



English 11



Length of Course: Full Year

Elective/Required: Required

Credit Value: 5 Credits

Date Approved:

Written: Krystal Hargrave



ACADEMY FOR URBAN LEADERSHIP | CHARTER SCHOOL
A Public School

English III Curriculum

Syllabus & Pacing Guide



PACING GUIDE		
Unit/Topic/Skill	Suggested Time Frame	Notes
The Great Gatsby F. Scott Fitzgerald	5 weeks	Exploration of The American Dream
Animal Farm George Orwell	4 weeks	Exploring themes such as rhetoric and corruption of government
A Midsummer Night's Dream Shakespeare	4 weeks	Shakespearean Comedy
Bodega Dreams Ernesto Quinonez	5 weeks	The Urban Latino Experience
The African American Poet & Scholars Varied Authors & Poets	4 weeks	African American poets, scholars, and philosophies
The Alchemist Paulo Coelho	4 weeks	Personal Purpose and Personal Legends
Tuesdays with Morrie Mitch Albom	4 weeks	Life, Social Norms, Friendship, and Death
Research	4 weeks	Research topics in relation to literature themes

Understanding by Design Unit_ “The Great Gatsby”



Title of Unit	The Great Gatsby by F. Scott Fitzgerald	Grade Level	11 th
Curriculum Area	English	Time Frame	5 weeks
Developed By	Ms. Hargrave		

Identify Desired Results (Stage 1)

Content Standards

- CCSS.ELA-LITERACY.RL.11-12.1 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.11-12.2 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.11-12.4 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.11-12.9 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.11-12.1.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.11-12.2 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.11-12.2.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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Fitzgerald crafts distinctions between classes of characters through. . .</p> <ul style="list-style-type: none"> • descriptions of the geography of which they live (e.g., East Egg, West Egg, the valley of ashes); • attitudes toward wealth drive the narrative (e.g., Gatsby’s display of wealth to construct identity; old money v. nouveau riche v. working class; people are drawn to Gatsby’s lavish parties); <p>The modern condition of humanity is explored through themes related to. . .</p> <ul style="list-style-type: none"> • the problem with romanticizing nostalgic memories of the past/perfection, and resulting disillusionment; • Romantic relationships driven by aspirations of social mobility and desire to be, or feel, loved (vanity) - these drives lead to unfulfilled, contentious relationships. <p>The 1920s were characterized by prohibition, jazz music, flappers, rebellion, and arts.</p> <p>Jay Gatsby represents the “American dream.”</p> <p>Success is defined on a personal basis.</p> <p>Love can be complicate, blinding, and unrequited.</p>	<ul style="list-style-type: none"> • To what extent does Gatsby’s wealth, and all the luxuries that it provides, affect his ability to achieve what he desires? • How do other characters’ attitudes toward wealth affect what happens throughout the narrative? • How does the historical context of when a text was written, or the historical setting of the narrative, affect current readers’ interpretations? To what extent is Fitzgerald’s message sustained or lost to present-day audiences? • How do Fitzgerald’s descriptions of geography and setting influence our understanding of character motivations and conflicts? • To what extent are characters disillusioned, or dissatisfied with their lives (e.g., their relationships, employment, social status, wealth, families, personal histories, etc.)? 	<ul style="list-style-type: none"> • Can class status be changed? • How do we define success? • How do we define “The American Dream?” • What are the potential effects of unrequited love? • What does it mean to be “without and within” simultaneously? • Which character represents hope and why? • How does the author use figurative language to enhance understanding? • How does the author use imagery to enhance the narrative?
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Related Misconceptions	
<p>The American dream is solely based on economics</p> <p>Hope can be represented in the book only by objects (such as the green light across the harbor)</p> <p>People who break the law are always bad people and bad people always break the law and participate in illegal activities (based on time period, prohibition, etc.)</p>	
Knowledge	Skills
Students will know...	Students will be able to...



