

# Understanding By Design - English 1

## Overarching Understandings relating to the AUL Mission:

- There is no "single story" to be told about any individual or group of people, and judging others by a "single story" is misleading, as it leaves out important aspects of what makes them special.
- Empowering those around us, and helping those in need lead to an enriched life.
- Society as a whole will improve if we focus on the humanity that connects us, instead of the aspects of our lives that set us apart.
- Change is possible at any time, by anyone, if effort is made to promote acceptance of others, while embracing what makes everyone unique.

It is recommended that the units and learning activities outlined below are prefaced with the following materials at the start of the academic year, and are referred back to throughout the course:

- Ted Talk by Chimamanda Adichie - "The Danger of a Single Story" ([https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en))
- Speech by Barack Obama - "A More Perfect Union" (<https://www.nytimes.com/2008/03/18/us/politics/18text-obama.html>)
- Speech by Martin Luther King - "I Have a Dream" (<https://www.archives.gov/files/press/exhibits/dream-speech.pdf>)

<b>Title of Unit</b>	The American Dream	<b>Grade Level</b>	9
<b>Curriculum Area</b>	English	<b>Time Frame</b>	6 weeks
<b>Developed By</b>	Penelope Vlastaras		

## Identify Desired Results (Stage 1)

### Content Standards

CCSS.ELA-LITERACY.RL.9-10.1

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

CCSS.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.

CCSS.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.

CCSS.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

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.

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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.

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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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.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.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.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.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.

CCSS.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.

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Unit Texts

### Recommended

- Of Mice and Men by John Steinbeck
- To a Mouse by Robert Burns

### Suggested

- The Glass Castle by Jeannette Walls
- Nickel and Dimed by Barbara Ehrenreich (non-fiction)
- The Grapes of Wrath by John Steinbeck
- Invisible Man by Ralph Ellison
- Death of a Salesman by Arthur Miller

## Understandings

### Overarching Understanding

- We need others in our lives to for strength and support. No one can be entirely independent.
- The American Dream represents a social, economic, and literary ideal that position, wealth, and power can be attained through hard work and perseverance.
- Empathy is an essential part of the human experience

## Essential Questions

### Overarching

- What is the American Dream? How does it impact today's society?  
 - Do people have control over their lives?  
 - Are dreams foolish and worthless? How does one get to achieve their American

### Topical

- How does homelessness today differ from homelessness during the 1930's?  
 - How are the themes in Of Mice and Men conveyed through the actions of the characters?

### Related Misconceptions

<ul style="list-style-type: none"> <li>• Because this novel is set in the 1930's it is not relevant to our lives today.</li> <li>• The Great Depression only affected people investing in the stock market</li> <li>• People with disabilities always had resources and programs available to them for assistance</li> </ul>	<p>Dream?</p> <ul style="list-style-type: none"> <li>- Can a person be happy without other people in his/her life?</li> <li>- How and why are people marginalized by society?</li> <li>- What prejudices are there about the homeless and how can we combat them? <ul style="list-style-type: none"> <li>-Are we ever really independent of others? Do we need to be needed?</li> </ul> </li> <li>- How can friendship/companionship combat loneliness?</li> <li>- Can murder ever be justified? What's the difference between murder and mercy-killing? Who decides?</li> <li>- What is the importance of our dreams? Do the best-laid plans often go awry? What happens if our dreams are never realized?</li> <li>- What is our responsibility to our fellow man?</li> </ul>	<ul style="list-style-type: none"> <li>- How does plot affect the overall message of a story?</li> <li>- How do the different ways of characterization impact our perception of characters?</li> <li>- How does sentence length affect an author's writing?</li> <li>- How does Steinbeck's commentary on the balance of social and economic power still apply to our world today?</li> <li>- How do the themes presents in the novel continue to shape our world and our understanding of each other?</li> </ul>
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<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
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- Contrary to the American dream, loneliness and isolation often prevail
- People need others in their life to give them purpose
- The role of historical background to understand the characters and events of this story.
- Marginalized groups come in all colors, shapes, and sizes.
- The American Dream looks different for different people, but everyone has one.

- Describe the nature of dependence and independence between friends
- Describe the Depression and its effect on migrant worker
- Analyze key symbols and motifs
- Analyze and discuss plot elements in literature
- Determine and analyze the theme in literature
- Evaluate the historical context (Great Depression) of the novel
- Apply literary elements such as characterization, imagery, setting, foreshadowing, and theme
- Utilize reading strategies such as questioning, drawing inferences, and activating relevant prior knowledge
- Explain how the trend of riding the rails affected teens in the 30s
- Develop and express a more personalized understanding of the impact of the Depression and the Dust Bowl.
- Connect the experiences of individuals during the Great Depression with the experiences of characters in *Of Mice and Men*.
- Examine the author's style and sentence structure
- Construct a thesis statement and use it to frame an argumentative essay
- Connect the experiences of individuals during the Great Depression with the experiences of characters in *Of Mice and Men*
- Determine a theme and analyze in detail its development over the course of the story by comparing personal experiences with those of characters in *Of Mice and Men*

## Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Students will relate events in the novel to current events – capital punishment, euthanasia, mercy killing.
- Students will determine their position on mercy killing, which occurs in the final events of the novel and construct a written response.
- Students will evaluate the circumstance surrounding George's choice, analyze causes, and effects of the decision, view issue from multiple points of view, defend or criticize George's final acts.
- Students will peer-edit their classmate's work and use the suggestions made on their own writing by their peers to edit and produce their final product.

