

[Example](#)

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	ELA 9							
Author	CommonLit 360							
Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	By the end of this course students should be able to: ● Use evidence from literary and informational texts to explain people’s tendency to act differently when part of a group ● Articulate authors’ claims about humans’ impact on the environment and explain how each author develops those claims ● Explain the strategies brands use to influence consumers, take a stance on the ethics of branding, analyze and write descriptively about visual media, and conduct their own independent research. ● Evaluate multiple examples of graffiti and refer to their understanding of “public art,” “recognized stature,” and “vandalism” in order to construct a well-reasoned argument. Students will assemble evidence and weigh opposing points of view through discussion and debate							
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Following the Crowd 7 Weeks	People and the Environment 7 Weeks	The Science of Branding 7 Weeks	Graffiti Art or Crime 4 Weeks				
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	How does being in a group affect how we behave?	How do people and the environment affect each other?	How do brands use different tactics to influence our purchasing behavior? How can we make branding tactics and messaging more visible to potential consumers?	Is graffiti a work of art or a crime to be punished? How do we decide?				
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>								
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	(WI.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.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the	(WI.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.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and	(WI.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. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges	(WA.9-10.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (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				

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	course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.5) 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.	connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (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.	and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	mystery, tension, or surprise. RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.				
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Analysis Essay Write an essay that analyzes how the unit short stories illustrate one or more of the terms from the article “It’s No One’s Fault When It’s Everyone’s Fault.” ● Deindividuation ● Anonymity ● Diffused responsibility Use evidence from at least two of the unit short stories and Shelby Ostergaard’s “It’s No One’s Fault When It’s Everyone’s Fault.” Unit Skills Assessment 1: "Excerpt from White Fang:	Analysis Essay How have the texts in this unit changed or reinforced your perspective about the relationship between people and the environment? Use at least two unit texts to support your response. Unit Skills Assessment 1: Excerpt from "A White Heron" Unit Skills Assessment 2: "Urban gardens create a buffet for bees"	Research Paper Write an essay in which you explain how a company of your choosing influences consumers by using some of the following branding strategies: ● A clear brand identity through logo, slogan/motto, etc. ● Advertising ● Sponsorships of people and events ● Unique product packaging and buying experience Unit Skills Assessment 1: "How 'brand you' came to be"	Argument Write an argumentative paper in which you utilize multiple sources to support your point of view on this complex topic. Be sure to address: whether graffiti can be considered vandalism, whether graffiti can be considered public art, and how it should be treated in each case. Unit Skills Assessment 1: "McDonald's accused of copying graffiti logo – here's why we should protect street artists' original tags" Unit Skills Assessment 2: "Marketing Firms Cleaning Up With 'Reverse				

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	Chapter 7" Unit Skills Assessment 2: "Are You Following the Herd?"		Unit Skills Assessment 2: "How Spam became one of the most iconic American brands of all time" Optional Performance Task Students create a video blog to help prospective buyers of a brand make more informed decisions about the company and messages they put their money behind.	Graffiti" Optional Performance Task Students work in pairs to create a presentation proposing a work of public art in a community of their choice. Students will demonstrate their understanding of the relationship between public art and a community as they work to appeal to their specific audience.				
Link to Unit <i>Clarification: This is the link to your unit plan.</i>	https://www.commonlit.org/units/following-the-crowd/unit_overview	https://www.commonlit.org/units/people-and-the-environment/unit_overview	https://www.commonlit.org/units/the-science-of-branding-why-we-buy/unit_overview	https://www.commonlit.org/units/graffiti-art-or-crime/unit_overview				