



Accelerated English 10



Length of Course: Full Year

Elective/Required: Required

Credit Value: 5 Credits

Date Approved:

Written: Gregg Halleck



Understanding By Design Unit Template

Title of Unit	Flowers for Algernon	Grade Level	10th
Curriculum Area	English	Time Frame	5 weeks
Developed By	Gregg C. Halleck		
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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> • Intelligence is measurable and is a factor when defining an individual • Authors purposely develop their characters with intention for people to relate to • People with disabilities and special needs have battled for millennia for their own civil rights as well as establishing their own identity. • The character, Charlie, undergoes a radical operation to make him intelligent so he could gain popularity among his group of friends. • Knowledge, like power, is sometimes abused. • With knowledge comes a loss of innocence. • Scientific experimentation comes with benefits and drawbacks. • People are intelligent in different ways. 	<ul style="list-style-type: none"> • Do all people share responsibility to protect the powerless? • What is intelligence? • Is ignorance bliss? • Is it better to be intelligent or popular? • How does intellect (IQ) and character (traits) contribute to identity (who you are)? 	<p>What are the elements that make an individual “different” from someone else?</p> <p>Why do people feel the need to conform (in other words, why do we change who we are to be accepted in society)?</p> <p>What makes one popular?</p> <p>How does the narrator effectively use figurative language to help us better understand his evolution?</p>
<p>Related Misconceptions</p>		



<p>People with disabilities are “different” than the societal norm</p> <p>Only extremely intelligent individuals are successful and happy</p> <p>The surgery the character receives is, in fact, fictional, however, not long ago, barbaric methods were used to treat disabilities</p>	
Knowledge	Skills
<p>Students will know...</p> <p>How influential society is on each individual</p> <p>Individuals with disabilities have a voice</p> <p>Actual “treatments” for people with disabilities such as lobotomies and shock therapy</p>	<p>Students will be able to...</p> <p>Recognize, define and use figurative language</p> <p>Analyze characters</p> <p>Determine themes</p> <p>Write a persuasive essay</p> <p>Describe elements of culture</p> <p>Acquire new vocabulary</p>
Assessment Evidence (Stage 2)	
Performance Task Description	



<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/ Performance • Standards 	<p>Students will create questions, make inferences, about those questions, find evidence to support their inferences or speculations, and explain answers.</p> <p>Students will analyze characters through description, dialogue, actions, and thoughts</p> <p>Students will use context clues in order to determine vocabulary meaning</p> <p>Students will cite examples of literary devices and figurative language and make inferences about each example</p> <p>Students will write a persuasive essay</p> <p>Students will use peer editing as they construct their persuasive essay</p>
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Other Evidence

Class discussions on culture, themes evident in novel, roles of each character Tests / Quizzes on reading
 Surveys Vocabulary in context Short answer responses on topics discussed/ encountered in
 reading (government, education & literacy, societal status) Journal writing DDATO(character analysis sheet)
 Chapter Notes Organizer (w/ figurative language) QIEE Form (questions, inferences, evidence, and explanation) Literary
 Analysis Essay

Learning Plan (Stage 3)



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|---|---|
| <ul style="list-style-type: none">• 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? | <ul style="list-style-type: none">• Pre-assessments, surveys, Do Nows, polls and class discussion• Giving the students a Rorschach Test (Ink blot test)• Students will explore true barbaric methods to “cure” the disabled by researching previous methods• Students will write daily entries in their journals• Students will enhance and strengthen their writing techniques (such as citing) and vocabulary via worksheets• Journal entries will aid in reflection of the students’ culture and personal experiences• Writing rubrics and checklists generated by students 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 (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram |
|---|---|

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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Understanding By Design Unit Template