### Other Evidence

- Formative assessments & exit slips
- Student created notes
- Creating annotations (unfamiliar words, character notes, questioning/predicting)
- Class discussions and small group discussions on themes (sacrifice, American Dream, sexism, materialism, dreams/ planning future)
- Character analysis and comparison
- Vocabulary in context
- Journal writing/ short responses
- Collaborative activities (research, presentation/performances)
- Tests/Quizzes on reading

## Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

- Poll/survey will determine prior knowledge of the Great Depression
- The documentary "Riding the Rails" will introduce students to the quality of life for teenagers during the Great Depression, and help bridge gaps in their knowledge of the Great Depression and Dust Bowl.
- Students will develop a more personalized understanding of the impact of the Depression and the Dust Bowl through reflections and discussions.
- Students will connect the experiences of individuals during the Great Depression with the experiences of characters in *Of Mice and Men*.
- News clips/articles on homelessness will be used to relate current events to the events in the novel and offer opportunities to students to reflect on topics discussed.
- Class discussions will be conducted as essential questions are encountered and topics are introduced
- Students will explore their concept of and beliefs on friendship, homelessness, mental illness, relationships, and gender roles.
- Students will work with partners and in groups to research the historical context in which the story occurs, and present that information to their peers.
- Group activities, stations, literature circles, will allow for students to discuss topics relevant to the storyline with their peers and debate their views as well as reflect on their personal experiences
- Journal writing will prepare students for developing their essay and allow for opportunities of self-reflection.
- MLA formatting techniques will be reinforced
- Periodic surveys as well as feedback from peers and teacher will prompt students to reflect and rethink their ideas, reevaluating them for their soundness.
- Rubrics and checklists will assist students in understanding of expectations and standards for completion of tasks

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)

<b>Title of Unit</b>	Racial Injustice	<b>Grade Level</b>	9
<b>Curriculum Area</b>	English	<b>Time Frame</b>	8 weeks
<b>Developed By</b>	Penelope Vlastaras		

### Identify Desired Results (Stage 1)

#### Content Standards

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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.

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CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.ELA-LITERACY.RI.9-10.6

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CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Unit Texts

### Recommended

- To Kill a Mockingbird by Harper Lee

### Suggested

- The Lines We Cross by Randa Abdel-Fattah
- How It Went Down by Kekla Magoon
- Children of Blood and Bone by Tomi Adeyemi
- All American Boys by Jason Reynolds

## Understandings

### Overarching Understanding

- Prejudice exists in many forms.
- Large numbers of people are still affected by prejudice today.
- Prejudice handicaps society.
- Reading and writing are reciprocal thinking processes used to construct meaning and communicate ideas.

### Related Misconceptions

## Essential Questions

### Overarching

- What qualities make someone a hero?
- What are the effects of prejudice on individuals and on society?
- How can you overcome prejudice?
- How can you recognize

### Topical

- How are the characters in the novel influenced by racism, socioeconomic status, and differences?
- How do the events of the trial in To Kill a Mockingbird impact the intellectual and emotional

<ul style="list-style-type: none"> <li>Students often have misconceptions and questions about social anxiety as exhibited by Arthur Radley</li> </ul>	prejudice in yourself? - How have others influenced us to change? - How can we influence others to agree with us? - What is the relationship between morality, behavior and justice? - How does one know when justice has been achieved? - How does racism influence what others think?	growth of the main characters?
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<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<ul style="list-style-type: none"> <li>Prejudice comes in many forms.</li> <li>Prejudice handicaps a society.</li> <li>Prejudice is hard to overcome for many people.</li> <li>Tolerance, respect, and empathy can conquer prejudice, one person at a time.</li> <li>Harper Lee criticizes institutionalized prejudice, and develops a protagonist in Atticus Finch who serves as an example of the qualities one needs to possess in order to overcome prejudice of any kind.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize, cite examples and explain author's techniques of characterization, point of view, dialect, plot, foreshadowing.</li> <li>Identify the major conflicts detailed in the book, distinguishing between physical and moral courage.</li> <li>Describe the main characters and determine which are dynamic and which are static.</li> <li>Infer from reading the purpose and theme of the novel.</li> </ul>

## Assessment Evidence (Stage 2)

### Performance Task Description

<ul style="list-style-type: none"> <li><b>Goal</b></li> <li><b>Role</b></li> <li><b>Audience</b></li> <li><b>Situation</b></li> <li><b>Product/Performance</b></li> <li><b>Standards</b></li> </ul>	Students will demonstrate the ability to create a storyboard. Students select an event from the novel and storyboard a scene for the movie version. Students must create a minimum of 10 frames for the storyboard in which the characters are true to the novel and convey a message relating to topics discussed while reading. Students will analyze major characters and events from the novel in order to plan their storyboard frames Students will present/explain their storyboard to the class
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### Other Evidence

