

English 2

	Key Standards Covered	Possible Resources
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<p>Quarter 1 September 6- November 2</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.9-10.1 <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● CCSS.ELA-LITERACY.RI.9-10.6 <ul style="list-style-type: none"> ● Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● CCSS.ELA-LITERACY.W.9-10.2 <ul style="list-style-type: none"> ● 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.SL.9-10.5 <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● CCSS.ELA-LITERACY.SL.9-10.6 	<ul style="list-style-type: none"> ● Night - by Elie Wiesel ● The Book Thief - Markus Zusak ● Briar Rose - by Jane Yolen ● Bury My Heart at Wounded Knee - by Dee Brown ● Say You're One of Them - by Uwem Akpan ● First They Killed My Father - by Loung Ung ● All the Light We Cannot See - by Anthony Doerr ● Flowers for Algernon- by Daniel Keyes ● The Curious Incident of the Dog in the Nighttime - by Mark Haddon ● Excerpts from 'Far From the Tree' - by Andrew Solomon ● I Know This Much Is True - by Wally Lamb ● The Memory Keeper's Daughter - by Kim Edwards ● The Spirit Catches You and You Fall Down - by Anne Fadiman ● Rosemary: The Hidden Kennedy Daughter - by Kate Clifford Larson ● The Perks of Being a Wallflower - by Stephen
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	Key Standards Covered	Possible Resources
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<p>Quarter 2 November 12- January 28</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.9-10.1 <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● CCSS.ELA-LITERACY.RL.9-10.2 <ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● CCSS.ELA-LITERACY.RI.9-10.7 <ul style="list-style-type: none"> ● Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. ● CCSS.ELA-LITERACY.RI.9-10.8 <ul style="list-style-type: none"> ● Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 	<ul style="list-style-type: none"> ● Antigone ● Monster ● Lord of the Flies ● The Crucible ● Inherit the Wind ● My Beloved World - by Sonia Sotomayor ● Freedom is a Constant Struggle - by Angela Y. Davis ● Excerpts from The New Jim Crow by Michelle Alexander ● Just Mercy - by Bryan Stevenson ● Getting Life - by Michael Morton ● Worse than the Devil - by Dean Strang ● Unfair, The New Science of Criminal Injustice - by Adam Benforado
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	Key Standards Covered	Possible Resources
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<p>Quarter 3 February 4- April 5</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.9-10.1 <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● CCSS.ELA-LITERACY.RL.9-10.2 <ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● CCSS.ELA-LITERACY.RI.9-10.5 <ul style="list-style-type: none"> ● Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ● CCSS.ELA-LITERACY.RI.9-10.6 <ul style="list-style-type: none"> ● Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● CCSS.ELA-LITERACY.W.9-10.3 	<ul style="list-style-type: none"> ● Fences - by August Wilson ● Between The World and Me - by Ta Nehisi Coates ● The Fire Next Time - by James Baldwin ● Go Tell it on the Mountain - by James Baldwin ● The Hate U Give - by Angie Thomas ● March - by John Lewis ● Black Boy - by Richard Wright ● The Autobiography of Malcolm X ● The Bluest Eye - by Toni Morrison ● Excerpts from Strange Fruit: Billie Holiday, Café Society, and an Early Cry for Civil Rights ● Excerpts from Sister Outsider- by Audre Lorde ● Excerpts from The Myth of Equality - by Ken Wytmsa ● Macbeth ● Twelfth Night ● The Tempest ● World's Elsewhere: Journeys around Shakespeare's Globe - by Andrew Dickson
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	Key Standards Covered	Possible Resources
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<p>Quarter 4 April 8- June 17</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.9-10.3 ● Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● CCSS.ELA-LITERACY.RL.9-10.4 ● Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ● CCSS.ELA-LITERACY.RL.9-10.5 ● Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ● CCSS.ELA-LITERACY.W.9-10.3 ● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● CCSS.ELA-LITERACY.W.9-10.10 	<ul style="list-style-type: none"> ● A Sound of Thunder - by Ray Bradbury ● The Most Dangerous Game ● The Bloody Chamber - by Angela Carter ● Fragile Things - by Neil Gaiman ● Interpreter of Maladies - by Jhumpa Lahiri ● The Original Folk and Fairy Tales of the Brothers Grimm
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Understanding By Design - English 2 Accelerated

