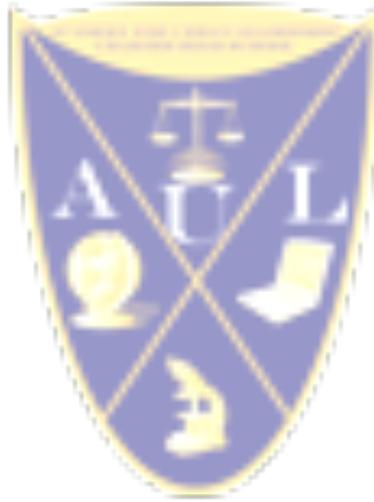




English Applications 11



Length of Course: Full Year

Elective/Required: Required

Credit Value: 1 Credit

Date Approved:

Written: Brittney Morgan

Revised: Krystal Hargrave



Understanding By Design Unit Template

| | | | |
|---|---|--------------------|------------|
| Title of Unit | Narrative Nonfiction (Student choice of Enrique's Journey or The Immortal Life of Henrietta Lacks) | Grade Level | 11 |
| Curriculum Area | English 3 Applications | Time Frame | 1 semester |
| Developed By | Brittany Morgan | | |
| Identify Desired Results (Stage 1) | | | |
| Content Standards | | | |



- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- 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.
- 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.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. 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.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Understandings

Essential Questions



| Overarching Understanding | Overarching | Topical |
|--|--|--|
| <ul style="list-style-type: none"> • An individual’s experience can reflect broader trends and movements in society • Nonfiction works that focus on an individual rather than a movement or culture can provide insight into the bigger picture • Researching and questioning are vital components of reading and understanding nonfiction • Ethics are shaped by experiences, values, and examples | <ul style="list-style-type: none"> • Why do some people’s stories need to be told? • How can nonfiction use the conventions of narrative writing? • How does one read to remember? • How do the examples in this work connect to other works of nonfiction? • Which reading and note taking strategies work for nonfiction? | <ul style="list-style-type: none"> • How can an author provide a fair and true narrative based on a real person? • How can nonfiction writing demonstrate creativity and style? • How do writers show respect or disrespect toward their subject? • What does it mean to be ethical? |
| <p style="text-align: center;">Related Misconceptions</p> <ul style="list-style-type: none"> • Nonfiction works don’t “Tell a story” • Nonfiction writing doesn’t require creativity or style | | |
| <p>Knowledge</p> | <p>Skills</p> | |
| <p>Students will know...</p> | <p>Students will be able to...</p> | |
| <ul style="list-style-type: none"> • Individuals can represent larger issues or movements • A variety of reading strategies can support reading nonfiction • Structure, style, and pacing are significant elements of nonfiction • Research strategies can support understanding of a nonfiction work | <ul style="list-style-type: none"> • Set short and long term goals and reflect on their progress when reading independently • Research related topics and find answers for open ended questions related to a work • Read independently with clarity • Share understandings, questions, and research with peers to enhance understanding through discussion | |
| <p>Assessment Evidence (Stage 2)</p> | | |
| <p>Performance Task Description</p> | | |



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

1. The journal- Students will keep a daily journal to record notes about their book of choice, reflections, questions, research topics, their list of reading assignment dates, outlines for the final project, and other writings associated with their reading

2. Final writing project - The class will discuss desired outcomes, (including demonstrating clear writing, in depth understanding of a nonfiction work, and connections to further research by student) construct assignments and rubrics collaboratively - students will choose between several options that require research related to the work they are reading and a written responses of at least four pages.

3. Art integration projects:

small group contributes to writing a short play, dispersing roles, and performing family reaction to Henrietta's story in regards to cell research and profit without their consent or notification

After students are shown "Enrique's Journey" artwork, they can recreate representation of both protagonist and journey/experience itself visual-various art medium provided. Examples: https://www.google.com/search?q=enrique%27s+journey+art+work&rlz=1C1EJFA_enUS726US726&tbm=isch&source=lnms&sa=X&ved=0ahUKEwjzm82xz7vVAhUh_IMKHfg_BsYQ_AUICigB&biw=1517&bih=735&dpr=0.9

Nationality/Culture pride art project: Creating visual representations of aspects of culture students identify with or other cultures aside from their own to expose them to new cultures and nationalities: various medium and formats provided for students to choose from: <http://www.theartassignment.com/assignments-landing>

Show video clip(s) such as the following links for students to discuss and create reaction journal in order to relate video "Lion" to the book "Enrique's Journey" that was read in class: <https://www.youtube.com/watch?v=2wPMf9G2WdY>

<https://www.youtube.com/watch?v=VhhrSem1cQ>



Other Evidence

- Practice for standardized tests
- Vocabulary building exercises
- Group discussion and collaborative research
- Class discussions and individual conferences with students