Class discussions on prejudice, themes evident in novel (racism, justice, growing up, parenting, acceptance of others)  
Tests / Quizzes on reading  
Surveys  
Vocabulary in context  
Short answer responses on topics discussed/ encountered in reading (identity, values, societal status)  
Journal writing  
Setting of novel in historical context  
Collaborative activities (research, presentation/performances)

## Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Use pre-reading strategies: make text-based predictions using title, headings, visuals, introductory information; activate background knowledge to help focus new knowledge; ask questions to guide initial reading.
- Use strategies of visualizing, retelling, clarifying, predicting and questioning while reading in order to monitor comprehension.
- Participate in dialogue to expand understanding: share viewpoints established through text evidence; analyze writer's purpose using text evidence.
- Use strategies for gathering information/ideas: with teacher guidance, create thesis that goes beyond the what to the why of an argument, based upon text evidence discussed and reviewed in class.
- Use strategies for organizing: with teacher guidance, use outlines, graphic organizers, or notes with strong evidence to support a thesis or argument. With teacher guidance, will evaluate the appropriateness of evidence. With teacher guidance, create a five paragraph essay using a specific structure for topic sentence, quote inclusion and conclusion.
- Use strategies for producing a draft: with teacher guidance, will translate organizers into a first draft; produce multiple drafts by asking for peer and teacher feedback on focus/purpose, organization, elaboration, fluency and impact on the audience.
- Use strategies for revising and editing: revise using feedback to clarify viewpoint, strengthening evidence, organization, and grammar/mechanics to gain greater impact on audience.
- Students will work with partners and in groups to research the historical context in which the story occurs, and present that information to their peers.
- Group activities, stations, literature circles, will allow for students to discuss topics relevant to the storyline with their peers and debate their views as well as reflect on their personal experiences
- The unit will begin with an in-depth look at the culture of the American South after the Civil War, particularly as it relates to Jim Crow laws.
- Students will examine issues of social hierarchies, racial prejudice, and the challenges of doing what is morally correct but socially and even legally unacceptable. In so doing, students will understand that there are both rewards and punishments for taking a stand against the majority in support of what one believes is right.
- Students will explore topics of coming of age, prejudice, bigotry, ignorance, hatred, family innocence, tolerance, power, relationships and culture while reading the novel and through class discussions and journal writing
- Students will use textual evidence to support their arguments in relation to topics discussed

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)



<b>Title of Unit</b>	The Immigrant Experience	<b>Grade Level</b>	9
<b>Curriculum Area</b>	English	<b>Time Frame</b>	6 weeks
<b>Developed By</b>	Penelope Vlastaras		

## Identify Desired Results (Stage 1)

### Content Standards

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CCSS.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.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.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. CCSS.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.

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CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Unit Texts

Recommended	Suggested
<ul style="list-style-type: none"> <li>● The House on Mango Street by Sandra Cisneros</li> <li>● The Little House by Virginia Lee Burton (served as inspiration for the author)</li> <li>● "Mother and Daughter" by Gary Soto</li> </ul>	<ul style="list-style-type: none"> <li>● The Sun Is Also a Star by Nicola Yoon</li> <li>● Girl in Translation by Jean Kwok</li> <li>● Inside Out &amp; Back Again by Thanhha Lai</li> <li>● American Born Chinese by Gene Luen Yang</li> <li>● Kira-Kira by Cynthia Kadohata</li> </ul>
Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> <li>• There are many elements to one’s culture.</li> <li>• Our stories and lives are influenced by our cultural context</li> <li>• Behavior is learned from environment and nurturing</li> <li>• Societal influences on identity</li> <li>• Literature can enable readers to imagine another life, gain insight into their own, and broaden their understanding of the world around them and their place within it</li> </ul>	<ul style="list-style-type: none"> <li>- How does the role of heritage and culture define who we are?</li> <li>- What is identity? How does our understanding and perception of our identity affect our life?</li> <li>- What are the elements of a culture?</li> <li>- Why do people repeat the mistakes of their loved ones?</li> <li>- How does our society define gender roles? In what ways can the change be achieved?</li> <li>- How can a person escape poverty?</li> </ul>	<ul style="list-style-type: none"> <li>- How does the author’s writing style (vignettes) effect the tone of the novella?</li> <li>- How do poetic devices and figurative language help us better understand the narrative?</li> <li>- How are Yollie and Esperanza similar? In what ways are they different?</li> <li>-</li> </ul>
<p align="center"><b>Related Misconceptions</b></p>		
<ul style="list-style-type: none"> <li>• Students may not initially realize the vast number of external factors that affect their identity.</li> <li>• Only students of Latin American descent can relate to this story.</li> <li>• How we perceive ourselves may conflict how others perceive us.</li> </ul>		

<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<ul style="list-style-type: none"> <li>• The elements of an effective narrative</li> <li>• How environment shapes identity</li> <li>• How events in a person’s life change an individual</li> <li>• The power of the individual to accept or reject the labels ascribed to them</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, define, and use figurative language and poetic devices in writing</li> <li>• Evaluate characters and their actions for their effect on the overall plot and other characters</li> <li>• Determine themes</li> <li>• Create narratives in the form of vignettes</li> <li>• Describe elements of culture</li> </ul>

