EQ: How do humans endure in the face of adversity? How can some people endure unimaginable extremes while others breakdown?

<table>
<thead>
<tr>
<th>Central Text Selections</th>
<th>Close Reader Selections</th>
<th>Reading Focus</th>
<th>Writing Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text:</strong> Memoir: <em>from Night</em> by Elie Wiesel 440L, p. 307</td>
<td><strong>Close Reader:</strong> Memoir: <em>An Ordinary Man</em> by Paul Rusivebega p. 316c</td>
<td><strong>Author’s Purpose</strong></td>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td><strong>LG:</strong> Analyze an author’s purpose and his use of rhetoric and the impact of word choice on tone.</td>
<td><strong>Tone</strong></td>
<td><strong>Argument</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Argument:</strong> <em>Is Survival Selfish?</em> by Lane Wallace 1140L, p. 317</td>
<td><strong>Allusion</strong></td>
<td><strong>Cite Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LG:</strong> Delineate and evaluate an argument by examining a claim and the evidence provided to support that claim.</td>
<td><strong>Denotation</strong></td>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Science Writing:</strong> <em>from Deep Survival</em> by Laurence Gonzales 960L, p.325</td>
<td><strong>Connotation</strong></td>
<td><strong>Kylene Beers Discussion Terms</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LG:</strong> Analyze ideas and events presented in the text, determine the central idea, and summarize the text.</td>
<td><strong>Replication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short Story:</strong> &quot;The Leap&quot; by Louise Erdrich 1260L, p.339</td>
<td><strong>Argument</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LG:</strong> Analyze the impact of an author’s choices and make inferences about theme.</td>
<td><strong>Central Idea</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Anchor Text:</strong> Poem: &quot;The End and the Beginning&quot; by Wislawa Szymborska p.351</td>
<td><strong>Inferences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LG:</strong> Determine the meanings of figurative language and how it influences tone in poetry.</td>
<td><strong>Metaphor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Close Reader:</strong> Poem: &quot;The Survivor&quot; by Marilyn Chin p. 354c</td>
<td><strong>Theme</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poem: &quot;Who Understand Me but Me&quot; by Jimmy Santiago Baca p. 354d</td>
<td><strong>Flashback</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Listening & Speaking Focus**

<table>
<thead>
<tr>
<th>Debate Discussion</th>
</tr>
</thead>
</table>

**Language Focus** (grammar, vocabulary, syntax)

<table>
<thead>
<tr>
<th><strong>Synonym</strong> (grammar, vocabulary, syntax)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indefinite Pronouns</strong></td>
</tr>
<tr>
<td><strong>Context Clues</strong></td>
</tr>
<tr>
<td><strong>Colons</strong></td>
</tr>
<tr>
<td><strong>Semicolons</strong></td>
</tr>
<tr>
<td><strong>Prefixes</strong></td>
</tr>
<tr>
<td><strong>Relative Clauses</strong></td>
</tr>
</tbody>
</table>

**Collection 5 Academic Vocabulary**

<table>
<thead>
<tr>
<th><strong>Vocabulary List</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Thesaurus</strong></td>
</tr>
</tbody>
</table>

1. **dimension** (dimensional, dimensionality)
2. **external** (externalize, externally)
3. **statistic** (statistical, statistician)
4. **sustain** (sustainable, unsustainable)
5. **utilize** (utility, utilization)

**Extensions**

- Analyze Language
- Conduct a Debate
- Cite Textual Evidence: Interactive Whiteboard Lesson: Cite Textual Evidence

**Interventions**

- Analyze Author’s Purpose: Level Up Tutorial: Audience
- Delineate and Evaluate an Argument: Level Up Tutorial: Analyzing Arguments
- Summarize a Text: Level Up Tutorial: Summarizing
- Support Inferences About Theme: Level Up Tutorial: Theme
- Determine Figurative Meanings and Tone: Level Up Tutorial: Imagery

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**Teengagement:**

**Intertextual Unit: "The Pace of Change"**

**Golden Novel:** "Of Mice and Men" (addressed on QBA2 exam)

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**Online Selection Tests**

- Performance Task A: Write an Argument p. 355
- Performance Task B: Panel Discussion p. 359
- Performance Task B: Panel Discussion Rubric p. 362
Language Arts Florida Standards addressed in this unit are **highlighted** below:

**LAFS.910.RL.1.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.910.RL.1.2** 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.