<p>Prohibition was mandated state after state, then finally nationwide under the Eighteenth Amendment to the United States Constitution in 1920. Enabling legislation, known as the Volstead Act, set down the rules for enforcing the ban and defined the types of alcoholic beverages that were prohibited.</p> <p>Success is determined on a personal level</p> <p>Gatsby was representative of hope</p> <p>Nick Carraway is representative of loyalty and is forced to be a bipartisan</p> <p>The American dream can be defined in many ways and can be reached even when one starts from “the bottom.”</p> <p>Unrequited love can be displayed through one’s actions or lack there of (Daisy)</p> <p>Imagery creates pictures in the reader’s mind to experience the five senses through text</p> <p>Figurative language enhances the readers understanding and interest in a piece of literature</p>	<p>Identify and analyze themes</p> <p>Analyze characters through description, dialogue, actions, and thoughts</p> <p>Make inferences about characters and plot</p> <p>Create relevant questions as a “during-reading” strategy</p> <p>Cite evidence from text in order to warrant a claim</p> <p>Describe effectiveness of figurative language</p> <p>Analyze how the time period and historical context enhances the development and meaning of the text</p> <p>Formulate claims and warrant them through explanation of evidence from the text</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>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 in order to determine vocabulary meaning</p> <p>Students will cite examples of literary devices and figurative language and make inferences about each example’s significance.</p> <p>Students will conduct a literary analysis essay based on focus questions/ prompts.</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 (love, The American Dream, infidelity, societal
 status, etc.) 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)



<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? 	<p>surveys based on “The American Dream”</p> <ul style="list-style-type: none"> • Thought provoking Questions and topics will be introduced at the beginning and throughout the novel that will induce discussion, interest, and engagement. These topics will include: Success, The American Dream, being a bystander, morals and ethics, love, and other relationships. • Teacher will prompt students to create their own definition of success and explore their dreams for the future. • Students will use assessment feedback, rubrics, checklist, self and peer evaluations to reflect, rethink and revise. • Students will be provided opportunities for self-evaluation through checklists, brief oral and written presentation based on making predictions about upcoming events in the book, making inferences, and script writing, and teacher-student conferences throughout this unit. • Students will be provided with options for activities and assignments to access student interests and personal talents such as acting out scenes, script writing, creating vision boards, making predictive posters, answering open-ended and short answer questions based on the text. • Students will define success, students will research the 1920s, students will answer a paratextual analysis to make predictions about the novel, students will analyze characters through graphic organizers, students will create questions as they read, students will make inferences, find evidence, and perform major and minor writing tasks.
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Understanding by Design_ “Animal Farm”

Title of Unit	Animal Farm by George Orwell	Grade Level	11 th
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Curriculum Area	English	Time Frame	4 weeks
Developed By	Ms. Hargrave		
Identify Desired Results (Stage 1)			
Content Standards			



- CCSS.ELA-LITERACY.RL.11-12.1 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.11-12.2 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.11-12.4 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.11-12.9 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.11-12.1.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.11-12.2 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.11-12.2.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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



<p>Laws and basic rights can be changed by the privileged class.</p> <p>Fascism is like dictatorship, but instead of one person ruling everything, there are a group or class of people ruling.</p> <p>Human tendency is to maintain and reestablish class structures even in societies that allegedly stand for total equality</p> <p>Language can be manipulated as a way to control.</p> <p>Satire is loosely defined as art that ridicules a specific topic in order to provoke readers into changing their opinion of it.</p>	<p>How does the author use satire to make social commentary?</p> <p>What is the relationship between literacy and power?</p> <p>Is it possible to have democracy if all constituents do not have access to education?</p> <p>How can the reader make connections between “Animal Farm” and society in our 21st Century?</p> <p>How do the animals in “Animal Farm” represent slaves or members of the lower-class?</p>	<p>What is Fascism?</p> <p>What is democracy?</p> <p>Do we live in a true democracy?</p> <p>How can a person escape the societal constraints of the lower-class?</p> <p>What is Satire?</p> <p>What is social commentary?</p> <p>How does the input of figurative language make the author’s point more effective?</p>
<p>Related Misconceptions</p>		



Students may find the book childish because there are talking animals, but they will understand that the animals represent underprivileged members of our society.

Satire is more than just sarcasm.

To “question” or “rebel” has a negative connotation, but it can lead to positive results.

Knowledge

Students will know...

Skills

Students will be able to...



<p>The historical influence of the author, George Orwell</p> <p>The difference between different government types (with emphasis on Democracy, Dictatorship, and Fascism)</p> <p>How to identify various literary devices</p> <p>Negative vs. positive connotative language</p> <p>Characters are representative of members of society, not just talking animals.</p>	<p>Identify and analyze themes</p> <p>Analyze characters through description, dialogue, actions, and thoughts</p> <p>Make inferences about characters and plot</p> <p>Create relevant questions as a “during-reading” strategy</p> <p>Cite evidence from text in order to warrant a claim</p> <p>Describe effectiveness of figurative language</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>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 in order to determine vocabulary meaning</p> <p>Students will cite examples of literary devices and figurative language and make inferences about each example’s significance.</p> <p>Students will conduct a literary analysis essay based on focus questions/ prompts.</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)