## Assessment Evidence (Stage 2)

### Performance Task Description

<ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will take on the role of writer and editor in order to produce a series of vignettes in the style of Sandra Cisneros using figurative language and poetic devices to explore their personal experiences within the context of “The House on Mango Street”</li> <li>• Students will peer-edit their classmate’s work and use the suggestions made on their own writing by their peers to edit and produce their final product.</li> </ul>
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### Other Evidence

<ul style="list-style-type: none"> <li>• Class discussions on culture, themes evident in novel, gender roles</li> <li>• Tests / Quizzes on reading</li> <li>• Surveys</li> <li>• Vocabulary in context</li> <li>• Short answer responses on topics discussed/ encountered in reading (identity, culture, societal status)</li> <li>• Journal writing</li> <li>• Acting out scenes</li> <li>• Collaborative activities (research, presentation/performances)</li> </ul>
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## Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Initial polls/surveys and class discussion will determine prior knowledge of culture, societal influences on identity and student's knowledge of self
- Throughout the novel, as essential questions are encountered and topics are introduced, students will explore their concept of culture and its relationship to one's identity through visual presentations, journal writing and partner, small group, and whole group discussions.
- Sandra Cisneros' unique style of writing will be analyzed and students will apply their understanding of the structure of vignettes by developing their own based on their personal experiences.
- Journal writing will prepare students for developing their vignettes and allow for opportunities of self-reflection.
- Students will work with partners and in groups to research the historical context in which the story occurs, and present that information to their peers.
- Group activities, stations, literature circles, will allow for students to discuss topics relevant to the storyline with their peers and debate their views as well as reflect on their personal experiences
- Students will learn new writing techniques and vocabulary as well as be introduced to MLA formatting and the research process
- Periodic surveys as well as feedback from peers and teacher will prompt students to reflect and rethink their ideas, reevaluating them for their soundness.
- Journal entries will aid in reflection of the students' culture and personal experiences
- Rubrics and checklists will assist students in understanding of expectations and standards for completion of tasks
- Learner survey will provide teacher will information in regards to learning styles and activity preferences of students
- Students will be able to make connections to other works read with similar themes and determine common threads in regards to themes, issues at hand and analyze characters

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)

<b>Title of Unit</b>	Research	<b>Grade Level</b>	9
<b>Curriculum Area</b>	English	<b>Time Frame</b>	5 weeks
<b>Developed By</b>	Penelope Vlastaras		

### Identify Desired Results (Stage 1)

#### Content Standards

CCSS.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.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.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.)

CCSS.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.

CCSS.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

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.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Unit Texts

Recommended		Suggested	
<ul style="list-style-type: none"> <li>● Current events news articles on social justice issues:                             <ul style="list-style-type: none"> <li>○ Immigrant rights / immigration policy</li> <li>○ Migrant workers</li> <li>○ Women's rights / gender inequality</li> <li>○ Gay rights</li> <li>○ Poverty</li> <li>○ Hunger</li> <li>○ Unemployment / lack of jobs</li> <li>○ Access to health care</li> <li>○ The income gap / low social mobility</li> <li>○ The effects of globalization</li> <li>○ Quality of public education</li> <li>○ The Dream Act</li> <li>○ Defense of Marriage Act</li> <li>○ Amendment 1</li> <li>○ Voter ID laws</li> <li>○ Child welfare / the foster care system</li> <li>○ The death penalty (capital punishment)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● None for this unit</li> </ul>	
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<ul style="list-style-type: none"> <li>● Not all sources are valid for research</li> <li>● Writing is a process</li> <li>● Thesis development is completed through research, which in turn, focuses the paper</li> <li>● A research paper is based on a question which the writer seeks to answer</li> </ul>		<ul style="list-style-type: none"> <li>- How do we find academic information?</li> <li>- How do good writers support their arguments?</li> <li>- How do good writers avoid plagiarism?</li> <li>- How can we use technology to locate</li> </ul>	<ul style="list-style-type: none"> <li>- Why is this topic controversial?</li> <li>- What are some of the causes of the issue?</li> <li>- What are some of the effects?</li> <li>- Who does the issue affect? (who = social</li> </ul>
Related Misconceptions			

<ul style="list-style-type: none"> <li>• All information found online is appropriate to be used in a research paper</li> <li>• All online sources are credible</li> <li>• Formatting is not important</li> </ul>	<p>information and collect relevant data?</p> <ul style="list-style-type: none"> <li>- How do we assess quality and relevancy of data online?</li> <li>- How do you generate a thesis statement and support it?</li> </ul>	<p>class, race/ethnicity, age range)</p> <ul style="list-style-type: none"> <li>- Is it happening over the U.S., or are there regions where it is more of (or less of) an issue?</li> <li>- What needs to happen for it to change?</li> <li>- What is being done about it? What is NOT being done about it?</li> <li>- Who (person, group or organization) might have the power to improve or fix it?</li> </ul>
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<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<ul style="list-style-type: none"> <li>• How to discriminate between valid, relevant evidence and inappropriate, unreliable opinion</li> <li>• The structure of a research paper</li> <li>• MLA format</li> <li>• Plagiarism is using information inaccurately because it is not a product of your own knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to complete research on a topic of their choosing</li> <li>• Evaluate primary and secondary sources for relevance and support and cite sources appropriately</li> <li>• Use MLA format in writing a research paper</li> <li>• Properly cite sources to avoid plagiarism</li> </ul>