Title of Unit	Genocide and the Holocaust	Grade Level	10
Curriculum Area	English 2 Accelerated	Time Frame	4 weeks
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- ◆ CCSS.ELA-LITERACY.RL.9-10.1
- ◆ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ◆ CCSS.ELA-LITERACY.RI.9-10.6
- ◆ Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- ◆ CCSS.ELA-LITERACY.W.9-10.2
- ◆ 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.SL.9-10.5
- ◆ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- ◆ CCSS.ELA-LITERACY.SL.9-10.6
- ◆ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)
- ◆ CCSS.ELA-LITERACY.L.9-10.5
- ◆ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Recommended Texts

- **Night - by Elie Wiesel**
- **The Book Thief - Markus Zusak**
- **Briar Rose - by Jane Yolen**
- **Bury My Heart at Wounded Knee - by Dee Brown**
- **Say You're One of Them - by Uwem Akpan**
- **First They Killed My Father - by Loung Ung**
- **All the Light We Cannot See - by Anthony Doerr**
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Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> ● Genocide has occurred many times throughout history ● There are some common warning signs that occur before genocide ● Prejudice and "Othering" of a group of people can lead to genocide ● Empathy is an essential part of the human experience ● 	<ul style="list-style-type: none"> ◆ How does hate spread? ◆ How can people allow something like genocide to happen? ◆ How do we 	<ul style="list-style-type: none"> ◆ How do unique stories of individuals help us better understand a larger story?
Related Misconceptions		

<ul style="list-style-type: none"> • The Holocaust was the only genocide • There is no chance that another genocide could happen today • Only Jewish people were targeted during the Holocaust • 	<p>know if it will happen again?</p>	<ul style="list-style-type: none"> ◆ What is a ‘test of faith’ ◆ How do people move forward after experiencing unimaginable loss?
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<ul style="list-style-type: none"> • Writing always has a perspective or bias • It is important to have a written record of tragic events • Genocide has occurred many times throughout human history • 	<ul style="list-style-type: none"> • Analyze first person accounts of a historical event • Write an informative examination of a first person narrative • Discuss historical and current events with peers and make connections to a text 	
<p align="center">Assessment Evidence (Stage 2)</p>		
<p>Performance Task Description</p>		

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

- Creative writing task - 1st person perspective letter
- Students will complete a webquest using resources from the Holocaust Museum's site and the World Memory Project, then select a real Holocaust survivor or victim from the Museum's "Identification Card" section
- Students will write a letter as the person they selected, describing their experience, using details from the webquest to support their work.

- Informative writing task - students will write an analysis of the novel's author's point of view and how it compares to other first person accounts of genocide or of similar experiences
- Students will support their writing with multimedia examples that connect to themes from the novel

Other Evidence

- Journals
- Class discussions and small group discussions
- Formative assessments / exit slips
- Student created notes
- Quizzes and tests

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?

