”</p>

M3: U1: L3: Using specific textual support, proper punctuation, appropriate transitions, students will analyze how Grandin introduces and develops her analysis of behaviorism lesson's text excerpt (Animals in Translation, pp.9-14)."

M3: U1: L4: Using specific textual support, proper punctuation, appropriate transitions, students will analyze how Grandin introduces and develops her analysis of animals' point of view and the dangers of anthropomorphizing in this lesson's text excerpt (Animals in Translation, pp.14-16)."

M3: U1: L5: Using specific textual support, proper punctuation, appropriate transitions, students will analyze how Grandin uses language to unfold analysis to develop her points and make connections between in this lesson's text excerpt (Animals in Translation, pp.16-23)."

M3: U1: L6: Using specific textual support, proper punctuation, and appropriate transitions students will analyze what details the filmmaker uses to develop her/his point?"

T, M, A <i>(Code for Transfer, Meaning Making and Acquisition)</i>	STAGE THREE: Plan Learning Experiences	
M M,A M M,A M M A T M T, M	<p>Learning Events:</p> <ul style="list-style-type: none"> • Read along with a masterful reading of the text • Close read and annotate the text. • Discuss text dependent questions. • Refer to “Short Response Checklist and Rubric.” • Identify topics that surface in the text. • Complete “Topic Tracking Tool.” • Review “Posing Inquiry Questions Handout.” • Generate inquiry questions. • View movie excerpt • Complete “Book vs. Movie Detail Tool.” 	<p>Evidence of learning: <i>(formative assessment)</i></p> <ul style="list-style-type: none"> • Text annotations • Quick writes • Responses to text-dependent questions • Graphic organizers • Inquiry questions