**Assessment Evidence (Stage 2)**

**Performance Task Description**

<ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will conduct independent research to complete a paper with well-developed three-part thesis, in-text citations, works cited page of credible sources, and revising using MLA format in order to support an argument.</li> <li>• Students will ascertain the validity of online sources in order to use them as support for their argument.</li> <li>• Students will complete a works cited page according to MLA format</li> <li>• Students will peer-edit their classmate's work and use the suggestions made on their own writing by their peers to edit and produce their final product.</li> </ul>
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**Other Evidence**

<ul style="list-style-type: none"> <li>• Thesis selection process (modeling, examples)</li> <li>• Evaluating Website credibility</li> <li>• Research/Selection of sources</li> <li>• Collaborative activities (research, presentation/performances)</li> <li>• Avoiding plagiarism</li> <li>• Outline of research paper</li> <li>• MLA format (formatting, citations, works cited)</li> </ul>
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**Learning Plan (Stage 3)**

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

- News articles on issues affecting our world will be used as hook/brainstorming activities (global warming, gun violence, gender roles, education reform, etc.)
- Students will produce a thesis statement, outline, first draft, works cited page, and final draft of their research paper.
- Students brainstorm ideas, draft their paper, peer edit and conference with teacher in order to stay on track, reflect on their writing, rethink ideas and source information and evaluate their writing.
- In class writing sessions will provide students with help and feedback in every stage of the writing process in order to tailor to their needs such as additional conferences, support with research, additional peer and teacher editing.
- Unit will be organized using each part of the final product as a checkpoint (thesis statement, outline, first draft, works cited page, and final draft)

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)

<b>Title of Unit</b>	Short Stories	<b>Grade Level</b>	9
<b>Curriculum Area</b>	English	<b>Time Frame</b>	4 weeks
<b>Developed By</b>	Penelope Vlastaras		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

CCSS.ELA-LITERACY.RL.9-10.1

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

CCSS.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.

CCSS.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.

CCSS.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

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.RI.9-10.1

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

CCSS.ELA-LITERACY.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 and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.9-10.4

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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.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.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.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. CCSS.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.

CCSS.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.

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Unit Texts

### Recommended

- The Gift of the Magi by O. Henry
- Gaston by William Saroyan
- The Necklace by Guy de Maupassant
- The Veldt by Ray Bradbury
- Button, Button by Richard Matheson

### Suggested

- The Monkey's Paw, by W.W. Jacobs
- The Storyteller by Saki
- The Lottery by Shirley Jackson

## Understandings

### Overarching Understanding

## Essential Questions

### Overarching

### Topical

<ul style="list-style-type: none"> <li>• Sentences convey clear, logical thought</li> <li>• Relationships with others can be complex, rewarding and sometimes contradictory</li> <li>• Persuasive speeches, such as ones used in a PSA, are dramatic, intense, emphatic, informational, simple, brief, and clear.</li> <li>• The ability to understand and share the feelings of another is an important aspect of creating social awareness.</li> <li>• People in poverty are often invisible to society.</li> <li>• People in impoverished conditions can show great spirit or great inhumanity when confronted with the fears of poverty; telling their story can make them visible.</li> </ul>	<ul style="list-style-type: none"> <li>- What makes others who they are?</li> <li>- How does this understanding help to build relationships with others?</li> <li>-How do the people around us help us understand who we are and to grow as individuals?</li> <li>- Do social pressures hinder one’s development as an individual? How?</li> <li>- How does change within a person occur?</li> <li>- How does poverty define a person? In what ways can someone be poor?</li> <li>- How does this affect society, and what can be done about it?</li> <li>- How do literary works reflect cultural/social contexts?</li> </ul>	<ul style="list-style-type: none"> <li>- How does “The Gift of the Magi” signify dignity in poverty?</li> <li>- How is the marginalization of those in poverty a greater injustice than living in poverty?</li> <li>- How do lies affect our relationships with those around us?</li> <li>- How do gender roles affect our lives today in contrast to the stories?</li> <li>- How do our personal journeys shape society and culture?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>• Short stories do not have a lot of plot or character development</li> <li>• Money is the key to happiness</li> </ul>		

<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<ul style="list-style-type: none"> <li>• The effects of character development and elements of plot</li> <li>• The role of setting in a story</li> <li>• How to identify a paradox (oxymoron)</li> <li>• Qualities such as dignity, honor, integrity, selflessness, and morality determine a person’s net worth and not material possession or social power.</li> <li>• Awareness of poverty can create empathy and social action, and can be expressed through digital mediums.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique ideas of others</li> <li>• Compare and contrast different works of literature</li> <li>• Identify conflict and resolution in a text</li> <li>• Respond to literature using ideas and details from the text to support reactions and make literary connections.</li> <li>• Demonstrate how literary works reflect the historical contexts that shaped them.</li> <li>• Evaluate a literary selection from several critical perspectives.</li> </ul>