- Assessing prior knowledge on topics related to disability and differences
- Discussion - assumptions and knowledge related to the Holocaust and genocide
- Webquest - The Holocaust Museum and the World Memory Project
- Creative writing project
- Journal Entries
- Introducing the novel and note taking strategies specific to this unit
- Drop everything and read
- Excerpts from other works/ video clips - making connections and analyzing different approaches to a common theme
- Mid unit check in- common confusions or frustrations, personal connections, goals, accomplishments acknowledgements
- Informative writing lesson
- Outlining and pre-writing
- Finding supporting sources for the writing task
- Drop everything and write
- Small group discussion
- Class discussion
- Quizzes
- Peer editing and revision
- Final draft of the informative writing project
- Reflections on the unit
- Review for the test
- Test

<https://www.ushmm.org/learn>

<https://encyclopedia.ushmm.org/landing/en/id-cards>

<https://www.ushmm.org/online/world-memory-project/>

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 - English 2 Accelerated

Title of Unit	Disability and Differences	Grade Level	10
Curriculum Area	English 2 ACC	Time Frame	5 weeks
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- ◆ CCSS.ELA-LITERACY.RL.9-10.4
- ◆ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- ◆ CCSS.ELA-LITERACY.W.9-10.1
- ◆ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ◆ CCSS.ELA-LITERACY.SL.9-10.2
- ◆ Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- ◆ CCSS.ELA-LITERACY.SL.9-10.3
- ◆ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- ◆ CCSS.ELA-LITERACY.L.9-10.6
- ◆ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Recommended Texts

- **Flowers for Algernon- by Daniel Keyes**
- **The Curious Incident of the Dog in the Nighttime - by Mark Haddon**
- **Excerpts from ‘Far From the Tree’ - by Andrew Solomon**
- **I Know This Much Is True - by Wally Lamb**
- **The Memory Keeper’s Daughter - by Kim Edwards**
- **The Spirit Catches You and You Fall Down - by Anne Fadiman**
- **Rosemary: The Hidden Kennedy Daughter - by Kate Clifford Larson**
- **The Perks of Being a Wallflower - by Stephen Chbosky**
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Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> ● “People first” language is essential in discussing individuals with disabilities ● Writing about people with different lived experiences requires one to be mindful of possible bias or misrepresentation in their writing ● People can be intelligent in many different ways ● People with disabilities and special needs have a long history of fighting for their civil rights ● 	<ul style="list-style-type: none"> ◆ What is intelligence? ◆ Is ignorance bliss? ◆ How do character traits and types of intelligence contribute to 	<ul style="list-style-type: none"> ◆ Are intelligence and aptitude tests (ex IQ, SAT) biased? ◆ What are the elements that make
Related Misconceptions		

<ul style="list-style-type: none"> • Physical, psychological or intellectual differences all are related to the same types of challenges • People no longer face prejudice due to their differences • People with the same disability all have the same views regarding what they consider respectful in interactions with others 	<p>contribute to one's identity?</p> <ul style="list-style-type: none"> ◆ How do physical, intellectual or psychological differences contribute to varying perspectives? 	<p>that make an individual different?</p> <ul style="list-style-type: none"> ◆ Why are some people shunned by mainstream society?
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<ul style="list-style-type: none"> • Appropriate and respectful vocabulary related to disabilities and differences • Historical and current trends in treatment of disabilities and issues those with disabilities may have integrating into mainstream society • Strategies for research using internet based sources • 	<ul style="list-style-type: none"> • Use persuasive language and strategies in writing • Integrate new vocabulary words and phrases into their speech and writing • Determine which sources are reliable and topically appropriate for a project • 	
<p align="center">Assessment Evidence (Stage 2)</p>		

Performance Task Description

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

- Jigsaw activity - Far From the Tree
- Students will select unique roles within groups to analyze a specific chapter from “Far From the Tree”
- Group members are responsible for reading the chapter, taking notes, researching additional information related to the chapter, creating a 3 minute presentation for the class, creating 5 discussion questions from the chapter, and leading a class discussion.
- “Inclusive Environment” Plan
 - Students will research a specific physical, psychological or intellectual disability or difference
 - Students will draft a plan to make an environment of their choice (Ex: the school, their home, a theme park) more inclusive and welcoming to someone with the specific disability or difference they researched.
 - Students will include details such as a budget or action plan.
 - Students will use persuasive writing techniques to develop their plan

Other Evidence

- Journals
- Class discussions and small group discussions
- Formative assessments / exit slips
- Student created notes
- Quizzes and tests

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?