**LAFS.910.RL.1.3** 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.

**LAFS.910.RL.2.4** 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).

**LAFS.910.RL.2.5** 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.

**LAFS.910.RL.2.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**LAFS.910.RL.3.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

**LAFS.910.RL.3.9** 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).

**LAFS.910.RL.4.10** 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.

**Strand: READING STANDARDS FOR INFORMATIONAL TEXT**

**LAFS.910.RI.1.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.910.RI.1.2** Determine a central idea of a text and analyze 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.

**LAFS.910.RI.1.3** 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.

**LAFS.910.RI.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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).

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.

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.

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.

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.

By the end of grade 9, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Strand: WRITING STANDARDS

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

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.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LAFS.910.W.2.4 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.)

LAFS.910.W.2.5 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 on page 54.)

LAFS.910.W.2.6 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.

LAFS.910.W.3.7 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.

LAFS.910.W.3.8 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.

LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “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].”)

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “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”).

LAFS.910.W.4.10 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.

Strand: STANDARDS FOR SPEAKING AND LISTENING

LAFS.910.SL.1.1 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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- The alphanumeric coding scheme has changed – Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS) Amended Standard reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4 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.

LAFS.910.SL.2.5 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.

LAFS.910.SL.2.6 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 on page 54 for specific expectations.)

Strand: LANGUAGE STANDARDS

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. The alphanumeric coding scheme has changed – Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS) Amended Standard or presentations.

LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LAFS.910.L.3.5 Demonstrates understanding of figurative language, word relationships, and nuances in word meanings. The alphanumeric coding scheme has changed – Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS) Amended Standard
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

LAFS.910.L.3.6 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.
Text 1 and Text 2 both examine what it takes to survive in the face of adversity. Text 1 is a first person account of a group of young Jews in a concentration camp fighting together for survival. Text 2 is a philosophical argument about the selfishness of the fight for individual survival.

Both Text 1 and Text 2 use rich figurative language to express a message of dread and despair while vividly depicting the experiences endured. Both texts have settings in WWII Europe. Text 5 is post WW II and Text 1 is during WWII. Both texts are about survival.

Both Text 4 and Text 5 are about survival and healing. Text 5 is largely about the process of growing after a tragedy and the barriers to growth, whereas Text 4 is more closely about the co-dependence of survivors.

Text 2 delineates the innate sense of flight to preserve life in humans while some have the ability to keep it together to override that auto response and save the lives of others. Text 3 gets deeper into the mentality of a survivalist, discussing the mindset of the survivalist as positive and respectful of the dire circumstance.

Text 4 explores a daughter’s devotion and gratitude towards her mother. The daughter was saved from a fire by her mother and turns around to take care of her ailing mother. Text 3 emphasized the need for all people to possess survival skills.

This memoir challenges students to consider deeply the chapter in history connected with the text (The Holocaust). The reader is drawn into the life and experiences of young Elie Wiesel in a concentration camp.

This article examines the fine line between those who sacrifice themselves to save others and those who act to ensure their own survival as opposed to helping others.

This poem by Wisława Szymborska shows how language can be used to send a message. In this case, the poet uses repetition and figurative language to help readers understand a message about war, consequences, and the reality of moving on after terrible times.

This story is a fictional account of the mother—daughter relationship. Attention is focused in on the author’s choices, through use of flashback and narration, and the outcomes of those choices.

This piece of science writing discusses the characteristics of survivors. It starts with a story about a 17-year-old girl who survives a plane crash. Her journey to safety and the character traits that aid her survival are written in a way that fascinates and informs the audience.

A Matter of Life and Death
Essential Question: How do humans endure in the face of adversity?
A Matter of Life or Death

Essential Question:
How do we as individuals depend on the well-being of our society?