**Assessment Evidence (Stage 2)**

**Performance Task Description**

<ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will research the topic of poverty in today’s society and have the option to complete the final assignment by writing an essay, creating a video PSA, or presentation in the form of a PowerPoint or Prezi in which they discuss poverty in our world that brings value to people in poverty and highlights ways to combat the marginalization of those in need.</li> <li>• Student essay will include arguments, counter-arguments, rebuttals, and sufficient evidence from the play and from research to back their position.</li> <li>• Students will peer-edit their classmate’s work and use the suggestions made on their own writing by their peers to edit and produce their final product.</li> <li>• The focus of the final project will be not only to bring awareness to the issue of poverty, but to offer suggestions in order to combat the effects of poverty and the societal perception of those struggling with it.</li> </ul>
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**Other Evidence**



- Creating annotations (unfamiliar words, character notes, questioning/predicting)
- Class discussions on themes (sacrifice, materialism, dreams/planning future, poverty, self-worth, "horrible goodness")
- Literary terms (irony - dramatic, situational, verbal)
- Character analysis and comparison
- Vocabulary in context
- Journal writing/ short responses
- Tests/Quizzes on reading
- Story re-write/ alternate ending
- Collaborative activities (research, presentation/performances)

### Learning Plan (Stage 3)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Where</b> are your students headed? <b>Where</b> have they been? <b>How</b> will you make sure the students know where they are going?</li> <li>• <b>How</b> will you <b>hook</b> students at the beginning of the unit?</li> <li>• <b>What</b> events will help students <b>experience and explore</b> the big idea and questions in the unit? <b>How</b> will you equip them with needed skills and knowledge?</li> <li>• <b>How</b> will you cause students to <b>reflect and rethink</b>? <b>How</b> will you guide them in rehearsing, revising, and refining their work?</li> <li>• <b>How</b> will you help students to <b>exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</li> <li>• <b>How</b> will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of <b>ALL</b> students, without compromising the goals of the unit?</li> <li>• <b>How</b> will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of <b>ALL</b> students?</li> </ul> | <ul style="list-style-type: none"> <li>• Initial polls/surveys and class discussion will determine prior knowledge of societal influences on gender roles, identity, materialism, worthiness within a society</li> <li>• Students will explore themes of success, poverty, relationships through examination of various stories, visual presentations and photos.</li> <li>• Throughout the unit, as essential questions are encountered and topics are introduced students will explore their concept of success and poverty through visual presentations, journal writing and partner, small group, and whole group discussions.</li> <li>• Students will work with partners and in groups to research the historical context in which the story occurs, and present that information to their peers.</li> <li>• Group activities, stations, literature circles, will allow for students to discuss topics relevant to the storyline with their peers and debate their views as well as reflect on their personal experiences</li> <li>• Students will be able to make connections to other works read with similar themes (A Raisin in the Sun, House on Mango Street, Of Mice and Men) and determine common threads in regards to themes, issues at hand and analyze characters</li> <li>• Students will review uses of Irony to further develop a plot</li> <li>• Students will rewrite or create alternate endings to their choice of short story in order to further explore the main idea of the story</li> <li>• Students will write reflective responses to the reading, participate in surveys and class discussions about topics developing into themes, and peer-edit work for the final assessment</li> <li>• Students have multiple means of accessing the text and choice as to how to tackle the final assignment.</li> </ul> |
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From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)

<b>Title of Unit</b>	A Raisin in the Sun	<b>Grade Level</b>	9
<b>Curriculum Area</b>	English	<b>Time Frame</b>	3 weeks
<b>Developed By</b>	Penelope Vlastaras		

### Identify Desired Results (Stage 1)

# Content Standards

CCSS.ELA-LITERACY.RL.9-10.1

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

CCSS.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.

CCSS.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.

CCSS.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

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.RI.9-10.1

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

CCSS.ELA-LITERACY.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 and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.9-10.4

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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.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.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.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. CCSS.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.

CCSS.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.

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Unit Texts

### Recommended

- A Raisin in the Sun by Lorraine Hansberry
- Harlem by Langston Hughes
- Dream Deferred by Langston Hughes

### Suggested

- Clybourne Park by Bruce Norris
- Topdog/Underdog by Suzan-Lori Parks
- Ruined by Lynn Nottage

