**NACA Yearlong UbD Template**

**UbD Curriculum Template 2.0  
Designer: Katherine Page  
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| **Stage 1 Desired Results** | | | |
| **Directions:** Choose multiple CCSS (or other standards), copy and paste them here, and unpack them for big ideas and assessment verbs by highlighting.  **Common Core State Standards (**[**www.corestandards.org**](http://www.corestandards.org)**), Next Generation Science Standards (**[**http://www.nextgenscience.org**](http://www.nextgenscience.org)**), Indigenous Standards (found in Course Sites).**  **SPIRALED STANDARDS**  [CCSS.ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/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.  [CCSS.ELA-LITERACY.L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3/)  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  [CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  [CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  [CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/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.W.9-10.10](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/)  Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  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.)  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  [CCSS.ELA-LITERACY.RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10/)  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  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  AP Standards:  L1.1 Student understands the transactional nature of the communication process.  M3.2 Student develops and produces an informational or creative media communication.  W1.1 Student analyzes components of purpose, goals, audience, and genre.  W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation and conventions of standard written English. R3.1 Student rhetorically analyzes author’s purpose, intended audience, and goals.R3.2 Student interprets, analyzes, and critiques author’s use of literary and rhetorical devices, language, and style. **Advanced Placement Scoring Components for AP Literature and Composition**  SC1 The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. By the time the student completes English Literature and Composition, he or she will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times.  SC2 The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism and tone.  SC3 The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s structure, style and themes.  SC4 The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s social, cultural and/or historical values.  SC5 The course includes frequent opportunities for students to write and rewrite timed, in-class responses.  SC6 The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.  SC7 The course requires writing to understand: Informal/exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks).  SC8 The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text.  SC9 The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality.  SC10 The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s social, historical and/or cultural values.  SC11 The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.  SC12 The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work that help the students develop a variety of sentence structures.  SC13 The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.  SC14 The AP teacher provides instruction and feedback on students’ writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.  SC15 The AP teacher provides instruction and feedback on students’ writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer’s audience.  **UNIT SPECIFIC**  UNIT Tapahonso  [CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/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.  UNIT Diaz  [CCSS.ELA-LITERACY.RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/9/)  Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  UNITs Baca and Lucero  [CCSS.ELA-LITERACY.RL.9-10.3](http://www.corestandards.org/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.  W2.1 Student takes inventory of what he or she knows and needs to know.  W2.2 Student generates, selects, connects, and organizes information and ideas.  W3.1 Student generates text to develop points within the preliminary organizational structure.  [CCSS.ELA-LITERACY.RI.9-10.9](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-LITERACY.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/)  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  [CCSS.ELA-LITERACY.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/)  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  UNIT Van Camp  W5.3 Student edits for accuracy of citation and proper use of publishing guidelines.  W5.4 Student prepares text for presentation/publication.  [CCSS.ELA-LITERACY.W.9-10.5](http://www.corestandards.org/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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](http://www.corestandards.org/ELA-Literacy/L/9-10/).)  [CCSS.ELA-LITERACY.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/)  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | | | |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?   1. Cultural Identity 2. Write and Rewrite | | | |
| CHOSEN BIG IDEAS(S):  **Year-long:**  Words have power | ***Transfer*** | | |
| *I want my students to understand the power of well-written and spoken language in multiple contexts (poetry, short stories, novels, podcasts, video, news, articles, etc.) and increase their technical reading and writing abilities, so that in the long-run, on their own, they will be able to express themselves successfully to any type of audience and they will have the tools to understand the language of others.* | | |