- Assessing prior knowledge on topics related to disability and differences
- Discussion - using respectful and appropriate language related to discussion of disabilities and differences (ex- people first language)
- Journal Entries
- Far From the Tree- group project
- Far From the Tree- presentations
- Introducing the novel and note taking strategies specific to this unit
- Drop everything and read
- Excerpts from other works/ video clips - making connections and analyzing different approaches to a common theme
- Mid unit check in- common confusions or frustrations, personal connections, goals, accomplishments acknowledgements
- Research - a specific disability or difference
- Student created research plan/timeline
- Introduce the writing project - strategies for persuasive writing
- Drop everything and write
- Small group discussion and peer editing
- Class discussion
- Quizzes
- Present the research project
- Reflections on the unit
- Review for the test
- Test

https://d28hgpri8am2if.cloudfront.net/tagged_assets/3592683/9781481440905_cg_far%20from%20the%20tree.pdf

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 - English 2 Accelerated

Title of Unit	Justice and Injustice	Grade Level	10
Curriculum Area	English 2 ACC	Time Frame	4 weeks
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- ◆ CCSS.ELA-LITERACY.RL.9-10.1
- ◆ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ◆ CCSS.ELA-LITERACY.RL.9-10.2
- ◆ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ◆ CCSS.ELA-LITERACY.RI.9-10.7
- ◆ Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- ◆ CCSS.ELA-LITERACY.RI.9-10.8
- ◆ Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- ◆ CCSS.ELA-LITERACY.W.9-10.5
- ◆ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- ◆ CCSS.ELA-LITERACY.L.9-10.4
- ◆ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Recommended Texts

- **Antigone**
- **Monster**
- **Lord of the Flies**
- **The Crucible**
- **Inherit the Wind**
- **My Beloved World - by Sonia Sotomayor**
- **Freedom is a Constant Struggle - by Angela Y. Davis**
- **Excerpts from The New Jim Crow by Michelle Alexander**
- **Just Mercy - by Bryan Stevenson**
- **Getting Life - by Michael Morton**
- **Worse than the Devil - by Dean Strang**
- **Unfair, The New Science of Criminal Injustice - by Adam Benforado**

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> ● The justice system and governing bodies of the United States include many checks and balances ● Despite this, the system is still not perfect ● Some people may be more likely to experience injustice based on parts of their identity ● The justice system has evolved over time to adapt to cultural changes 	<ul style="list-style-type: none"> ◆ How do we define justice? ◆ How does justice differ from revenge? ◆ What makes a cause 	<ul style="list-style-type: none"> ◆ How can you tell if someone's telling the truth? ◆ Do all people who commit a crime
Related Misconceptions		

<ul style="list-style-type: none"> • The justice system is perfect • Only guilty people are accused of crimes • Once something is a law, it can never change 	<p>worth standing up for?</p> <ul style="list-style-type: none"> ◆ How can power and status be abused? 	<p>deserve the same punishment, or does circumstance matter?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<ul style="list-style-type: none"> • Vocabulary specific to the justice system and the courts • The fundamentals of compelling speech and how the skills required for a speech compare to those used in writing 	<ul style="list-style-type: none"> • Imagine changes that could make the justice system better • Perform speeches to express complex ideas • Incorporate vocabulary specific to the justice system into their writing 	
<p align="center">Assessment Evidence (Stage 2)</p>		
<p>Performance Task Description</p>		

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

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- Bill into a Law project
- Students will create a law, regulation, or change to the criminal justice system that they feel would make the system more just. Students will create a visual aid that represents their idea and perform a two minute "elevator speech" imagining that they are lobbying their local representative to support their idea.