## Understandings

### Overarching Understanding

## Essential Questions

### Overarching

### Topical

<ul style="list-style-type: none"> <li>● Maintaining and working towards a dream can provide a person with a reason to live.</li> <li>● Families can be brought together by shared dreams or torn apart by conflicting dreams.</li> <li>● Individuals are constantly making choices that further their dreams or undermine them.</li> <li>● Dreams can either save or destroy a person</li> <li>● It is important to develop and fight for you your own values and ideals.</li> <li>● The family is the most important relationship in most people’s lives</li> <li>● We do not simply live for ourselves, but for those who came before us and will come after us.</li> <li>● The topics of dreams and discrimination are ones which develop into themes and life lessons the playwright intends for readers to take away from the play.</li> <li>● Dramatists often provide insight about human nature, goals, and dreams through dramatization of real-life events.</li> <li>● Writers use persuasive and rhetorical techniques to persuade readers/viewers to take their side of an argument.</li> <li>● Writers use dialect, strong vocabulary, and figurative language in order to convey meaning, persuade readers, and explore themes in literature and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Why are dreams worth pursuing?</li> <li>- What dreams are worth pursuing?</li> <li>- What’s a good life?</li> <li>- How far back do our cultural identities reach?</li> <li>- How does persistent poverty affect people?</li> <li>- How do dreams help to pull us up from the struggles of everyday life?</li> <li>- How does the death of a dream affect an individual?</li> <li>- How can families be pivotal in both supporting and undermining the dreams of individuals?</li> <li>- How do writers use vocabulary to persuade, move, or otherwise engage readers?</li> </ul>	<ul style="list-style-type: none"> <li>- What is the power of diversity in our lives?</li> <li>- How do Walter Lee Younger, Joseph Asagai and George Murchison represent different visions of manhood?</li> <li>- How do Ruth, Lena and Beneatha Younger represent different visions of womanhood?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>● Because this story concerns an African American family’s struggle to achieve their dreams during the 1930’s it is not relevant to us today.</li> </ul>		

<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<ul style="list-style-type: none"> <li>● Not all dreams come true; still dreams are vital to our survival</li> <li>● The role of historical background to understand the characters and events of a story</li> <li>● The structure of a play</li> <li>● The definition and application of the term “tragedy”</li> <li>● Relevant new vocabulary words</li> <li>● Literary concepts: characterization, conflict, setting, and theme</li> <li>● The playwright’s life influenced her work and its relevance to the history of the time.</li> <li>● Dialect is used to engage readers and set a scene.</li> </ul>	<ul style="list-style-type: none"> <li>● Read A Raisin in the Sun with dramatic interpretation</li> <li>● Compare and contrast the American racial environment in the fifties compared to today</li> <li>● Support an analysis with textual evidence</li> <li>● Make connections to other works of literature or to current events</li> <li>● Respond to a theme from the play in daily writing</li> <li>● Explain and provide thorough evidence demonstrating the development of topics into themes, in particular the topics of dreams and discrimination.</li> <li>● Analyze an informational text for persuasive language, arguments, claims, counter-arguments, and rhetorical devices.</li> <li>● Interpret literature through dialect, word choice, tone, mood, and figurative language.</li> <li>● Investigate, create, and defend arguments in a</li> </ul>

**Assessment Evidence (Stage 2)**

**Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Write to compare/analyze multiple works of literature in order to determine if and why a dream is worth pursuing against impossible odds and whether or not money is the key to achieving your goals.
- Students will develop a persuasive essay and presentation about whether money buys happiness or not. Students will take a stance on the issue and attempt to persuade their peers.
- Student essay will include arguments, counter-arguments, rebuttals, and sufficient evidence from the play and from research to back their position.
- A short presentation will be crafted and presented in which student defends their argument. Students will have the option to create a stimulating visual presentation in the form of a PowerPoint, Prezi, Video, performance piece with props, or poster
- Students will peer-edit their classmate's work and use the suggestions made on their own writing by their peers to edit and produce their final product.

## Other Evidence

- Class discussions on dreams, themes evident in novel, gender roles, poverty
- Tests / Quizzes on reading
- Surveys
- Vocabulary in context
- Short answer responses on topics discussed/ encountered in reading (identity, values, societal status)
- Journal writing
- Acting out scenes
- Collaborative activities (research, presentation/performances)

## Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Students will be introduced to the topic of dreams/aspirations for the future by analyzing the poem "Dream Deferred" by Langston Hughes.
- Students will develop, discuss and write about their opinions on the themes encountered while reading the play (materialism, segregation, The American Dream, manhood/adulthood)
- Students will be able to make connections to other works read with similar themes (House on Mango St., Of Mice and Men) and determine common threads in regards to themes, issues at hand and analyze characters.
- Journal writing will prepare students for developing their essay and allow for opportunities of self-reflection.
- MLA formatting techniques will be reinforced
- Students will work with partners and in groups to research the historical context in which the story occurs, and present that information to their peers.
- Group activities, stations, literature circles, will allow for students to discuss topics relevant to the storyline with their peers and debate their views as well as reflect on their personal experiences
- Students will discuss what they would do with the amount of money today that is equivalent to the amount the family in the play must manage considering inflation. (\$10,000.00 in 1959 had the same buying power as \$86,648.11 in 2018)
- Students will define and provide examples for key literary terms (tone, mood, figurative language, irony, dialect, dramatization, drama, etc.) and vocabulary related to the play.
- Students will write reflective responses to the reading, participate in surveys and class discussions about topics developing into themes, and peer-edit work for the final assessment
- Students have multiple means of accessing the text and choice as to how to tackle the final assignment.

