

**Tigard High School
Unit Planning Organizer**

Subject: Sophomore Language Arts

Grade: 10th

Quarter/Weeks: 1st or 3rd

Unit: Growth of Society

Pacing (time): 4 weeks

Essential Question(s):

How do authors persuade an audience?

How does an audience assess the validity of an argument?

How does examining a text closely inform our understanding of key ideas?

Big Idea(s):

How do stories shape *or define* society?

What are the institutions that allow a society to function?

How does a society explain its choices?

Why does a society compromise its ethics?

What do I determine is unjust?

What is my responsibility to social injustice?

Common Core State Standards/Reading Standards for Literacy/Writing Standards for Literacy:

W1. WRITE arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Type text and Purpose

- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W1a. Introduce precise claim(s) and creates an organization that establishes clear relationships among claim(s), reasons, and evidence.
- W1b Develop claim(s), supplying evidence, pointing out the strengths and limitations in a manner that anticipates the audience's knowledge level and concerns.
- W1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, and between reasons and evidence.
- W1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W1e. Provide a concluding statement or section that follows from and supports the argument presented.

Language

- L1b. 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.
- L3a. 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.
- L4. 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.
- L5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Key Ideas

- R.L. 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- R.L.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).

International Baccalaureate Standards

Language A: Literature Assessment Objectives

1. Knowledge and understanding

-Substantiate and justify ideas with relevant examples

2. Analysis, synthesis and evaluation

-Demonstrate an ability to analyse language, structure, technique and style, and evaluate their effects on the reader

3. Selection and use of appropriate presentation and language skills

-Demonstrate an ability to express well-organized oral and written arguments

“Unwrapped” Concepts and Skills, and Bloom Levels (BL)

	Concepts (Need to Know)	Skills (Able to Do)	BL*
W1	Argument, Claim, Evidence, Analysis	Write, Support, Use Valid Reasoning	Analyze, Evaluate, Create
W1a.	Claim, Relationships	Introduce, Distinguish, Organize	Understand, Apply, Evaluate
W1b	Claim, Evidence, Audience	Develop, Supply, Anticipate	Apply, Understand, Analyze
W1c.	Words, Phrases, Clauses, Cohesion, Claim, Reason, Evidence	Use, Link, Create, Clarify	Remember, Apply, Create
W1d.	Formal Style, Tone, Conventions	Establish, Maintain, Follow	Understand: Create
W1e.	Concluding statement, Argument	Provide; Support	Apply; Create
L1b.	Phrases; Clauses; Meaning; Interest	Vary; Convey	Create
L3a.	MLA	Write and Edit	Understand, apply
L.4.	Meaning	Determine and clarify	Understand; Apply

L5a	Figures of Speech, Context	Interpret; Analyze	Understand; Analyze
R.L. 1.	Evidence; Analysis	Cite, Support, Analyze, Infer	Understand, Apply; Analyze
R.L.4.	Words, Phrases Figurative, Connotative, Tone	Determine, analyze	Understand; Analyze

***Blooms level: 1-Remember, 2-Understand, 3-Apply, 4-Analyze, 5-Evaluate, 6-Create**

Instructional Planning

Suggested Resources / Materials

Book/Chapter:

Animal Farm by George Orwell

Other (type in):

Non-fiction

“Stalin’s Spies and Secret Police” -OPB

Radio:

“Orwell’s ‘Animal Farm’ and Ukrainian Refugees” *The World*

Poetry:

“The Stalin Epigram,” by Osip Mandelstam

“Assembly Line,” by Shu Ting

Suggested Research-based Effective Instructional Strategies: select from / expand on

1. Compare similarities and differences between historical figures and characters
2. Summarizing and note taking
3. Reinforcing effort and providing recognition of ethos, pathos, logos and kairos
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing thesis and analysis
9. Cues, questions, and advance organizers
10. Groupings: Whole, Small, Partner, Individual

Vocabulary / Word Wall	Enrichment / Extension	Interdisciplinary Connections
Ethos Pathos Logos Kairos Thesis Allegory Socialism Communism Satire Fable Rhetoric	Propaganda Russian Revolution	History: Russian Revolution Speech and Debate: Persuasion Theory of Knowledge: Rhetoric and Knowledge

Assessments:

Common Formative Pre-Assessments:

Pre-assessment: quiz on rhetoric and vocabulary

Progress Monitoring:

Journal Entries: summary of passages, correlation to history, character analysis, stylistic analysis, persuasive connections, commentary practice

Vocabulary review

Discussions

Exit tickets

Common Formative:

Animal Farm rhetoric hand out, rhetoric journal, rhetoric graph

Vocab -review

Common Summative Assessment:

Formal 2-3 page MLA format commentary essay. The essay will focus on the persuasive devices used in a selected passage from *Animal Farm*. The passages will be leveled for student reading abilities.

Vocabulary Assessment