- Miscarriage of Justice project
- Students will watch one of the following documentaries in class, pausing for discussion and writing responses to open ended questions {West of Memphis, The Central Park Five, Paradise Lost, Cropsey, The Imposter, Dear Zachary, 13th, Amanda Knox, 3 ½ minutes 10 bullets, O.J.: Made in America, Southwest of Salem}
- Students will be responsible for facilitating a follow up discussion, including creating discussion questions and researching additional examples of miscarriages of justice

Other Evidence

- Journals
- Class discussions and small group discussions
- Formative assessments / exit slips
- Student created notes
- Quizzes and tests

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?

- Hook - “Justice” lecture by Michael Sandel and trolley problem/ other sample problems related to ethics and justice
- Assessing prior knowledge on topics related to the justice system
- Discussion - common words and phrases used related to the justice system
- Practice using the new vocabulary in everyday writing and speech
- Journal Entries
- Introducing the novel and note taking strategies specific to this unit
- Drop everything and read
- Trailers or clips of documentary choices - student led discussion and vote on which to view
- Documentary viewing
- Follow up discussion - project/ student lead
- Mid unit check in- common confusions or frustrations, personal connections, goals, accomplishments acknowledgements
- Excerpts from “paradise lost” documentary trilogy and discussion
- Reading and pause for reading strategies
- Drop everything and write
- Small group discussion
- Class discussion
- Quizzes
- Presenting ‘bill into law’ speech
- Reflections on the unit
- Review for the test
- Test

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
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Understanding By Design - English 2 Accelerated

Title of Unit	The Research Paper	Grade Level	10
Curriculum Area	English 2 ACC	Time Frame	5 weeks
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- ◆ CCSS.ELA-LITERACY.RI.9-10.3
- ◆ Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ◆ CCSS.ELA-LITERACY.RI.9-10.4
- ◆ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ◆ CCSS.ELA-LITERACY.W.9-10.4
- ◆ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- ◆ CCSS.ELA-LITERACY.W.9-10.5
- ◆ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)
- ◆ CCSS.ELA-LITERACY.W.9-10.6
- ◆ Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- ◆ CCSS.ELA-LITERACY.W.9-10.7
- ◆ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Recommended Texts

- **None for this unit**

Understandings		Essential Questions	
Overarching Understanding	Overarching	Topical	
<ul style="list-style-type: none"> • There are always opportunities to learn more about the world around you • Research requires patience and a strategy • A research question can change and develop as new information is discovered • Research requires analysis • 	<ul style="list-style-type: none"> ◆ What topics am I curious about? ◆ What do I see myself continuing to study or learn? ◆ How can I determine if information is credible? 	<ul style="list-style-type: none"> ◆ How can I narrow down a topic into a question? ◆ How do I know if I have the right question? ◆ How do I know when I've found enough information 	
Related Misconceptions			
<ul style="list-style-type: none"> • A research paper of quality can be written in a single day • Research is just repeating back information • Planning is not an important part of the process 			
Knowledge Students will know...		Skills Students will be able to...	

- The steps and essential elements of the research paper process
- Proper MLA citation
- The significance of formal writing styles in academic settings

- Evaluate sources for accuracy
- Revise and rephrase research questions
- Analyze multiple sources

Assessment Evidence (Stage 2)

Performance Task Description

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

-
- The Research Paper
- Students will create unique research questions based on topics that connect to their interests or career path, or select a topic from a list that relates to novel and plays read during this course
- Students will research and read multiple sources and evaluate them for credibility.
- Students will write a 5 to 6 page paper in MLA format to address the research question, combining properly cited sources with their own analysis

Other Evidence

- Journals
- Class discussions and small group discussions
- Formative assessments / exit slips
- Student created notes
- Quizzes and tests

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?