Title of Unit	The Pearl	Grade Level	10th
Curriculum Area	English	Time Frame	4 weeks
Developed By	Gregg C. Halleck		
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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> • Money is the root of all evil • The gender role has always been defined and “prescribed” as the man hunts works and the woman stays home • Familial relationships have a strong influence on defining individuals • Our lives are either predetermined or we make our own fate • Superstition vs religion • Nature vs nurture 	<ul style="list-style-type: none"> • How is the desire for wealth the root of all evil? Is greed only a destructive force? • How do gender roles define who we are? • Why is superstition so effective and influential in our lives? 	<ul style="list-style-type: none"> • Is bartering more effective than money? Why or why not? • Is it innate (instinctual) that man hunts and woman gathers? Who or what determines this? • Where are the origins of superstition? Are some based on scientific fact?
Related Misconceptions		
<p>The Pearl is not entirely fictional</p> <p>Superstition has roots</p>		
Knowledge		Skills
Students will know...		Students will be able to...



<p>The evolution of money</p> <p>The “science” of superstition</p> <p>The dynamics of gender roles in certain cultures and their impacts</p> <p>The difference between nature and nurture</p> <p>The distinction between fate and making their own choices</p>	<p>Recognize, define and apply figurative language in essay</p> <p>Analyze characters</p> <p>Determine themes</p> <p>Construct an argumentative essay</p> <p>Identify elements of gender</p> <p>Acquire new vocabulary and apply in essay</p>
Assessment Evidence (Stage 2)	
Performance Task Description	



<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/ Performance • Standards 	<p>Students will create questions, make inferences, about those questions, find evidence to support their inferences or speculations, and explain answers.</p> <p>Students will analyze characters through description, dialogue, actions, and thoughts via graphic organizers</p> <p>Students will use context clues in order to determine vocabulary meaning (text and worksheets)</p> <p>Students will cite examples of literary devices and figurative language and make inferences about each example</p> <p>Students will write an argumentative essay</p> <p>Students will use peer editing as they construct their argumentative essay</p> <p>Learner survey will provide teacher will information in regards to learning styles and activity preferences of students</p>
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Other Evidence

Class discussions on culture, themes evident in novel, roles of each character Tests / Quizzes on reading
 Surveys Vocabulary in context Short answer responses on topics discussed/ encountered in
 reading (government, education & literacy, societal status) Journal writing DDATO(character analysis sheet)
 Chapter Notes Organizer (w/ figurative language) QJEE Form (questions, inferences, evidence, and explanation) Literary
 Analysis Essay

Learning Plan (Stage 3)



<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• Pre-assessments, surveys, Do Nows, polls and class discussion• Cahoots game on culture/stereotype quiz game• Argumentative Essay (graphic organizer)• Students will enhance and strengthen their writing techniques (such as citing) and vocabulary via worksheets, quizzes and test• Journal entries will aid in reflection of the students' culture and personal experiences of gender roles• Rubric peer editing and writing 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 (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram• Daily discussions of essential questions
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From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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Understanding By Design Unit Template



Title of Unit	Fences	Grade Level	10th
Curriculum Area	English	Time Frame	3 weeks
Developed By	Gregg C. Halleck		

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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Race has influenced culture and society since the beginning of time</p> <p>Family dynamics shape individuals either one is cognoscente of it or not</p> <p>Mortality vs immortality</p> <p>Love conquers all</p> <p>Men are predestined to be the providers while women are the nurturers.</p> <p>Dreams and Hopes vs Reality</p>	<p>How does race affect our individuality?</p> <p>How does family influence our lives for the better or worse?</p> <p>If we had the capability to live forever, would that necessarily be a good thing?</p> <p>Why do we crave fame and remembrance?</p> <p>Does reality get in the way of our dreams?</p>	<p>Can one break down the color barrier? Is it even possible? Why or why not?</p> <p>In order to become a “whole” individual, does one absolutely need to be raised by both parents? Why or why not?</p> <p>How does racism keep people down?</p> <p>How does poverty keep people down?</p> <p>How does gender keep people down?</p>
<p>Related Misconceptions</p>		



