

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	
<p>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.</p>			
1- 3 Big Ideas		1 – 3 Essential Questions	
<p>-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?</p>		<p>What important questions are raised by this topic? What questions will guide inquiry into the important ideas?</p>	
<p>1. Freedom has responsibilities 2. There are different conditions and circumstances that can restrict freedom: physical, mental, etc.</p>		<p>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?</p>	
College Prep Performance Task(s)			
<p>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.</p>			
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>	<p>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 motivations) 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.SL.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.SL.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.</p>	<p>Journals Anticipation Guide National Geographic's "Wrongly Convicted" article Prereading Activity <i>Monster</i> Comprehension Questions <i>They Broke the Law</i> activity book <i>Monster</i> by Walter Dean Myers "Hurricane" by Bob Dylan Hurricane Carter article Characterization and plot worksheets Compare/Contrast Charts Tyrone Hood story <i>Monster</i> CER paragraph worksheets Theme worksheets <i>15 to Life: Kenneth's Story</i> documentary Deb LaBelle - Juvenile Justice Speaker</p>
2 Weeks	Persuasive Essay	<p>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.W.9-10.1.d 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.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.W.9-10.2.b 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.SL.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.RI.9-10.7</p>	<p>Journals "Moving Target" by Lemn Sissay Persuasive Essay Topics Essay Rubric Essay Brainstorm Sheets Google Drive Folder for Students</p>
1 Week	Write a poem depicting freedom (or the breach of freedom)	<p>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.</p>	<p>Journals <i>Humans of New York</i> photos "We Wear the Mask" poem & activity Compare/Contrast "Moving Target" and "We Wear the Mask" Malcolm X's excerpt <i>I Am Malala</i> excerpt</p>