- Assessing prior knowledge on topics related to the research paper
- Discussion - concerns, goals, worries regarding the research paper
- How to formulate a research question
- Revising research questions
- Teacher approval for research questions and one-on-one conferences
- Journal Entries
- Drop everything and read
- Determining sources for the research paper
- Critical thinking skills lesson - applying critical thinking skills to analysis of research sources
- Reviewing MLA format and how to cite sources
- Mid unit check in- common confusions or frustrations, personal connections, goals, accomplishments acknowledgements
- One on one conferences
- Peer editing and revision
- Outlining for the research paper
- Drop everything and write
- Small group discussion /peer editing
- Class discussion
- Rough draft
- Continued revisions
- Final draft
- Reflection on the research paper process

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
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Understanding By Design - English 2 Accelerated

Title of Unit	The African American Experience (20th century and today)	Grade Level	10
Curriculum Area	English 2 ACC	Time Frame	4 weeks
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- ◆ CCSS.ELA-LITERACY.RL.9-10.1
- ◆ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ◆ CCSS.ELA-LITERACY.RL.9-10.2
- ◆ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ◆ [CCSS.ELA-LITERACY.RI.9-10.5](#)
- ◆ Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ◆ CCSS.ELA-LITERACY.RI.9-10.6
- ◆ Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- ◆ CCSS.ELA-LITERACY.W.9-10.3
- ◆ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ◆ CCSS.ELA-LITERACY.SL.9-10.1
- ◆ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ◆ CCSS.ELA-LITERACY.L.9-10.3
- ◆ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Recommended Texts

- **Fences - by August Wilson**
- **Between The World and Me - by Ta Nehisi Coates**
- **The Fire Next Time - by James Baldwin**
- **Go Tell it on the Mountain - by James Baldwin**
- **The Hate U Give - by Angie Thomas**
- **March - by John Lewis**
- **Black Boy - by Richard Wright**
- **The Autobiography of Malcolm X**
- **The Bluest Eye - by Toni Morrison**
- **Excerpts from Strange Fruit: Billie Holiday, Café Society, and an Early Cry for Civil Rights**
- **Excerpts from Sister Outsider- by Audre Lorde**
- **Excerpts from The Myth of Equality - by Ken Wytsma**

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> ● African Americans have made great contributions to American literature, art and culture ● Cultural shifts and changes throughout the 20th century have impacted generations of African American writers, scholars and activists 	<ul style="list-style-type: none"> ◆ What does it mean to be American? ◆ What does it mean to be African American? 	<ul style="list-style-type: none"> ◆ To what extent is the justice system biased? ◆ How do the
Related Misconceptions		

<ul style="list-style-type: none"> ● Racism is no longer an issue in today's society ● There is only one way to "be" Black in America or to experience life as a African American ● The quest for civil rights only took place in the 1960s. 	<ul style="list-style-type: none"> ◆ American? ◆ How do the evils of the past influence the present? ◆ 	<ul style="list-style-type: none"> ◆ The experiences of parents influence how they raise their children? ◆
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<ul style="list-style-type: none"> ● The conventions of writing and performing drama ● The unique contributions and experiences of African American writers 	<ul style="list-style-type: none"> ● Analyze a character's point of view ● Consider the impact of time period and culture on a piece of literature ● Create a short play that follows the conventions of drama 	
<p>Assessment Evidence (Stage 2)</p>		
<p>Performance Task Description</p>		

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

- The one act play -
- Students will work with a partner or a small group to create a one act play centered on an issue of justice or civil rights that is of significance to the group members
- The play should follow all conventions of drama, may be performed in class, and should address the group's chosen issue with thoughtfulness

- Lyrics as literature project - African American innovators and cultural influencers of the last 100 years
- Students will be assigned a decade from the past century and will be tasked with researching African American innovators in the field of music during that decade. Students will select a song to analyze and do a close reading of, as well as research possible influences of the time/culture/writer's life on the song and introduce the song during a class listening session

Other Evidence

- Journals
- Class discussions and small group discussions
- Formative assessments / exit slips
- Student created notes
- Quizzes and tests

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?