<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, and “Do Now’s” will determine students’ prior knowledge- persuasive, government types, etc. • Thought provoking Questions and topics will be introduced at the beginning and throughout the novel that will induce discussion, interest, and engagement. • Teacher will use current events such as headlining news and upcoming election to entice students to make connection between text and the “real-world” in our 21st Century society. (Videos and excerpts from presidential conventions, speeches, transcripts, etc) • Students will use assessment feedback, rubrics, checklist, self and peer evaluations to reflect, rethink and revise. • Students will be provided opportunities for self-evaluation through checklists, brief presentations based on rhetoric and power of language • Students will use examples of persuasive strategies and appeals, students will identify and explain the impact of rhetoric used throughout the book, students will find examples of propoganda, students will draw parallels between characters and figures in the news, governments, etc.
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Understanding by Design Unit “A Midsummer Night’s Dream”

Title of Unit	A Midsummer Night’s Dream by William Shakespeare	Grade Level	11 th Grade
Curriculum Area	English	Time Frame	4 weeks
Developed By	Ms. Hargrave		



Identify Desired Results (Stage 1)

Content Standards

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.RL.11-12.1 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.11-12.2 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.11-12.4 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.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Shakespeare's themes are still relevant today in our 21st Century Society.</p> <p>A Midsummer Night's Dream examines familial and romantic relationships.</p> <p>Shakespeare plays commonly classified as comedies share characteristics that include an overarching theme of love culminating in marriage.</p>	<p>How can the power of dream influence of actions?</p> <p>Is it ever acceptable to disobey authority? Explain.</p> <p>How can dreams have an effect on "reality"?</p> <p>What is the relationship between dreaming and the imagination?</p> <p>How can you describe the difference between sight (eyes) and perception?</p>	<p>Love is blind: What does this sentence mean?</p> <p>When Hermia's father opposes her choice of husbands, Duke Theseus tells her not to go against her father's wishes, saying, "To you, your father should be as a god." Is Theseus right?</p> <p>Puck's magic spells cause several characters to fall in love with the wrong persons. Are there "magic spells" in real life that affect people this way?</p> <p>What is the role of judgment in love? Perception?</p>
<p>Related Misconceptions</p>		
<p>The plays classified as Shakespearean comedies aren't strictly humorous like modern productions, but result in a "happy ending" such as marriage or forgiveness.</p>	<p>What is the common perception of true love vs. love at first sight? How do we differentiate between the two?</p> <p>What type of "magic" do we experience in "real-life?"</p>	



Knowledge Students will know...	Skills Students will be able to...
<p>Shakespearean themes are relevant in today's world</p> <p>That "magic" in real life can be described and "chemistry"</p> <p>Literary and poetic devices enhance the understanding and effectiveness of writing</p> <p>The difference between Shakespearean elements "comedy" and modern elements of comedy</p> <p>The difference between Shakespearean comedy and tragedy</p> <p>The elements of a play/ elements of drama</p>	<p>Differentiate between Shakespearean comedy element and modern comedy elements</p> <p>Explain the relevance of Shakespearean themes in today's world</p> <p>Identify and analyze themes</p> <p>Analyze characters through description, dialogue, actions, and thoughts</p> <p>Make inferences about characters and plot</p> <p>Create relevant questions as a "during-reading" strategy</p> <p>Cite evidence from text in order to warrant a claim</p> <p>Describe effectiveness of figurative language and poetic techniques</p>
Assessment Evidence (Stage 2)	
Performance Task Description	



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

Students will participate in class discussion based on themes and plot

Students will analyze the perspective of one of more characters in the play

Students will act out parts of the play

Students will provide insight to relate text to “real-world” situations

Students will create questions, make inferences, about those questions, find evidence to support their inferences or speculations, and explain answers.

Students will analyze characters through description, dialogue, actions, and thoughts

Students will use context in order to determine vocabulary meaning

Students will cite examples of literary devices and figurative language and make inferences about each example’s significance.

Students will conduct a literary analysis essay based on focus questions/ prompts.

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 Journal writing DDATO(character analysis sheet)
Chapter Notes Organizer (w/ figurative language) QIEE Form (questions, inferences, evidence,
and explanation) Literary Analysis Essay Act out play (small group and whole group settings)

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, and “Do Now’s” will determine students’ prior knowledge. Students will have the opportunity to relate experiences to events in play (love, familiar relationships, and friendships)
 - Thought provoking Questions and topics will be introduced at the beginning and throughout the novel that will induce discussion, interest, and engagement. Students will also be provided with background information to enhance understanding.
 - Teacher prompt students to make connection between relationships and societal norms in the 16th Century text to 21st Century relationships and society.
 - Students will use assessment feedback, rubrics, checklist, self and peer evaluations to reflect, rethink and revise.
 - Students will be provided opportunities for self-evaluation through checklists, brief oral presentations text to real-world connections, and teacher-student conferences throughout this unit.
 - Students will be provided with options for activities and assignments such as prompts or graphic organizers, acting out scenes or reading independently while using pre-reading, during-reading, and after-reading strategies, students will have the option to create projects based on the during-reading skills like visualization, prediction, making inferences, etc. (this will help access student interests and personal talents (options determined based on surveys and teacher-student rapport)
 - Students will be acting out scenes from the play, students will be finding evidence to explore character traits, students will be writing personal narratives to make connections between text and real-world 21st Century experiences.