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)

<b>Title of Unit</b>	Identity	<b>Grade Level</b>	9
<b>Curriculum Area</b>	English	<b>Time Frame</b>	6 weeks
<b>Developed By</b>	Penelope Vlastaras		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

CCSS.ELA-LITERACY.RL.9-10.1

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

CCSS.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.

CCSS.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.

CCSS.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

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.RI.9-10.1

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

CCSS.ELA-LITERACY.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 and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.9-10.4

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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.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.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.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.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.

CCSS.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.

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Unit Texts

### Recommended

- The 57 Bus by Dashka Slater
- NY Times article on the incident: <https://www.nytimes.com/2015/02/01/magazine/the-fire-on-the-57-bus-in-oakland.html>
- News articles & clips from news broadcasts covering the incident and subsequent events

### Suggested

- EveryDay by David Levithan
- No Choirboy: Murder, Violence, and Teenagers on Death Row by Susan Kuklin
- Ramona Blue by Julie Murphy
- Dress Codes for Small Towns by Courtney Stevens

## Understandings

### Overarching Understanding

- Despite gender, race, class or education, we all hurt, we all laugh, we all make mistakes, and we all forgive
- Use of pronouns as they relate to non-binary individuals

### Related Misconceptions

## Essential Questions

### Overarching

- How do experiences and choices play a part in shaping identity?
- How does the way a person defines him/herself impact how he/she perceives others?

### Topical

- How do our decisions impact those around us?
- What can any of us do to prevent incidents like the one that happened on the 57 bus?
- The book is about an

<ul style="list-style-type: none"> <li>• Students may not know or realize that some people identify as agender, what that means, and subsequently the correct pronoun to use</li> <li>• If a crime is committed by a minor, they can only be charged as a minor in a criminal court</li> <li>• General lack of knowledge/understanding/empathy as to what gender diversity is, and issues that arise from gender related societal pressures</li> </ul>	<ul style="list-style-type: none"> <li>- How do our intersecting identities shape our perspectives and the way we experience the world?</li> <li>- Should juveniles be charged as adults when they commit serious crimes?</li> <li>- Which is harder— admitting you’ve done something wrong or forgiving someone who has wronged you?</li> <li>- What does it mean to forgive?</li> </ul>	<p>alleged hate crime. Who in the story exhibits hate? Who exhibits love?</p> <ul style="list-style-type: none"> <li>- In what ways are Sasha and Richard similar? In what ways are they different?</li> </ul>
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<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
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<ul style="list-style-type: none"> <li>• Systematic racism continues to be an issue affecting our society</li> <li>• It is possible to be sympathetic to both sides of a controversial issue</li> <li>• Prejudice creates a hierarchy of privilege that disadvantages all of the people in a community.</li> <li>• Doing what is morally correct versus what is socially acceptable can profoundly affect others</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate characters and their actions for their effect on the overall plot and other characters</li> <li>• Determine themes in the reading</li> <li>• Evaluate point of view and the effect it has on the narrative perspective</li> <li>• Create products in a variety of mediums reflective of their understanding of key concepts/ events/ characterization of individuals involved in the incident</li> <li>• Acquire and use language related to gender diversity in their writing</li> </ul>
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**Assessment Evidence (Stage 2)**

**Performance Task Description**

<ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students conduct collaborative research to create a presentation in the form of a PSA on a topic relating to the novel (gender diversity &amp; identity) in order to raise awareness of the danger of a single story &amp; the power of words</li> <li>• Students will develop an informational flyer/pamphlet to distribute to the student body during an LGBTQ+ assembly</li> <li>• Students will ascertain the validity of online sources in order to use them as support for their presentation.</li> <li>• Students will complete a works cited page according to MLA format</li> </ul>
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**Other Evidence**

<ul style="list-style-type: none"> <li>• Class discussions in small group &amp; whole group setting</li> <li>• Tests / Quizzes on reading</li> <li>• Surveys</li> <li>• Vocabulary in context</li> <li>• Short answer responses on topics discussed/ encountered in reading (race, class, gender, identity, morality, and forgiveness)</li> <li>• Journal writing</li> <li>• Collaborative activities (research, presentation)</li> </ul>
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**Learning Plan (Stage 3)**

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
  - **How** will you **hook** students at the beginning of the unit?
  - **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
  - **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
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  - **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?
- Students will be introduced to the topic of gender diversity through the reading of the novel and other texts/ news articles
  - Students will develop, discuss and write about their opinions on the themes encountered while reading the novel (race, class, gender, identity, morality, and forgiveness)
  - Students will be able to make connections to other works read with similar themes (To Kill a Mockingbird) and determine common threads in regards to themes, issues at hand and analyze characters.
  - Journal writing will prepare students for developing their final product and allow for opportunities of self-reflection.
  - MLA formatting techniques will be reinforced
  - Students will work with partners and in groups to research the context in which the incident the novel is based on occurs, and use that information to develop their final product which will be presented to their peers.
  - Group activities, stations, literature circles, will allow for students to discuss topics relevant to the storyline with their peers and debate their views as well as reflect on their personal experiences
  - Students will write reflective responses to the reading, participate in surveys and class discussions about topics developing into themes, and peer-edit work for the final assessment
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