<p>Race is not a factor anymore or has very little impact</p> <p>Family has little impact</p> <p>Derogatory terms such as the “n” word is okay to use</p>	<p>What can people do to change their future?</p> <p>Can people overcome hardships?</p> <p>Do you believe what teachers tell you about education?</p> <p>What do you believe will help you succeed?</p> <p>How much do you really care about success?</p> <p>What is success to you?</p>
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Knowledge Students will know...	Skills Students will be able to...
<p>The roots of racism</p> <p>How words have enormous affect/impact</p> <p>Stereotypes</p> <p>How to construct a playbill</p>	<p>Recognize, define and apply figurative language in essay</p> <p>Analyze characters</p> <p>Explore themes</p> <p>Brainstorm ideas on creating a playbill</p> <p>Analyze quotes from text by correlating them to their lives</p> <p>Identify elements of culture in regards to race and family</p> <p>Acquire new vocabulary and apply in essay</p>

Assessment Evidence (Stage 2)

Performance Task Description



<ul style="list-style-type: none">• Goal• Role• Audience• Situation• Product/Performance• Standards	<p>Students will create questions, make inferences, about those questions, find evidence to support their inferences or speculations, and explain answers.</p> <p>Students will analyze characters through description, dialogue, actions, and thoughts via graphic organizers</p> <p>Students will use context clues in order to determine vocabulary meaning (text and worksheets)</p> <p>Students will cite examples of literary devices and figurative language and make inferences about each example</p> <p>Students will construct a playbill</p> <p>Students will use peer-made rubric as they construct their playbill</p> <p>Learner survey will provide teacher will information in regards to learning styles and activity preferences of students</p>
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Other Evidence

Learning Plan (Stage 3)



<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• Pre-assessments, surveys, Do Nows, polls and class discussion• The “word is written on board. Prompts will be made to engage the students such as: How is it a racist term? How is it used? Why, if it is such a negative term, does the main character use it? How do you hear it used? How is it both empowering and self-defeating to use it? <ul style="list-style-type: none">• Playbill (graphic organizer)• Students will enhance and strengthen their writing techniques (such as citing) and vocabulary via games, worksheets, quizzes and tests• Journal entries will aid in reflection of the students’ culture and personal experiences• Rubric peer editing and writing checklists will assist students in understanding of expectations and standards for completion of tasks• Students will be able to make connections to other works read with similar themes (Night, Monster, Pearl) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram• Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions• Self-assessments of performances/tasks using rubrics provided• Daily discussion of essential questions
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From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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Understanding By Design Unit Template



Title of Unit	Macbeth	Grade Level	10th
Curriculum Area	English	Time Frame	6 weeks
Developed By	Gregg C. Halleck		

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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> • How pervasive use of allusion, motif, extended metaphor and symbolism can influence meaning • That men and women have been and are expected to fulfill certain gender-based roles • That human emotions-guilt, fear, cowardice, greed--can know no boundaries • That a sense of nationalism or patriotism can profoundly influence human behavior • That supernatural/spiritual elements can and do play a part in many people's decisions and lifestyles • That dramatic texts rely on oral interpretation, through intonation and inflection, to convey meaning in multiple and open-ended ways 	<ul style="list-style-type: none"> • Could <i>Macbeth</i> be as effective in conveying meaning without poetic use of language? Why or why not? • Are men and women today subject to stringent gender roles, and to what consequence? • To what extent are humans ruled by emotion rather than reason? With what results? • How does nationalism affect us? Does it? Why? • Are Americans/humans naturally inclined to be spiritual people? • Can dramatic work be interpreted in multiple ways? Why or why not? 	<p>How does the Elizabethan language (and Shakespeare's expert use of it) effects the audience/</p> <p>How has gender roles shape who we are?</p> <p>How does fate influence our lives?</p> <p>Why are we patriotic?</p>
Related Misconceptions		
<p>Macbeth is fictional</p> <p>Issues during Shakespeare's era are not what we experience today</p>		
<p>Knowledge</p> <p>Students will know...</p>		<p>Skills</p> <p>Students will be able to...</p>



<ul style="list-style-type: none">• Historical background of play• Ability to understand Shakespearean syntax & dialect• Literary and drama terms (metaphor, stage directions, etc.)	<p>Construct a narrative essay</p> <p>Brainstorm and compose iambic pentameter poems and act them out</p> <p>Apply vocabulary knowledge in poem</p>
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Assessment Evidence (Stage 2)

Performance Task Description



<ul style="list-style-type: none">• Goal• Role• Audience• Situation• Product/ Performance• Standards	<ul style="list-style-type: none">• Pre-assessments, surveys, Do Nows, polls and class discussion• Small group iambic pentameters using new vocabulary and acting out the scene• Narrative Essay (graphic organizer)• Students will enhance and strengthen their writing techniques (such as citing) and vocabulary• Journal entries will aid in reflection of the students' culture and personal experiences• Rubric peer editing and writing 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 (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram• Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions• Self-assessments of performances/tasks using rubrics provided
Other Evidence	
Learning Plan (Stage 3)	



<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• Small group review and discussion of literary and drama terms, with examples provided by Brain Pop.com• Paper chart (Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree) with students moving to the assigned chart when read a prompted question. Ex: Are women more evil than men?• Making predictions as the story develops based on the text read• Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions• Comparison Discussion and analysis of Macbeth with current events• Reading—silently, out-loud, independently and collaboratively—of play, with teacher guidance• Narrative Essay peer edited and revised• Daily discussions of essential questions
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From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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Understanding By Design Unit Template



Title of Unit	Monster	Grade Level	10th
Curriculum Area	English	Time Frame	4 weeks
Developed By	Gregg C. Halleck		

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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
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- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings

Essential Questions



Overarching Understanding	Overarching	Topical
<p>Honesty and lying can both present equal problems</p> <p>Betrayal has profound effects</p> <p>Fear can control actions</p> <p>Peer pressure can be most influential on individuals than anything else</p>	<p>What makes a person a monster?</p> <p>How can there be consequences of peer pressure? Can it be positive? Explain.</p> <p>What are the effects of stereotyping?</p>	<p>In what ways do we label people?</p> <p>How can stereotyping be both negative and positive?</p> <p>How does the author effectively use mood and atmosphere?</p>
Related Misconceptions		
<p>Only guilty people go to jail</p>		
Knowledge Students will know...		Skills Students will be able to...



<p>The purpose of a story: i.e. informational entertainment persuasive</p> <p>The roots of racism</p> <p>How words have enormous affect/impact</p> <p>Stereotypes</p>	<p>Research origins of stereotypes</p> <p>Explore themes</p> <p>Identify author’s tone</p> <p>Brainstorm ideas on a new game</p> <p>Construct a critical essay</p>
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<ul style="list-style-type: none"> • Pre-assessments, surveys, Do Nows, polls and class discussion • Critical essay (graphic organizer) • Students will enhance and strengthen their writing techniques (such as citing) and vocabulary by playing “Flyswatter” game, quizzes, worksheets and tests • Journal entries will aid in reflection of the students’ culture and personal experiences • Rubric peer editing and writing 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 (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram • Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions • Self-assessments of performances/tasks using rubrics provided • Learner survey will provide teacher will information in regards to learning styles and activity preferences of students
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Other Evidence



Class discussions on culture, themes evident in novel, roles of each character	Tests / Quizzes on reading
Surveys	Vocabulary in context
Short answer responses on topics discussed/ encountered in reading (government, education & literacy, societal status)	Journal writing
Chapter Notes Organizer (w/ figurative language)	QIEE Form (questions, inferences, evidence, and explanation)
Analysis Essay	Literary Analysis Essay

Learning Plan (Stage 3)

<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Pre-assessments, surveys, Do Nows, polls and class discussion • Students will list stereotypes on smart board • Students will enhance and strengthen their writing techniques (such as citing) and vocabulary via games, worksheets, quizzes and tests • Journal entries will aid in reflection of the students' culture and personal experiences of gender roles • Rubric peer editing and writing checklists will assist students in understanding of expectations and standards for completion of tasks • Students will be able to make connections to other works read with similar themes (Night, Fences, Pearl) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram • Daily discussion of essential questions
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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)



Understanding By Design Unit Template

Title of Unit	The Most Dangerous Game	Grade Level	10th
Curriculum Area	English	Time Frame	2 weeks
Developed By	Gregg C. Halleck		
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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Perception of the world varies by individuals</p> <p>Only humans have feelings</p> <p>There is an innate competitiveness experienced by everyone</p> <p>Man tends to view the world as something he can conquer instead of as symbiotic</p>	<p>Why do we as humans, always feel the need to compete?</p> <p>How does one persevere?</p> <p>How and why do we perceive things differently from others?</p> <p>How does one handle fear?</p>	<p>Do animals have feelings?</p> <p>In what ways do humans compete? (i.e. gladiators, sports, hunting, etc.)</p> <p>How does the author effectively use figurative language to get his point across?</p> <p>How can we distinguish between the words “murder” and “hunted”?</p> <p>Concerning the ‘fight or flight’ mechanism’, how does one choose either?</p>
Related Misconceptions		
<p>Only humans have feelings</p>		
<p>Knowledge</p> <p>Students will know...</p>		<p>Skills</p> <p>Students will be able to...</p>



<p>Research on animal behavior/feelings</p> <p>Plot elements</p> <p>Figurative Language/Literary Devices</p>	<p>Identify figurative language</p> <p>Construct their own story using literary devices</p> <p>Self-evaluate through peer editing</p> <p>Synthesize vocabulary</p>
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<ul style="list-style-type: none"> • Pre-assessments, surveys, Do Nows, polls and class discussion • Narrative Essay using literary devices • (graphic organizer) • Plot element diagram • Students will enhance and strengthen their writing techniques (such as citing) and vocabulary • Journal entries will aid in reflection of the students’ culture and personal experiences • Rubric peer editing and writing 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 (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram • Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions • Self-assessments of performances/tasks using rubrics provided
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Other Evidence

Learning Plan (Stage 3)

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|---|--|
| <ul style="list-style-type: none">• 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? | <ul style="list-style-type: none">• Small group review and discussion of literary and drama terms, with examples provided by Brain Pop.com• Jeopardy Game• Making predictions as the story develops based on the text read• Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions• Comparison Discussion and analysis of text with current events• Reading—silently, out-loud, independently and collaboratively—of play, with teacher guidance• Narrative Essay peer edited and revised• Daily discussion of essential questions |
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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)

Understanding By Design Unit Template



Title of Unit	A Sound of Thunder	Grade Level	10th
Curriculum Area	English	Time Frame	2 weeks
Developed By	Gregg C. Halleck		
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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Conflict can be presented as:</p> <ul style="list-style-type: none"> • Person - against - self <p>§Person - against - person</p> <p>§Person - against - nature</p> <p>§Person - against - society</p> <p>Technology has its many benefits, but can pose ethical concerns</p> <p>The world has a delicate balance. One change can alter an ecosystem</p> <p>Following instructions can be life-saving</p>	<p>If we have the power to go back in time, should we change anything? Would there be ethical concerns to worry about?</p> <p>How does history repeat itself?</p> <p>Does every action have an effect?</p>	<p>How can one change the past?</p> <p>Can changing the past be beneficial? Explain.</p>
Related Misconceptions		
<p>A time machine is science fiction, but we can bring back the past</p>		
<p>Knowledge</p> <p>Students will know...</p>		<p>Skills</p> <p>Students will be able to...</p>



<p>The purpose of a story: i.e. informational entertainment persuasive</p> <p>The background of the author</p> <p>Plot elements</p> <p>Chronological order</p>	<p>Create a chronological timeline</p> <p>Identify plot elements</p> <p>Research the author and technology</p> <p>Distinguish mnemonics (affect/effect)</p>
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	



<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/ Performance • Standards 	<ul style="list-style-type: none"> • Pre-assessments, surveys, Do Nows, polls and class discussion • Small group iambic pentameters using new vocabulary and acting out the scene • Chronological order • (graphic organizer) • Students will enhance and strengthen their writing techniques (such as citing) and vocabulary • Journal entries will aid in reflection of the students' culture and personal experiences • Rubric peer editing and writing 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 (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram • Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions • Self-assessments of performances/tasks using rubrics provided • Learner survey will provide teacher will information in regards to learning styles and activity preferences of students
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Other Evidence

Class discussions on culture, themes evident in novel, roles of each character	Tests / Quizzes on reading
Surveys	Vocabulary in context
Short answer responses on topics discussed/ encountered in reading (government, education & literacy, societal status)	Journal writing
Chapter Notes Organizer (w/ figurative language)	DDATO(character analysis sheet)
QIEE Form (questions, inferences, evidence, and explanation)	Literary Analysis Essay

Learning Plan (Stage 3)



<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Pre-assessments, surveys, Do Nows, polls and class discussion • In a round robin, students will jot down the time period they would go back in time to and answer why that period and what they would change (graphic organizer for chronological timeline construction) • Students will enhance and strengthen their writing techniques (such as citing) and vocabulary • Journal entries will aid in reflection of the students' culture and personal experiences of gender roles • Rubric peer editing and writing checklists will assist students in understanding of expectations and standards for completion of tasks • Students will be able to make connections to other works read with similar themes (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram • Daily discussion of essential questions
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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)

Understanding By Design Unit Template

Title of Unit	Lord of the Flies	Grade Level	10th
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Curriculum Area	English	Time Frame	4 weeks
Developed By	Gregg C. Halleck		

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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Behavior is shaped by both environmental and external factors. Innocence is inherent in all humans. The word, “sight” extends beyond simply physically seeing. Identity is molded by society and internally.</p>	<ul style="list-style-type: none"> • Which factor decides and influences human behavior by explaining and citing from text? • Is mankind mostly good or mostly evil? What motivates us to perform acts of kindness? What motivates us to commit evil acts? Justify your opinion with events from history, literature, and your own experience. • What makes a person a leader? What qualities should a leader possess? What shouldn't a leader do? What are the responsibilities of a follower? 	<ul style="list-style-type: none"> • How do external factors affect behavior and civilization? • How do internal factors affect behavior and civilization? • How does one become a leader? • Is it easier to be a follower? (Likewise, is it more difficult being a leader? Explain. • Are individuals obligated to give back to society? Explain.
Related Misconceptions		
<p>The word, “sight” extends beyond simply physically seeing. Humans are, in fact, animals. Humans have roots in primitivism.</p>	<ul style="list-style-type: none"> • What is a community? What are an individual's responsibilities to the community? What are a community's responsibilities to the individual? 	



Knowledge	Skills
<p>Students will know...</p> <p>Brief history of human evolution</p> <p>The mechanisms of how external and internal factors affect behavior and civilization</p> <p>How mobs are formed</p> <p>How Manifest Destiny and slavery were justified in American history</p>	<p>Students will be able to...</p> <p>Recognize, define and apply figurative language in essay</p> <p>Analyze characters</p> <p>Determine themes</p> <p>Defend stance by composing an expository essay</p> <p>Identify elements of culture</p> <p>Acquire new vocabulary and apply in essay</p>
Assessment Evidence (Stage 2)	
Performance Task Description	



<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>Students will create questions, make inferences, about those questions, find evidence to support their inferences or speculations, and explain answers.</p> <p>Students will analyze characters through description, dialogue, actions, and thoughts via graphic organizers</p> <p>Students will use context clues in order to determine vocabulary meaning (text and worksheets)</p> <p>Students will cite examples of literary devices and figurative language and make inferences about each example</p> <p>Students will write an expository essay</p> <p>Students will use peer editing as they construct their expository essay</p> <p>Learner survey will provide teacher will information in regards to learning styles and activity preferences of students</p>
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Other Evidence

Class discussions on culture, themes evident in novel, roles of each character Tests / Quizzes on reading
 Surveys Vocabulary in context Short answer responses on topics discussed/ encountered in
 reading (government, education & literacy, societal status) Journal writing DDATO(character analysis sheet)
 Chapter Notes Organizer (w/ figurative language) QJEE Form (questions, inferences, evidence, and explanation) Literary
 Analysis Essay

Learning Plan (Stage 3)