Understanding By Design Unit_ Bodega Dreams

Title of Unit	Bodega Dreams by Ernesto Quinonez	Grade Level	11th
Curriculum Area	English	Time Frame	5 weeks
Developed By	Ms. Hargrave		
Identify Desired Results (Stage 1)			
Content Standards			



- **CCSS.ELA-LITERACY.RL.11-12.1** 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.11-12.2** 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.11-12.4** 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.11-12.9** 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.11-12.1.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.11-12.2** 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.11-12.2.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.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Willie Bodega, Chino, Vera, and Nazario have distinct similarities to Gatsby, Nick, Daisy, and Tom (dual text comparisons)</p> <p>Figurative language such as symbolism and imagery enhance the author’s storytelling abilities.</p> <p>Culture can impact the closeness and uniqueness of a community or neighborhood.</p> <p>Loyalty is a strong feeling of support or allegiance.</p>	<p>How do people’s relationship with religion vary? What is the purpose of religion?</p> <p>Why or why not is it okay to break the law if you are trying to do good?</p> <p>How can we compare and contrast community and culture?</p> <p>How can one’s dream become an unhealthy obsession?</p> <p>Why is loyalty so important in</p>	<p>What is cultural pride?</p> <p>How do literary devices enhance the author’s storytelling strategies?</p> <p>How do we analyze characters?</p> <p>How can we define community?</p> <p>Why right it be important for people to have nicknames in El Barrio?</p> <p>How can we describe the components that make up “loyalty?”</p> <p>Why is it important to analyze and make</p>
<p>Related Misconceptions</p>		<p>comparisons between dual</p>



<p>Breaking the law always makes you a bad person.</p> <p>Culture makes up of many elements beyond just national origin.</p> <p>Malintent may be disguised as loyalty.</p>	<p>urban communities/ neighborhoods?</p> <p>How can cultural pride influence community?</p> <p>How can one person make changes in their society?</p> <p>How can we compare Willie Bodega to Jay Gatsby? Chino to Nick Caraway? Vera to Daisy?</p>	<p>comparison between dual texts?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



<p>There are many parallels between “Bodega Dreams” and “The Great Gatsby.”</p> <p>There are many examples of figurative language throughout the text.</p> <p>Symbolism is the use of symbols, images, or objects to represent other ideas or qualities.</p> <p>People with “visions” can make real changes.</p> <p>Education is an important pathway to success.</p> <p>religion is the belief in and worship of a superhuman controlling power, especially a personal God or gods.</p>	<p>interpret deeper meaning of quotes throughout the book</p> <p>analyze characters through description, dialogue, actions, and thoughts</p> <p>make predictions about the book through paratextual analysis</p> <p>Create questions about characters and plot as they read as a during-reading strategy</p> <p>make inferences throughout the book</p> <p>draw parallels between events and characters in two or more texts</p> <p>compare and contrast characters from two or more texts</p> <p>analyze character intentions</p> <p>explain how culture influences community/ neighborhoods</p> <p>identify and make inferences about the examples of figurative language throughout the book</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>students will answer a set of question as a means of a Paratextual analysis to make predictions about the book before reading</p> <p>Students will analyze characters in a DDATO sheets finding evidence of description, dialogue, actions, thoughts, and other characters' thoughts</p> <p>Students will use QIEE forms to create questions, make inferences find evidence, and explain evidence in order to analyze</p> <p>Students will contribute in class discussion based on topics such as culture, community, education, love, loyalty, trust, religion, etc.</p> <p>Students draw parallels and similarities in dual text by making comparisons between "Bodega Dreams" and "The Great Gastby"</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 (love, The American Dream, success, culture,
 religion, loyalty, etc.) Journal writing DDATO(character analysis sheet) Chapter Notes
 Organizer (w/ figurative language) QIEE Form (questions, inferences, evidence, and explanation)
 Literary Analysis Essay dual-text comparison worksheets and prompts