| ***Meaning*** | | |
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| UNDERSTANDINGS  *Students will understand that…*   * Words have power. * Writing is in the re-writing. | | ESSENTIAL QUESTIONS   * Why are words powerful? * How does editing and revising enhance the efficiency of our work? |
| ***Acquisition*** | | |
| *Students will know…*   * Unit “My Brother The Aztec Warrior” Diaz: poetry is political. * Unit “A Place to Stand” Baca: memoir is not autobiography or biography. * Unit Individual Study: how to comprehend elements of a novel. | | *Students will be skilled at…*   * Unit Tapahonso: * determining a central idea or theme * analyze theme or central idea’s development over the course of a text * provide an objective summary of a text * Unit Diaz: * Analyze how an author draws on and uses source material * Unit Baca: * Analyze how complex character develop the theme or plot * Unit Lucero: * Analyze US historical and literary documents that relate to theme or plot. * gathering relevant information for a research project * avoiding plagiarism * answering a research question * Unit Van Camp: * preparing a text for presentation * editing for accuracy and publishing guidelines * develop and strengthen writing * use technology to present writing * Spiraling Skills: * writing arguments * supporting claims in analysis * using valid reasoning * use sufficient evidence * interpreting, analyzing, and critiquing an author’s use of literary and rhetorical devices, language, and style. * employing proofreading strategies. * analyzing components of purpose, goal, audience and genre * developing and producing an informational or creative media communication. * understanding the transactional nature of the communication process * analyzing an author’s structural choices (sequencing, parallel plots, etc.) * determining the meaning of words and analyze their impact * determining an author’s point of view and purpose * producing clear and coherent writing * drawing evidence from informational or literary texts to support a claim * writing routinely * initiating and participating in discussions * making strategic use of digital media within presentations or writing * demonstrating a command of standard English * applying knowledge of language to understand how language functions * Acquiring and using accurately general academic and domain-specific words and phrases * creating a portfolio or diverse writing samples and related works: essays, poetry, short story,etc. |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Student-friendly Language   |  |  |  | | --- | --- | --- | | Performance Assessment Criteria and Standard Alignment | Complete | Needs Revision | | *CCSS.ELA-LITERACY.W.8.1.B*  *I can use relevant, accurate information to support a claim.* |  |  | | [CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  |  | | [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |  | | [CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)  I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  | | W5.3 I can edit for accuracy of citation and proper use of publishing guidelines. |  |  | | W5.4 I can prepare texts for presentation/publication. |  |  | | R3.2 I can interpret, analyze, and critique author’s use of literary and rhetorical devices, language, and style. |  |  | | [CCSS.ELA-LITERACY.RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10/)  I can read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  | | [CCSS.ELA-LITERACY.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |  |  | | | PERFORMANCE TASK(S): Portfolio    What (cognitive verb + big idea):  -Create a portfolio which tracks the progress you have made with each piece of writing throughout the year (a first and final draft), including a speaking component (discussions and podcast).  -Submit one piece of writing from your portfolio to an audience / literary journal of your choosing.  Why (copied and pasted EUs from Stage 1):   * Words have power. * Culture. * Purpose is the engine of language.   How (GRASPS, written to and for students):  **Goal: You will create an electronic portfolio that tracks your progress as an indigenous thinker, reader, writer and creator.**  **Role: Native Literature Scholar**  **Audience: Peers, Teachers, Editors, Families and incoming 9th or 10th graders**  **Situation: End of the year demos (submission to literary journal)**  **Product, Performance, and Purpose:**  **You will create an electronic portfolio at the beginning of the year, which you work on for the duration of the year, adding pieces of writing, audio and/or art in the process while editing and rewriting along the way until it’s due at the end of the year. The portfolio will begin with a letter to Mrs. Page reflecting on your experience making the portfolio and what you feel you’ve learned that’s strengthened you as an Indigenous scholar specifically in the realm of audience, purpose and words as power.**  **Standards and Criteria for Success:**  **Rubric will be handed out individually for each assignment. All portfolios must be professional: Typed neatly, organized, proofread, corrected and creative. Visual art may be included, but is not required.** | |
| <type here> | | OTHER EVIDENCE: | |
