**Unit Learner Outcomes**

A Child Called It by David Pelzer (How do you choose how to treat others?)

1. (Bloom’s Synthesis) Students will generate a narrative which develops real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
2. (Bloom’s Comprehension) Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
3. (Bloom’s Synthesis) Students will 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.
4. (Bloom’s Analysis) Students will 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.
5. (Bloom’s Evaluation) Students will make and defend judgments about how they choose to treat others in an essay format. Students will write this as an in-class essay and will back up their opinions with research and valid arguments.
6. (Bloom’s Evaluation) Students will participate in daily class discussion over book. They will defend, explain, describe, and explain their answers.

Speak by Laurie Halse Anderson (How do you take responsibility for your actions?)

1. (Bloom’s knowledge) Students will recall some of their best and worst decisions they have made in their life. This will be in a journal format.
2. (Bloom’s Comprehension) Students will distinguish between a credible and non-credible source for information.
3. (Bloom’s Evaluation) Students will conduct short as well as sustained research projects to answer a question or solve a problem; narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
4. (Bloom’s Application) Students will prepare an oral presentation and present it to the class based on information that was learned through their research paper. Students will also create a visual.
5. (Bloom’s Analysis) Students will analyze the text for literary elements such as theme, style, plot structure, characterization, tone and mood. They will then explain their findings and discuss how they know their answers are correct by providing textual evidence to back it up.
6. (Bloom’s Evaluation) Students will participate in daily class discussion over book. They will defend, explain, describe, and explain their answers.
7. (Bloom’s Analysis) Students will interview one another and produce a newspaper article. This article will be based on how they take responsibility for their actions, and why they believe everyone should. What is the effect on others when responsibility is not taken for someone’s actions?

Romeo and Juliet by William Shakespeare (How do you make Decisions?)

1. (Bloom’s Evaluation) Students will write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. (Bloom’s Application) Students will illustrate their opinions in a daily journal portfolio. This will help show how R&J applies to their life so that they can help relate to the situations in the reading. This will also serve as a formative assessment.
3. (Bloom’s Synthesis) Students will create a comic based on the story of R&J. They will transform the text from Archaic English as Shakespeare wrote it, and compose it in modern day language. Students will also draw images depicting the scenes as they interpreted them.
4. (Bloom’s Analysis) Students will analyze the text for literary elements such as theme, style, plot structure, characterization, tone and mood. They will then explain their findings and discuss how they know their answers are correct by providing textual evidence to back it up.
5. (Bloom’s Evaluation) Students will participate in daily class discussion over book. They will defend, explain, describe, and explain their answers.

She Said Yes by Misty Bernall (How do you cope?)

1. (Bloom’s Synthesis) Students will 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. They will focus on coping skills and their relation to suicide or coping with the loss of a loved one.
2. (Bloom’s Analysis) Students will analyze the text for literary elements such as theme, style, plot structure, characterization, tone and mood. They will then explain their findings and discuss how they know their answers are correct by providing textual evidence to back it up.
3. (Bloom’s Evaluation) Students will participate in daily class discussion over book. They will defend, explain, describe, and explain their answers.