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?	<p>Students will describe their community to make comparisons to the community/neighborhood in the text - opportunities for collaborative work since students belong to the same community.</p> <p>Students will be hooked by viewing a short clip of “Carlito’s way” - which will, on a small level, represent the character of Willie Bodega. Students will also share or create nicknames for themselves as a means to characterize themselves in relation to their community (aligns directly with the characters in the book and the neighborhood in which they live)</p> <p>Students will characterize their community and their culture by explaining the uniqueness and importance of both. They will explain how both influence their lives and who they are as individuals.</p> <p>Students will use assessment feedback, rubrics, checklist, self and peer evaluations to reflect, rethink and revise.</p> <p>Students will have many opportunities to relate the events in the book to the event in their personal lives in relation to community, culture, familial relationships, love, etc.</p> <p>Students will use prior knowledge and their reading of “The Great Gatsby” to draw connections between dual texts (PARCC practice), Students will build on critical skills such as character analysis, narrative writing, making inferences, finding evidence, practicing research skills, making predictions, etc through various formats of activities, assignments, and assessments.</p>
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Understanding By Design Unit_The African American Poet and Scholar



Title of Unit	African American Poets and Scholars	Grade Level	11th
Curriculum Area	English	Time Frame	4 weeks
Developed By	Ms. Hargrave		
Identify Desired Results (Stage 1)			
Content Standards			



CCSS.ELA-LITERACY.RI.11-12.1 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.RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and



Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>The obstacles that minorities face in America affects all Americans' equality.</p> <p>There is overt and covert racism.</p> <p>People can take steps and measures to make a difference in their community and in society on a larger scheme.</p> <p>Americans are affected by politics and genocide overseas.</p> <p>There are many different opinions and approaches to induce change.</p> <p>It is important to know our history because history influences present-day events.</p>	<p>How can dreams be deferred?</p> <p>What societal constraints did African Americans face in the 20th Century? 21st Century?</p> <p>How can racism be institutionalized?</p> <p>How can minorities uplift their community?</p> <p>How can Americans relate to native Africans?</p>	<p>What is racism?</p> <p>What was the Civil Rights Movement?</p> <p>How can we define institutionalized racism?</p> <p>How has Dr.Martin Luther King Jr. influenced out society?</p> <p>How can minorities in America relate to the politics overseas in places like Rwanda, Sudan, Sri Lanka, etc.?</p> <p>Who was Langston Hughes?</p>
Related Misconceptions		Who was James Baldwin?



<p>Only African Americans can relate to Black poetry and literature.</p> <p>Americans can not relate to people from other countries.</p> <p>Racism doesn't exist.</p> <p>Racism is a problem of the past.</p> <p>People can not make changes in their society.</p>	<p>How can we compare two or philosophies of Black scholars?</p>	<p>How did Booker T. Washington's philosophies conflict with W.E.B Dubois'?</p> <p>How do poetic devices enhance to the structure and overall meaning of a poem?</p>
<p>Knowledge</p> <p>Students will know...</p>	<p>Skills</p> <p>Students will be able to...</p>	



<p>that racism exists</p> <p>that people can take measures to make changes in their community and society</p> <p>there have been very influential people with important ideas to help improve society and promote equality</p> <p>Minority group is a term referring to a category of people differentiated from the social majority, i.e., those who hold the majority of positions of social power in a society, and may be defined by law.</p> <p>poetic techniques enhance the overall meaning and structure of a poem.</p> <p>Poetry is a form of literature that uses aesthetic and rhythmic qualities of language—such as phonaesthetics, sound symbolism, and metre—to evoke meanings in addition to, or in place of, the prosaic ostensible meaning.</p>	<p>identify and explain the impact of poetic devices and techniques</p> <p>create arguments and find strategies to warrant a claim based on their reading of different philosophies and ideologies</p> <p>interpret lines of poems to create deeper meaning</p> <p>analyze lines of poetry in relation to poet’s life and experiences</p> <p>formulate original poems using poetic techniques</p> <p>draw parallels between American affairs and affairs overseas</p> <p>compare and contrast laws on equality throughout centuries</p> <p>differentiate between overt and covert racism</p> <p>create realistic solution to real-world problems</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>Student will analyze the purpose of poetic devices</p> <p>Students will participate in debate and class discussions based on racism, equality, world affairs, and American History.</p> <p>Students will apply poetic techniques in order to create their own poetry.</p> <p>Students will compare and contrast philosophies of two or more scholars.</p> <p>Students will compare and contrasts dual texts.</p> <p>Students will formulate solutions to real-world issues (group setting)</p>
<p>Other Evidence</p>	
<p>Poetry writng discussions on race, equality, American and world affairs, etc. journal writing class debates tests/quizzes vocab in context poetic device worksheets research poets/scholars in this unit create arguments and warrant claims</p>	
<p style="text-align: center;">Learning Plan (Stage 3)</p>	



