Course Name: English 10/[Honors]				
Unit Name: What is freedom?				
Unit Overview	Summarize the content of this unit, the purpose for learning this content, and the work students will do to master this content			

Students will learn skills that are used to think critically about the structure of text and what it's saying. Students will learn how to annotate, close read, summarize, and synthesize information that they take in from their readings. They will also apply writing skills by writing personal responses, persuasive essays, poems, and short stories. Students will use a variety of mediums such as books, articles, poems, songs, photos, and documentaries to recognize complexities surround one idea (freedom). They will learn how to recognize the introduced texts' meanings and details. They will learn critical reading strategies, and apply readings to real-life applications. The product of the unit will be a book of students writing that will be sold in Pages Bookshop in Detroit.

1- 3 Big Ideas	1 – 3 Essential Questions		
-What is the "big idea?" that we want students to understand around this topic? -What will students come to understand if they really understand this content well?	What important questions are raised by this topic? What questions will guide inquiry into the important ideas?		
Freedom has responsibilities     There are different conditions and circumstances that can restrict freedom: physical, mental, etc.	1. What is freedom? 2. Does telling our story (or having the ability to do so) give us freedom? 3. Does having the ability to make choices give us freedom?		

## College Prep Performace Task(s)

A college preparatory task asking students to synthesize what they learned during the unit. It should draw on the big idea(s) and essential question(s).

An anthology of poems, short stories, and essays depicting Ben Carson High School students' understandings of freedom.						
Time Frame	Major Anchor Tasks	Standards		Resources		
How long will students work on each particular task in this unit?	What are the smaller tasks that ultimately culminate into the CPPT?	What standards will you cover in each particular task?	Write your students pre- assessment score on the standards here.	What texts, videos, materials, etc. will you use to teach these standards and prepare students to complete the specific task?		
4 Weeks	Read, analyze and reflect on <i>Monster</i>	CCSS.ELA-Literacy.RL.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting molivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Craft and Structure. CCSS.ELA-Literacy.RL.9-10.4 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). CCSS.ELA-Literacy.RL.9-10.5 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. CCSS.ELA-Literacy.RL.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. CCSS.ELA-Literacy.RL.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.		Journals Anticipation Guide National Geographics "Wrongly Convicted" article Prereading Activity Monster Comprehension Questions They Broke the Law activity book Monster by Walter Dean Myers "Hurricane" by Bob Dylan Hurricane Carter article Characterization and plot worksheets Compane/Contrast Charts Tyrone Hood story Monster CER paragraph worksheets Theme worksheets 15 to Life: Kenneth's Story documentary Deb LaBelle — Juvenille Justice Speaker		
2 Weeks	Persuasive Essay	Craft and Structure:  CCSS ELA-Literacy RI. 9-10.4  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).  CCSS ELA-Literacy RI. 9-10.5  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.  CCSS ELA-Literacy W9-10.1.0  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  CCSS ELA-Literacy W9-10.1.0. Provide a concluding statement or section that follows from and supports the argument presented.  CCSS ELA-Literacy W9-10.2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  CCSS ELA-Literacy W9-10.2 In a sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  CCSS ELA-Literacy W9-10.2 In a represented of the proper of the p		Journals "Moving Target" by Lemn Sissay Persuasive Essay Topics Essay Rubric Essay Rubric Essay Brainstorm Sheets Google Drive Folder for Students Journals Humans of New York photos		
1 Week	Write a poem depicting freedom (or the breach of freedom)	Analyze various accounts or a subject role on interent mediums (e.g., a person's lie story in both print and multimedia), determining which details are emphasized in each account. CCSS.ELA-Literacy.W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		Humans or New York photos "We Wear the Mask" poem & activity Comapre/Contrast "Moving Target" and "We Wear the Mask" Malcom X's excerpt  I Am Malala excerpt		

2 Weeks	Writer a short story depicting freedom (or the breach of it)	CCSS.ELA-Literacy:RI.9-10.7  Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  CCSS.ELA-Literacy:RI.9-10.5  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).  CCSS.ELA-Literacy:W9-10.3  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  CCSS.ELA-Literacy:W9-10.3.0  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Journals Crazy Love article Crazy Love documentary Post Secret activity Sitressed Out* lyrics and song by Twenty One Pilots Elements of a Short Story worksheet "Millions Enslaved Throughout the World" article "Musllan Hijabs" article "Musllan Hijabs" article "Create Your Own Freedom or Design Your Own Cage" It's Your World: Get Informed, Get Inspired, Get Goingl by Chelsea Cilition
2 Weeks	writer a short story depicting needon (or the breach or it)	CCSS.ELA-Literacy.W.9-10.4	Get Going: by Cheisea Clinton
1 Week	Students will peer edit their writing	CGSS_EA-cluded_vws-10.4 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.) CGSS_ELA-Literacy_W9-10.5 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 Lanquage standards 1-3 up to and including grades 9-10 here.)	Journals Peer Edit Worksheets Personal Revision Worksheets
		CCSS.ELA-Literacy.W.9-10.5	Journals
	Students will interview somone who may have	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	The Bridge Documentary Kevin Hines's Interview
1 Week	had an experience where his/her freedom was challenged.	living a new approach, locusing on addressing what is most significant for a specific lipurpose and audience.	Developing Interview Questions Notes
1 Day	Students will write a question layered enough to force an adult to think in regards to what they (the students) have learned	CCSS.ELA-Literacy.W.9-10.5 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.	
1 Day	Students who have been selected as a part of the anthology that will be sold in Pages Bookstore will attend a fieldtrip to help distribute books	CCSS.ELA-Literacy.W.9-10.10 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.	
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		other standards:	