

## Unit Plan Example - American Experience

Course Proficiencies:	
<ul style="list-style-type: none"> <li>• <u>Purpose</u>: I can maintain clarity, purpose and organization throughout my writing. I create a unified, cohesive whole by using appropriate techniques (e.g. engaging leads, transitions).</li> <li>• <u>Evidence &amp; Details</u>: I can set-up and explain relevant evidence and details (such as properly cited quotations, personal anecdotes, or important ideas) to support my claim, analysis, or insight.</li> <li>• <u>Analyze &amp; Interpret</u>: I can read a text closely and break it down to understand the important components that work together to give it meaning. I can use my understanding to support and explain my interpretations.</li> <li>• <u>Language &amp; Style</u>: I can produce clear and coherent writing for a variety of purposes and audiences, with accuracy of language conventions and style.</li> <li>• <u>Understand &amp; Apply</u>: I can demonstrate my understanding of a place/event/era/concept, (including the use of content-related terms, factual details, and other sources).</li> <li>• <u>Patterns and Connections</u>: I can think critically about places/events/eras/concepts by making connections (including comparisons, contextualization, patterns, and predictions). I can assess change and continuity over time or space.</li> <li>• <u>Inquiry</u>: I can inquire to create relevant and challenging questions.</li> <li>• <u>Citations</u>: My sources are correctly documented on the Works Cited page and I utilize in-text citations.</li> </ul>	
Overarching Essential Questions:	
<ul style="list-style-type: none"> <li>• How do people make change?</li> <li>• What efforts have been and are being made to secure liberty, equality, justice, and opportunity for all?</li> <li>• What challenges and obstacles have been and are being faced in the efforts to secure liberty, equality, justice, and opportunity for all?</li> <li>• How do texts and works of art help us understand efforts of change, challenges to equality, and the US role in the world?</li> </ul>	
Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> <li>• Was Reconstruction a success or failure politically, economically, and socially?</li> <li>• How do American artists and writers reflect and question themes including coming of age experience, identity, justice, equality, and the American Dream?</li> <li>• How do readers make meaning of text?</li> <li>• What insights and understandings can be gained through the inquiry process?</li> <li>• How does one pose and answer a nuanced question?</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruction's goals and effects can be considered through a political, economic, and social lens.</li> <li>• Good writers and readers pose questions to the text and themselves as they read, making generalizations, analyzing literature, and considering the relationship among literary elements such as style, symbolism, tone, theme and more.</li> <li>• Good writers establish purpose by crafting a claim and maintaining an</li> </ul>

<ul style="list-style-type: none"> <li>• How does one gather relevant and accurate information from credible sources?</li> <li>• What are the origins, actions, and implications of various debates and battles for civil rights?</li> <li>• How have debates and battles for civil rights effectively changed the nation?</li> </ul>	<p>argument with clear, consistent ideas and evidence that is elaborated upon.</p> <ul style="list-style-type: none"> <li>• American writers and artists reflect and question the coming of age experience, identity, justice, equality, and the American Dream.</li> <li>• Asking questions is an integral part of thinking and writing.</li> <li>• Research is completed using inquiry and supporting questions that demonstrate the understanding of the subject under investigation.</li> <li>• Political and social change occur when individuals and groups raise civil rights issues and challenge the status quo.</li> <li>• Ideological, political, and economic differences among individuals and nations often leads to conflict.</li> </ul>
Students will know...	Students will do...
<ul style="list-style-type: none"> <li>• Vocabulary related to Reconstruction and Civil Rights Movement</li> <li>• Major events, terms, court cases, amendments, and people related to Reconstruction and the Civil Rights Movement such as: <i>Plessy v. Ferguson</i>, 13, 14, and 15 amendments, Radical Republicans, Civil Rights Act of 1964, Voting Rights Act of 1965, civil disobedience, <i>Brown vs. Board of Education</i>, MLK Jr., Freedom Summer, Freedom Riders, sit-ins, Malcolm X, Emmitt Till, Rosa Parks, Presidents Kennedy and Johnson, Little Rock Nine</li> <li>• Major characters, plot elements, setting, symbols, theme, tone of a guided choice novel</li> <li>• Themes include: coming of age experience, identity, justice, equality, and the American Dream.</li> <li>• MLA citation requirements and format</li> <li>• Summarizing vs paraphrasing vs plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• I can collect and analyze evidence and craft insights about characters, themes, and literary elements in a novel.</li> <li>• I can summarize, analyze, and interpret a complex text and determine connections among the literary elements within it, including character, theme, setting, figurative language, and symbolism.</li> <li>• I ask purposeful questions in order to think about a text.</li> <li>• I can read primary and secondary sources related to a topic and synthesize research.</li> <li>• I can pose and answer inquiry and supporting questions.</li> <li>• I can search, read, evaluate, take notes and cite sources.</li> <li>• I can develop the topic with well-chosen, relevant, and sufficient facts, details, and quotations.</li> <li>• I can establish and maintain a formal style and tone while attending to writing norms and conventions (including GUM).</li> <li>• I can analyze primary sources in order to build knowledge.</li> <li>• I can evaluate the US's progress in ensuring Constitutional rights and civil liberties for all.</li> </ul>

### Common Core Standards:

- RI.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.
- RI.9-10.6: 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.
- RI.9-10.9: 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.
- WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research
- RL.9-10.2: 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.
- RL.9-10.3: 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.

### C3 Standards:

- D1.5, D3.2, D3.3, 2.Civ.5, D2.Civ.8, D2.Civ.9, D2.Civ.10, D2.Civ.12, D2.Civ.13, D2.Civ.14