<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? 	<p>Students will use personal experiences to relate to the themes in this unit: equality, race, justice, empathy, progression, etc. Students can create brief narratives to make these connections.</p> <p>Students will be hooked through headlining news, recent and old video clips of racial injustice (thought provoking situations, news, and visuals)</p> <p>Students can relate to headlining news, current events, and our history in order to explore the big ideas in this unit. - whole group activities</p> <p>Students will use assessment feedback, rubrics, checklist, self and peer evaluations to reflect, rethink and revise.</p> <p>Students will use debate and argument skills in order to express and address other ideas and reflect on their own ideas along the way. - small collaborative group work</p> <p>Students will be provided various outlets to express ideas: debate, oral presentations, poetry writing, journal writing, compare & contrast sheets, analysis, interpretation, and inference forms, graphic organizers, group projects based on refuting or support philosophies addressed in readings, etc.</p>
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Understanding By Design Unit_ The Alchemist

Title of Unit	The Alchemist by Paulo Coelho	Grade Level	11th
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Curriculum Area	English	Time Frame	4 weeks
Developed By	Ms. Hargrave		
Identify Desired Results (Stage 1)			
Content Standards			
<ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.RL.11-12.1</u> 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.• <u>CCSS.ELA-LITERACY.RL.11-12.2</u> 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.• <u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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.)• <u>CCSS.ELA-LITERACY.RL.11-12.9</u> 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.• <u>CCSS.ELA-LITERACY.W.11-12.1.B</u> 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.• <u>CCSS.ELA-LITERACY.W.11-12.2</u> 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.• <u>CCSS.ELA-LITERACY.W.11-12.2.A</u> 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.• <u>CCSS.ELA-LITERACY.L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			



Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Each decision we make leads u to the next chapter in life</p> <p>Our personal legends require us to follow our heart and our dreams</p> <p>We must perservere when faced with unfavorable circumstancs or obstacles</p>	<p>How do we know what our destiny is?</p> <p>How do we persevere when we encounter obstacles?</p> <p>How can we learn from our personal journeys?</p> <p>How can we interpret “signs” that are presented to us?</p> <p>How can the title of the book be related to the plot?</p>	<p>What is a “personal legend?”</p> <p>Why is the book called “The Alchemist?”</p> <p>What is “Alchemy?”</p> <p>What is an “omen?”</p> <p>How does the narrator learn from each obstacle he is faced with?</p> <p>Compare and contrast the narrator to an orator? Why is the book written in the style it is written in?</p>
<p>Related Misconceptions</p>	<p>What do elders</p>	



<p>Everyone's future is predestined.</p> <p>We face obstacles so they can lead us to different answers or paths.</p>	<p>have to offer us in regards to life and our personal journeys?</p> <p>Why do you believe this book was translated in over 80 languages?</p>	<p>What benefit and advantages do shepherds and world travelers have that many common folk do not experience?</p>
<p>Knowledge</p> <p>Students will know...</p>	<p>Skills</p> <p>Students will be able to...</p>	



<p>Alchemy is the medieval forerunner of chemistry, based on the supposed transformation of matter. It was concerned particularly with attempts to convert base metals into gold or to find a universal elixir.</p> <p>Our future and destiny is in our our hands</p>	<p>relate the title of the book to the events in the book</p> <p>relate the events in the book to their own personal lives</p> <p>make connections between the narrator and self</p> <p>determine and analyze themes within the book</p> <p>predict upcoming events by finding patterns as they read the text</p> <p>determine meaning of words through hints and context clues</p>
Assessment Evidence (Stage 2)	
Performance Task Description	



<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/ Performance ● Standards 	<p>make predictions by finding patterns as they read each section of the book</p> <p>determine their dreams and the steps they must take to reach those dreams and goals</p> <p>define and describe perseverance</p> <p>create examples of signs and omens that may be encountered in the “real-world.”</p> <p>perform examples of body language and other non-verbal language</p>
<p>Other Evidence</p>	
<p>tests/quizzes journal writing create situations similar to the ones faced in the book text-to-world relationships Character analysis through DDATO</p> <p>create examples of omens and signs presented throughout life write a script between an elder and a young traveler vocab in context</p>	
<p style="text-align: center;">Learning Plan (Stage 3)</p>	



<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?	<p>Students will explain how their past and presents reflects their future (individual basis)</p> <p>Students will be shown quotes and videos of unlikely heroes and stars that persevered past others' and even their own expectations (Michael Jordan, Labron James, Batman or Bruce Wayne from comics, Rosa Parks, Frederick Douglass, etc.)- whole group</p> <p>Students can reflect and explore their own potential and what they think their purpose might be, what they may want to study in college, what they may want to perfect (i.e. skills, trades, writing, singing, athletics, etc.)</p> <p>Students will use assessment feedback, rubrics, checklist, self and peer evaluations to reflect, rethink and revise.</p> <p>Students will choose which obstacle the narrator faced in the book that they can relate to the most and explain. (insight and text-to-world relationships)</p> <p>Students will first reflect on their personal goals and what obstacles they anticipate. They will make predictions about the book. They will draw and create real-life examples of similar obstacles and drawbacks, analyze characters and themes, etc.</p> <p>Many of these activities will be performed on an individual basis because the book in meant for personal growth and introspection. Although, there will be opportunities for collaborative writing. In partners or small groups, students will compose a narrative that portrays similar obstacles as the narrator from the book and the readers/audience must determine theme and make predictions as to how these challenges will be conquered. Additionally, students can work collaboratively on character analysis forms, during-reading strategies organizers, and vocab in context activities</p>
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Understanding By Design Unit _ Tuesdays with Morrie

Title of Unit	Tuesdays with Morrie by Mitch Albom	Grade Level	11th
Curriculum Area	English	Time Frame	4 weeks
Developed By	Ms. Hargrave		
Identify Desired Results (Stage 1)			
Content Standards			



CCSS.ELA-LITERACY.RL.11-12.1 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.11-12.2 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.11-12.4 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.11-12.9 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.11-12.1.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.11-12.2 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.11-12.2.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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Friendships and love enhance the life experience</p> <p>Cultural norms are constructed by society</p> <p>Death is a natural part of life.</p>	<p>How do external forces shape the individual?</p> <p>To what degree does the individual shape society?</p> <p>Why do people fear living?</p> <p>Why do people fear dying?</p>	<p>What is nonfiction?</p> <p>What is a mentor?</p> <p>What are cultural "norms?"</p> <p>Who sets these "norms?"</p>
<p>Related Misconceptions</p>		



<p>There is more to life than just fulfilling societal expectations</p>	<p>Why do people fear silence?</p> <p>How do people find the right way to say goodbye?</p> <p>What is the importance of cultural norms?</p> <p>What do you place value on in your life?</p> <p>Who are the teacher/mentor figures in your life? What characteristics do they have that makes such an impact in your life?</p> <p>How and when can we apply “life lessons?”</p>	<p>How does the tone affect the story?</p> <p>How do we analyze characters?</p> <p>How can we define “life lessons?”</p>
<p>Knowledge</p> <p>Students will know...</p>	<p>Skills</p> <p>Students will be able to...</p>	



<p>that death is a natural part of life</p> <p>it is important to appreciate the people in our lives and the people we encounter</p> <p>tone is the general character or attitude of a place, piece of writing, situation, etc.</p> <p>nonfiction is prose writing that is based on facts, real events, and real people, such as biography or history.</p>	<p>analyze characters through description, dialogue, actions, and thoughts</p> <p>analyze tone by explaining how it impacts the narrative as a whole</p> <p>draw conclusions from the text</p> <p>make inferences about the text</p> <p>define words through context clues</p> <p>compare and contrast traits that are considered to be social “norms”</p> <p>formulate relationships and connections between the book and the “real-world”</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>Students will identify and explain tone throughout the book</p> <p>Students will analyze characters through description, dialogue, actions, and thoughts</p> <p>Students will contribute to whole group and small group discussion about love, life, death, education, friendship, and social norms.</p> <p>Students will participate in daily journal writing for self-reflection</p> <p>Students will be able to make connections between the plot and characters in the book to real-world situations and people</p>
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Other Evidence



tests/quizzes journal writing responding to prompts whole-group/small-group discussion
on themes mentioned above character analysis sheet (DDATO)

questions/inference/evidence/explanation form (QIEE) Vocab in context compare and contrast
forms providing insight from text-to-world

surveys based on mentors/friendships and life lessons cultural norms project with a focus on
compare/contrast skills

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 hooked as they are asked to think about someone in their life who has made a difference or acted as a strong influencing force.

Students will have opportunities to write and share out about these people and their character traits.

Students will be guided through the book through character analysis worksheets, figurative language organizers which will help students draw more meaning from the text and help students make inferences about plot and characters.

Students will use assessment feedback, rubrics, checklist, self and peer evaluations to reflect, rethink and revise.

Opportunities for class discussion based on life, death, societal constraints, and life lessons.