| |  | | --- | | **Stage 3 – Learning Plan** *What units will you teach, and what skills will students master, as a result of this yearlong curriculum?* |   2015 - 2016 Academic Year Curriculum Map Template   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Unit Big Idea (Title) | Unit Essential Question(s) | Unit Standard(s) | Assessment(s) | Time Frame | | What big idea anchors this unit? | What EQ will anchor conceptual, critical thinking related to the big idea? | What core standard(s) anchors this unit, and therefore what observable skills will you evaluate ? | What summative assessment will provide you evidence of skills and understanding? | What is the approximate time frame for the teaching and learning in this unit? | | Unit: Life as an observer  “Blue Horses Rush In”- Luci Tapahonso | How does observation serve my writing and strengthen its purpose?  How do others (ancestors, friends, family, etc.) influence the power of my words/ writing? | **\***[CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/)  [CCSS.ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/)  [CCSS.ELA-LITERACY.L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3/)  [CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  [CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  [CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  [CCSS.ELA-LITERACY.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)  [CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/)  [CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/)  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)  [CCSS.ELA-LITERACY.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/)  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  L1.1  M3.2  W1.1  W5.2 R3.1R3.2 | Analysis of a poem (Short Essay)  A “Tell it like it is” Poem  Origin Short Story | 8 weeks  (16 weeks for tier 2) | | Unit: Negotiating Culture I  “Night Sky , Morning Star”- Eva Zuni Lucero | Are race and culture “real” or are they socially constructed?(research question)  (Do we perform our culture and race?) | [CCSS.ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/)  [CCSS.ELA-LITERACY.L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3/)  [CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  [CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  [CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  [CCSS.ELA-LITERACY.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)  [CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/)  [CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/)  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)  [CCSS.ELA-LITERACY.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/)  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  L1.1  M3.2  W1.1  W5.2 R3.1R3.2 | Short Research Essay | 8 weeks | | Unit: “Negotiating Culture II”  “A Place to Stand”- Jimmy Santiago Baca | Are race and culture “real” or are they socially constructed?(research question)    (Do we perform our culture and race?)  How do the stories and words we choose to tell, write or speak give our identity power? | [CCSS.ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/)  [CCSS.ELA-LITERACY.L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3/)  [CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  [CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  [CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  [CCSS.ELA-LITERACY.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)  [CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/)  [CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/)  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)  [CCSS.ELA-LITERACY.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/)  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  L1.1  M3.2  W1.1  W5.2  R3.1  R3.2 | Short Memoir | 8 weeks  (16 weeks tier 2) | | Unit: “Story with a Bird in It” / Archetypes in Literature  “The Lesser Blessed” Richard Van Camp | Can you write something new?  How is rewriting a crucial part of the writing process? | [CCSS.ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/)  [CCSS.ELA-LITERACY.L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3/)  [CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  [CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  [CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  [CCSS.ELA-LITERACY.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)  [CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/)  [CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/)  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)  [CCSS.ELA-LITERACY.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/)  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  L1.1  M3.2  W1.1  W5.2  R3.1  R3.2  \*M3.2  \*S3.1  \*S3.2  \*S3.3  \*S3.4  \*[**CCSS.ELA-LITERACY.SL.9-10.5**](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  \*W1.1 | Revise previous works for portfolio and record one of them (podcast style)  Submit one rewritten creative work to a literary journal of your choosing.  Write reflection letter | 6 weeks  (4 weeks no novel tier 2) | | Unit: “Poetry is Political”  “My Brother, The Aztec Warrior”- Natalie Diaz | How is poetry more than red roses and blue violets?  What is the purpose of poetry?  Who is poetry for?  How are words in poetry more packed with power and purpose, than they would be in a longer text? | [CCSS.ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/)  [CCSS.ELA-LITERACY.L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3/)  [CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  [CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)  [CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  [CCSS.ELA-LITERACY.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)  [CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/)  [CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/)  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)  [CCSS.ELA-LITERACY.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/)  [CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  L1.1  M3.2  W1.1  W5.2  R3.1  R3.2  \*[CCSS.ELA-LITERACY.RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/9/) | Political poem | Combined with the last two units | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | | | |