

10th Grade Quarter 2

Civil Disobedience

Unit Overview: Students will broaden their perspective by exploring literature from around the world, connecting how literary and informational texts from various countries treat themes and ideas related to civil disobedience. They will study characteristics of ancient Greek tragedies by reading Sophocles' *Antigone* and consider the role of morality in obeying or disobeying laws. Students will build on their knowledge of the topic by reading information text concerning current acts of civil disobedience. The post assessment project will consist of research on a current or historical example of civil disobedience of the student's choice. Students will present their findings to the class in a digital media presentation that meets specific criteria.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. RL.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. RI.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. W.9-10.10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.) SL.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.9-10.6

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).


Priority Standards: These are a carefully selected subset of the total list of the grade-specific and course-specific standards that	ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms	Supporting Standards: These standards <i>support, connect to, or enhance</i> the Priority Standards. They are taught <i>within the context</i> of the priorities and
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students must know and be able to do by the end of each school year. The following standards are prioritized in instruction and assessments.	which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	often serve as instructional scaffolds, but they do not receive the <i>same</i> degree of emphasis.
RI.9-10.1 RI.9-10.3	ELP Standard 9-10.1 (RI.9-10.1, 2, 3, 7) ELP Standard 9-10.6 (RI.9-10.8)	RL. 9-10.2 RL. 9-10.3 RL. 9-10.7 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.7 RI.9-10.9
W.9-10.2 A-F	ELP Standard 9-10.3 (W.9-10.2) ELP Standard 9-10.5 (W.9-10.9) ELP Standard 9-10.9 (W.9-10.2c)	W.9-10.6 W.9-10.9
	ELP Standard 9-10.1 (SL.9-10.2) ELP Standard 9-10.2 (SL.9-10.1) ELP Standard 9-10.3 (SL.9-10.4) ELP Standard 9-10.4 (SL.9-10.4) ELP Standard 9-10.5 (SL.9-10.4) ELP Standard 9-10.6 (SL.9-10.3) ELP Standard 9-10.9 (SL.9-10.4)	SL.9-10.1 SL.9-10.2 SL.9-10.4 SL.9-10.5
L.9-10.4	ELP Standard 9-10.8 (L.9-10.4)	L.9-10.3

Essential Questions Student will keep considering:	Understandings Students will understand that:
Standards-Based	
RI.9-10.1 What reading skills are needed to analyze a text? What do those skills allow you to do?	Analysis requires good readers to go beyond the literal reading of words and read between the lines.
RI.9-10.3 How does the way an author structures a text impact the meaning?	To provide a clear purpose for writing, an author makes specific choices in introducing , developing, and organization ideas.
W.9-10.2 What writing skills are needed to examine and convey complex ideas?	I can write an explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

L.9-10.4 How do I determine the meaning of unknown and multiple meaning words and phrases?	I can determine the meaning of unknown and multiple meaning words and phrases by analyzing how the word is used in context.
Possible Overarching	
Whole Year: How does reading literature from around the world give us new perspectives? Quarter 2: When is it okay, if ever, to break the law? Should personal ethics or religious traditions ever trump the laws of the land?	World literature is influenced by and gives readers perspective on historical, religious, generational, political, social, and cultural issues. Morality and legality can be conflicting concepts. Civil disobedience has been used to encourage change by challenging established laws. People often forsake the law when it conflicts with their personal set of ethics or religious beliefs; sometimes there can be a moral obligation to break laws.

Skills
Students will be able to: <ul style="list-style-type: none"> ● Cite textual evidence ● Analyze structure of text ● Clearly convey complex ideas through writing ● Determine multiple meanings of words ● Determine meaning of words in context ● 10th grade Literary Tool Box

Stage 2 - Assessment Evidence
Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.
Summative Assessment
<div style="text-align: center;">  <p>Q2 Post DFA</p> </div>

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



- [Language Support](#)
- [Technology Integration](#)
- [ACT Resources and Support](#)
- [Instructional Strategies](#)

Suggested Timeline

Weeks 1 and 2



[Antigone](#)

RI. 9-10.1

W. 9-10.2

L. 9-10.4

RL. 9-10.2

RL. 9-10.3

RL. 9-10.7

SL. 9-10.1 A-D

Weeks 3 - 5



[Close Reading of Informational Text](#)

RI.9-10.1

RI.9-10.3

RI.9-10.5

RI.9-10.7

W.9-10.9

<p>Weeks 6 and 7</p>	<div data-bbox="829 191 1027 386" data-label="Image"> </div> <p><u>Civil Disobedience Project Presentation</u></p> <p> W.9-10.2 W.9-10.7 W.9-10.8 SL.9-10.1.C SL.9-10.5 L.9-10.3 </p>
<p>Week 8</p>	<div data-bbox="837 653 1019 835" data-label="Diagram"> </div> <p><u>Culmination and Reflection</u></p>

[Citation for Images](#)