Students will have opportunities to work in small groups for character analysis activities and creating questions as they read in reading groups. They can work collaboratively to make inferences find evidence and explain their findings.

Beyond small group activities, students will be provided opportunities for introspection, self-reflection. This can be achieved through both formative and summative assessment:

Formative: Daily journal exercises responding to prompts about the specific subject of the day's reading. Kept together to be turned in at the end of the unit.

Summative: "Culture Project" comparing their personality, interests, etc. to those that they consider to be the "cultural norm" as related to the novel.



Understanding By Design Unit_ Research English III

Title of Unit	Research	Grade Level	11th
Curriculum Area	English	Time Frame	4 weeks
Developed By	Ms. Hargrave		
Identify Desired Results (Stage 1)			
Content Standards			



CCSS.ELA-LITERACY.W.11-12.7

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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.11-12.4](#) 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.11-12.5 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 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.



Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Acclimation requires one to adjust gradually to a new environment.</p> <p>Conformity is behavior in accordance with socially accepted conventions or standards.</p> <p>Cultural elements impact an individual and a community as a whole.</p> <p>Cosmopolitanism is the ideology that all human beings belong to a single community, based on a shared morality. A person who adheres to the idea of cosmopolitanism in any of its forms is called a cosmopolitan or cosmopolite.</p> <p>rhetoric is the art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques.</p>	<p>What are the cultural characteristics of “El Barrio/ Spanish Harlem?” How are those elements evident in “Bodega Dreams?” Your own community?</p> <p>How do societal constraints impact people psychologically? Relate these effects to any of the selections throughout this course.</p> <p>How does having lived in multiple communities or in various countries impact a person’s life and view on life? Relate your findings to the experiences of the Shepherd in “The Alchemist.”</p>	<p>How to elements of culture impact a society? an individual person?</p> <p>What are societal norms?</p> <p>What are societal constraints?</p> <p>How do these constrained affect people’s lives?</p> <p>How can you compare acclimation and conformity?</p> <p>How can a person benefit from being a part of more than one community?</p> <p>What does it mean to be a “cosmopolitan?”</p> <p>what is rhetoric? How is it used to create positive changes? How can rhetoric be misused?</p>
<p>Related Misconceptions</p>		



<p>rhetoric is not only used to do good, but can be misused and has been misused historically</p> <p>“norms” are actually subjective, but society has trained us to conform</p>	<p>How does specific rhetoric impact people’s decisions? How is rhetoric used in politics? Relate your findings to events in history as well as your reading of “Animal Farm.</p>
<p>Knowledge</p> <p>Students will know...</p>	<p>Skills</p> <p>Students will be able to...</p>
<p>that rhetoric can be used with positive or negative intentions</p> <p>components of culture are evident in most communities</p> <p>being well-learned and well-traveled can enhance your experience and quality of life</p> <p>there is a difference between becoming accustomed to something and conforming to something</p>	<p>differentiate between acclimating and conforming</p> <p>apply research skills in order to answer a focused question/prompt</p> <p>relate findings from research to their analysis of the reading selections throughout the course</p> <p>apply the correct structure of MLA format in the research paper</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 	<p>Students will evaluate which of the topics and books resonate with them the most</p> <p>Students will apply research skills to answer a set of questions</p> <p>Students will analyze literature through explaining and citing information in a text</p> <p>Students will draw parallels between their research and the pieces of literature in this course</p> <p>Students will apply MLA format/structure to their research paper</p> <p>Students will follow templates to satisfy each part of the research paper</p>
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Other Evidence

rough draft of research paper individual TEXT templates (Topic sentence, Examples, Explanation, & Insight) Intro template Body paragraphs with in-text citation template
 Conclusion template finding sources verifying/justifying credibility of sources self-evaluation
 peer-editing checklist final draft of research paper

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?	<p>Students will initially take a survey of which pieces of literature they felt were most influential during this course, students will self-evaluate and self-reflect on the lessons learned throughout their junior year</p> <p>Students will be hooked throughout the topics and research prompts provided to them.</p> <p>Students will reflect on their past work- journal entries, literary analysis papers, projects to help them decide which research prompt would be most fitting and most fulfilling for them to complete as the year closes.</p> <p>Students will have opportunities to work in small groups during writing workshops and during times of editing and revising. Students will peer-edit and peer-revise using guides, templates, and checklists.</p> <p>Students will use assessment feedback, rubrics, checklist, self and peer reviews evaluations to reflect, rethink and revise.</p> <p>Students will be given templates for different portions of the research paper which will guide them through the writing process. Students will have brief student-teacher conferences throughout their writing process, students will supplied with exemplars and demonstration of how to apply the MLA format to their research papers.</p>
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