- Assessing prior knowledge on African American writers of the past century
- Lyrics as literature project
- Listening session and discussion
- Journal Entries
- Introducing the novel and note taking strategies specific to this unit
- Drop everything and read
- Excerpts from other works/ video clips - making connections and analyzing different approaches to a common theme
- Mid unit check in- common confusions or frustrations, personal connections, goals, accomplishments acknowledgements
- One act play groups meet to brainstorm
- Groups outline and distribute scenes to write
- Drop everything and write
- Small groups - table read of the play
- Revisions on the plays
- Perform the plays
- Class discussion
- Quizzes
- Reflections on the unit
- Review for the test
- Test

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Understanding By Design - English 2 Accelerated

Title of Unit	Analyzing Shakespeare's Work	Grade Level	10
Curriculum Area	English 2 ACC	Time Frame	4 weeks
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- ◆ CCSS.ELA-LITERACY.RL.9-10.5
- ◆ Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ◆ CCSS.ELA-LITERACY.RL.9-10.6
- ◆ Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- ◆ Integration of Knowledge and Ideas:
- ◆ CCSS.ELA-LITERACY.RL.9-10.7
- ◆ Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- ◆ CCSS.ELA-LITERACY.W.9-10.3
- ◆ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ◆ CCSS.ELA-LITERACY.W.9-10.3.A
- ◆ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ◆ CCSS.ELA-LITERACY.SL.9-10.6
- ◆ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ◆ CCSS.ELA-LITERACY.L.9-10.5
- ◆ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Recommended Texts

- **Macbeth**
- **Twelfth Night**
- **The Tempest**
- **World's Elsewhere: Journeys around Shakespeare's Globe - by Andrew Dickson**
-

Understandings

Essential Questions

Overarching Understanding

Overarching

Topical

- Shakespeare's work has survived for centuries
- Works that take place in the distant past can still help us explore the human condition
- Shakespeare's language is multilayered and exemplifies an author's ability to manipulate the English language

- ◆ How has the English language changed over time?
- ◆ How does a poem's structure contribute to its meaning?

- ◆ How have gender norms changed over time?
- ◆ Does power corrupt?
- ◆

Related Misconceptions

- Shakespeare only wrote flowery love stories
- Only the wealthy enjoyed Shakespeare's works in the past
- Reading a play is the same experience as seeing it performed

Knowledge

Students will know...

Skills

Students will be able to...

- Shakespeare’s plays offer lasting insight into the human condition
- While culture has changed over the centuries, human nature often remains the same

- Analyze an author’s style
- Infer vocabulary words as used in context
- Create a sonnet

Assessment Evidence (Stage 2)

Performance Task Description

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

- Robben Island Shakespeare Project
- Students will research and read about the history of the Robben Island Shakespeare, and its impact on inmates of the prison, including Nelson Mandela
- Students will create their own “smuggled book” by creating an image of how they would disguise or hide this book
- Students will write an inscription to the person who finds their hidden book, explaining what it means to them, why they’re passing it on, and how they hope it will impact the person who discovers it
- The Sonnet
- Students will write a poem that follows the conventions of a shakespearean sonnet, using vocabulary words from the Shakespeare play

Other Evidence

- Journals
- Class discussions and small group discussions
- Formative assessments / exit slips
- Student created notes
- Quizzes and tests

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?

