

Unit 1B: Literary Analysis

Essential Questions:

- How do authors create and emphasize meaning within a work?
- How do point of view and perspective influence meaning?
- How can we analyze a theme or central idea in written form?
- How can we analyze a text from the perspectives of theme and of gender?

WALT:

- Analyze the development of meaning throughout a literary text.
- Identify patterns of emphasis within a literary work, analyzing how they contribute to the development of the theme.
- Analyze how an author's word choice contributes to the meaning and tone of a text.
- Analyze how the interaction of characters, setting, and plot reveal the author's meaning in a text.
- Write literary analysis essays that explore how a theme is developed in a text.

CCSS:

- CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-LITERACY.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Assessments:

- Students will write a literary analysis essay that analyzes how an author created and emphasized meaning within a work.
- Students will take an exam demonstrating their mastery of reading skills and literary devices.

Unit 2B: Utopia and Power, Authority, and Government

Essential Questions:

- How do humans try to create utopian societies and how successful has that been?
- How is America a utopian attempt? How did the Founders structure American government to guard against the flaws of humanity?
- How do power and authority play out within different governmental systems?

- How can we analyze a text from the perspective of social power?

WALT:

- Understand the three branches of American government and how power is balanced between them.
- Understand how power, authority, legitimacy, and sovereignty play out within various governmental systems.
- Examine the role of media in American democracy.
- Analyze the connections between themes in literary texts and historical events.
- Analyze and interpret primary and secondary sources.

CCSS:

- CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.SL.9-10.1: Participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.
- SS.CV.4.9-12: Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.
- SS.CV.1.9-12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

Assessments:

- Students will read dystopian texts and analyze them through literature circle discussions.
- Students will take a test over different governmental structures and the United States Constitution.
- Students will engage in a Socratic Discussion that discusses an issue in American media or democracy.

Unit 3B: Global Health

Essential Questions:

- What are the impacts of pandemics and epidemics on societies?
- How can the truth of an historical event be captured in various mediums?
- How can we use primary and secondary research to uncover both the factual and experiential side of history?

WALT:

- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

- Generate research questions.
- Conduct research to answer a question, narrowing and focusing our inquiry.
- Select and synthesize multiple primary and secondary sources on a topic.
- Cite sources using MLA formatting.
- Participate effectively in a collaborative discussion, building on others' ideas and expressing their own clearly.
- Write researched, non-fiction narratives that have a clear focus.

CCSS:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.W.9-10.7 Conduct research projects to answer a question; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation and citing sources (L.9-10.3)
- CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- CCSS.ELA-LITERACY.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- SL.9-10.1.Participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

Assessments:

- Students will write a research paper that draws on both secondary and primary sources and uses nonfiction narrative techniques.
- Students will engage in a Socratic Discussion that compares texts from different mediums, discussing which details are emphasized.

Unit 4B: Industrial Revolution

Essential Questions:

- How does industrialization impact the balance of power between companies, workers, and government?
- How does an author develop an argument over time within a text?
- What makes an argument strong or weak?
- How can we analyze a text from the perspective of social power?

WALT:

- Understand how industrial practices throughout the 19th and 20th centuries shifted the balance in power between companies, workers, and government.

- How people responded to the changes that resulted in the industrial revolution.
- How to evaluate and trace an author's argument throughout a text.
- Explain how an author develops an argument.
- What makes an argument sound or unsound, strong or weak.
- Write arguments with strong reasons, relevant and sufficient evidence, and sound reasoning.

CCSS:

- CCSS.ELA-LITERACY.RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.
- SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.
- SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
- SS.Soc.6.9-12 Analyze the impact of stratification and inequality on groups and the individuals within them.

Assessments:

- Students will engage in a formal debate about issues of capitalism and industrialization.
- Students will be tested over the history of industrialization, key unit vocab, and their reading of Upton Sinclair's *The Jungle*.

Unit 5B: Climate Change

Essential Questions:

- How does climate change impact societies?
- How will societies need to adapt in order to address climate change?
- What changes need to be made in society to address climate change and who is responsible for making them?

WALT:

- Write arguments with strong reasons, relevant and sufficient evidence, and sound reasoning.
- Understand the rules of debate in order to participate in a structured debate.
- Understand how the industrialization of the world led to climate issues today.
- Examine how societies are being impacted by climate change and what political, economic, and social issues arise as a result.

- Analyze the meaning of literary and artistic texts representing climate change and how authors craft their message.

CCSS:

- CCSS.ELA-LITERACY.RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.
- SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- SS.G3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on societies.
- SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.

Assessments:

- Students will engage in a formal debate about climate change issues.
- Students will be tested over unit content and vocab, making connections between concepts in a hexagonal thinking activity.
- Students will read and analyze short stories and poetry related to climate change.

Unit 6B: Social Justice

Essential Questions:

- What is justice and how can it be achieved within a society?
- What is the role of the Judicial Branch in providing “justice for all”?
- How is oppression maintained in or challenged in American society?
- How has the justice system been used to challenge oppression and create a more just society?
- How can we analyze a text from the perspectives of culture, gender, and social power?

WALT:

- Analyze key Supreme Court cases and how they impact the rights of various groups within America.
- Examine the means by which oppression is maintained and challenged within a society.
- Understand contemporary issues of oppression, privilege, and social justice experienced by various groups in American society.
- Examine how authors communicate key issues of social justice through literary works.

CCSS:

- CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-LITERACY.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.
- SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.

Assessments:

- Students will analyze and debate current Supreme Court cases dealing with social justice issues.
- Students will read literature dealing with social justice issues and analyze them through literature circle discussions.