<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• Pre-assessments, surveys, Do Nows, polls and class discussion• Throughout the lesson, students will form groups, name their groups, appoint their leader and explain how and why they chose based on those factors.• Expository Essay (graphic organizer on constructing essay)• Students will enhance and strengthen their writing techniques (such as citing) and vocabulary via worksheets, quizzes and tests• Journal entries will aid in reflection of the students' culture and personal experiences• Rubric peer editing and writing checklists will assist students in understanding of expectations and standards for completion of tasks• Students will be able to make connections to other works read with similar themes (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram• Daily discussions of essential questions
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From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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Understanding By Design Unit Template



Title of Unit	Research Paper	Grade Level	10th
Curriculum Area	English	Time Frame	6 weeks
Developed By	Gregg C. Halleck		

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, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.9-10.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-LITERACY.RL.9-10.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.W.9-10.1.B](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.W.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.W.9-10.2.A](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions
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Overarching Understanding	Overarching	Topical	
<p>Process for conducting research</p> <p>Research portfolio developed by students throughout the process</p> <p>Choosing a topic to research</p> <p>Research paper is focused, organized and polished</p>	<ul style="list-style-type: none"> • HOW CAN A TOPIC OF INTEREST BE DEVELOPED INTO A RESEARCH PAPER? • WHAT IS THE STRUCTURE OF A RESEARCH PAPER? • HOW DOES A THESIS DRIVE A RESEARCH PAPER? 	<p>How does one choose topics?</p> <p>How does one follow MLA format?</p> <p>How does the thesis reflect the topic?</p> <p>How can careful revision help both the writer and the audience?</p> <p>How does one evaluate sources to determine validity and reliability when using informational texts?</p> <p>Why is research valuable?</p>	
<p>Related Misconceptions</p>			
<p>Research papers are never fun</p>			
<p>Knowledge</p> <p>Students will know...</p>	<p>Skills</p> <p>Students will be able to...</p>		



<p>How to formulate a topic and ideas</p> <p>How to use persuasive or informational language</p> <p>Properly format a research paper</p>	<p>Brainstorm and collaborate topics</p> <p>Incorporate learned new vocabulary words</p> <p>Construct a well-written and focused paper</p>
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Assessment Evidence (Stage 2)

Performance Task Description



<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/ Performance • Standards 	<p>Revising, editing and proofreading</p> <p>Peer-editing</p> <p>Scaffolding worksheets</p> <p>Read, analyze and discuss provided stimulus materials to identify areas of inquiries</p> <p>Rubric peer editing and writing checklists will assist students in understanding of expectations and standards for completion of tasks</p> <p>Learner survey will provide teacher will information in regards to learning styles and activity preferences of students</p> <p>Students will be able to make connections to other works read with similar themes (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram</p> <p>Pre-reading surveys and anticipation guides using Quia.com that relate to all essential questions</p> <p>Self-assessments of performances/tasks using rubrics provided</p> <p>Learner survey will provide teacher will information in regards to learning styles and activity preferences of students</p>
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Other Evidence

Class discussions on culture, themes evident in novel, roles of each character Tests / Quizzes on reading
 Surveys Vocabulary in context Short answer responses on topics discussed/ encountered in
 reading (government, education & literacy, societal status) Journal writing DDATO(character analysis sheet)
 Chapter Notes Organizer (w/ figurative language) QIEE Form (questions, inferences, evidence, and explanation) Literary
 Analysis Essay

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?
- Pre-assessments, surveys, Do Nows, polls and class discussion
 - Students choose their own topics with teacher prompts (graphic organizer on research paper construction)
 - Students will enhance and strengthen their writing techniques (such as citing) and vocabulary
 - Journal entries will aid in reflection of the students' culture and personal experiences of previous recordings. Students refer to their previous entries to incorporate in their research papers
 - Rubric peer editing and writing checklists will assist students in understanding of expectations and standards for completion of tasks
 - Students will be able to make connections to other works read with similar themes (Night, Fences, Monster) and determine common threads in regards to themes, issues at hand and analyze characters via Venn Diagram
 - Daily discussion of essential questions

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