- Assessing prior knowledge on topics related to Shakespeare and his work
- Discussion - anticipatory set based on the play
- Journal Entries
- Robben Island Shakespeare project - introducing the task and background knowledge
- The project
- Gallery walk and discussion on the project
- Introducing the play and note taking strategies specific to this unit
- Acting scenes out in small groups or whole class
- Excerpts from other works/ video clips - making connections and analyzing different approaches to a common theme
- Mid unit check in- common confusions or frustrations, personal connections, goals, accomplishments acknowledgements
- Quizzes
- Writing the sonnet
- Drop everything and write
- Small group discussion
- Class discussion
- Reflections on the unit
- Review for the test
- Test

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Understanding By Design - English 2 Accelerated

Title of Unit	The Short Story and Twice-Told Tales	Grade Level	10
Curriculum Area	English 2 ACC	Time Frame	4 weeks
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- ◆ CCSS.ELA-LITERACY.RL.9-10.3
- ◆ Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ◆ CCSS.ELA-LITERACY.RL.9-10.4
- ◆ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- ◆ CCSS.ELA-LITERACY.RL.9-10.5
- ◆ Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ◆ CCSS.ELA-LITERACY.W.9-10.3
- ◆ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ◆ CCSS.ELA-LITERACY.W.9-10.10
- ◆ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ◆ CCSS.ELA-LITERACY.SL.9-10.1
- ◆ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Recommended Texts

- **A Sound of Thunder - by Ray Bradbury**
- **The Most Dangerous Game**
- **The Bloody Chamber - by Angela Carter**
- **Fragile Things - by Neil Gaiman**
- **Interpreter of Maladies - by Jhumpa Lahiri**
- **The Original Folk and Fairy Tales of the Brothers Grimm**
-

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> ● The narrative structure of a short story is similar to that of longer narratives ● Short stories require compelling characters and conflicts ● Short stories are often materful because of what they leave off the page as much as because of what is on the page 	<ul style="list-style-type: none"> ◆ How can a short story function in similar ways to a novel? ◆ How can one say something meaningful in as few words as possible? ◆ What makes a story compelling? ◆ 	<ul style="list-style-type: none"> ◆ How do values change over time? ◆ How can a small action have a large effect? ◆ What does the world look like through someone else's eyes? ◆
Related Misconceptions		
<ul style="list-style-type: none"> ● Short stories cannot be complex ● All short stories must follow the same patterns and conventions of novels 		
Knowledge Students will know...	Skills Students will be able to...	

- The conventions of types of narrative structures
- Strategies for the narrative writing process
-

- Analyze a classic short story or fairy tale for underlying values or norms
- Create a new story that represents how different values or norms might change the original story

Assessment Evidence (Stage 2)

Performance Task Description

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

- Classic Tale Close Reading -
- Students will each select a unique tale from the Grimm Brother's collection or another classic collection of fairy/folk tales and do a close reading of the tale, examining it for cultural influences and values embedded in the tale
- Students will share-out their findings with a group of classmates and discuss the value of the tales to modern readers and if they should be changed to reflect a different set of values
-
- The Re-Told Tale
- Students will create a short story based on a classic story or tale, perhaps one that was of significance to them as a child. Students will analyze the original story to determine possible morals, values or cultural norms.
- Students will then create a re-imagined story by using their own values as a catalyst for change and re-tell the story using their own perspective to shape the new story
- This story should be at least four double spaced pages long, include a small illustration, and include an "about the author" which explains the author's inspiration for writing the tale and what message they hope readers will gain from reading their tale

Other Evidence

- Journals
- Class discussions and small group discussions
- Formative assessments / exit slips
- Student created notes
- Quizzes and tests

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?
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- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
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- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Assessing prior knowledge on short stories
- Discussion - favorite short stories, fairy tales and fables
- Journal Entries
- Introducing the short stories and note taking strategies specific to this unit
- Drop everything and read
- Classic Fairy/Folk Tale Close reading
- Share out from close reading and discussion
- Brainstorming - ideas for the re-told tale
- Mid unit check in- common confusions or frustrations, personal connections, goals, accomplishments acknowledgements
- Outlining for the re-told tale
- Drop everything and write
- Small group discussion and 1 on 1 check ins with teacher about the student crafted short stories
- Class discussion
- Quizzes
- Final draft of the re-told tales
- Presentation of the tales
- Reflections on the unit
- Review for the test
- Test

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