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?
1. Anticipatory Set - Why Nonfiction? How can it still be narrative?
 2. Selecting the text (Two choices: Enrique's Journey or The Immortal Life of Henrietta Lacks)
 3. Practicing reading strategies and note taking (close reading, annotation, think-pair-share, and other strategies)
 4. Vocabulary building - using word roots, prefixes and suffixes to decode new words
 5. Small groups - self selecting deadlines and checkpoints for the book of choice
 6. Independent reading
 7. Reflection - writing and journaling about the text, creating prompts for future research
 8. Research - investigating topics and researching questions related to the text
 9. Discussion - topics related to the reading choices and student research
 10. Test taking strategies - reviewing and practicing strategies for upcoming standardized tests such as the SAT, ACT and PARCC
 11. Evaluating author's style and tone
 12. Test practice - timed practice sections of the SAT, ACT and PARCC - self evaluation on strategies that work and time management
 13. Small groups - literature circles (with same book choice)
 14. Small groups - creating open ended quiz questions about the book of choice
 15. Quiz - student created questions
 16. Small groups - jigsaw with people who selected a different book - sharing and discussing themes and issues
 17. Final project as described above



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

ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

| | | | |
|---|--|--------------------|------------|
| Title of Unit | Informational Nonfiction (Student choice of Harvest of Empire or The New Jim Crow) | Grade Level | 11 |
| Curriculum Area | English 3 Applications | Time Frame | 1 semester |
| Developed By | Brittany Morgan | | |
| Identify Desired Results (Stage 1) | | | |
| Content Standards | | | |



- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- 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.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 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.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. 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.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate



| Understandings | Essential Questions | |
|--|---|--|
| Overarching Understanding | Overarching | Topical |
| <ul style="list-style-type: none"> Contemporary issues of justice and injustice are often rooted in centuries of history There are many voices that contribute to our understanding of history Nonfiction writing can be information dense and must be approached with skill and strategy for comprehension | <ul style="list-style-type: none"> What is Justice/ injustice? How does the past influence the present? What does it mean to be an American? How is the “American” experience different for individuals and groups? | <ul style="list-style-type: none"> What pre existing knowledge influences how we approach this text? How can tools of persuasion enhance nonfiction writing? |
| Related Misconceptions | | |
| <ul style="list-style-type: none"> History can only be viewed through one perspective Contemporary culture and politics are unrelated from the past | | |
| Knowledge | Skills | |
| Students will know... | Students will be able to... | |
| <ul style="list-style-type: none"> How to analyze a historical or contemporary piece of writing for bias, point of view, and tools of persuasion How to connect several points of view on a related issue Common experiences and themes related to justice and injustice | <ul style="list-style-type: none"> Evaluate the accuracy and relevance of a piece of writing Connect several works of nonfiction through common themes and issues Write with clarity while effectively citing sources Create a compelling argument based on research and evidence Read a chart, statistic, or table and draw inferences about its connection to a piece of writing | |
| Assessment Evidence (Stage 2) | | |



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Performance Task Description



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

- The journal- Students will keep a daily journal to record notes about their book of choice, reflections, questions, research topics, related works read, their list of reading assignment dates, outlines for the final project, and other writings associated with their reading
- Final research and presentation project - The class will discuss desired outcomes, (including demonstrating clear writing, in depth understanding of a nonfiction work, and connections to further research by student) construct assignments and rubrics collaboratively - students will choose between several options that require researching nonfiction articles, art and music, legislation and proposed laws, speeches, documentaries, statistics, and/or interviews related to the work they are reading. Students will present their findings in a cohesive presentation that uses technology to enhance their key points.

- Art integration:

Khalif Browder Documentary: <http://www.spike.com/shows/time-the-kalief-browder-story>

“Land of the Free” lyrics and Song by artist Common- Students listen, read, and annotate lyrics and use chart to connect implications of specific words from song to “New Jim Crow” : <http://www.azlyrics.com/lyrics/common/lettertothefree.html>

Implications graphic organizer:

https://docs.google.com/document/d/1MK3QHec_5ZRzkDw4txEVOcl8XF45wHQpYSrSR9Riv74/edit?ts=58ec4c02

Create soundtrack that is thematically regarding social injustice:

http://www.readwritethink.org/files/resources/lesson_images/lesson861/Rubric.pdf

outline for book soundtrack or thematic soundtrack: <http://teacherweb.com/VA/WarwickHighSchool/Rieger/BookSoundtrackRubric-modified.pdf>

Create visual art that embodies social progress: multi-medium:
Examples: <http://mashable.com/2016/09/24/public-art-social-good/#wpl3zjDtOOqW>



Other Evidence

- Quizzes and written reflections
- Group discussion
- Independent reading
- Independent and group research
- Test practice and connections of skills learned to standardized 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?

1. Anticipatory Set - Why Nonfiction? How to approach a long informative work of nonfiction?
2. Selecting the text (Two choices: Harvest of Empire or The New Jim Crow)
3. Pre-existing knowledge and opinions related to the work - journal reflection
4. Practicing reading strategies and note taking (using charts and statistics, close reading, annotation, think-pair-share, and other strategies)
5. Vocabulary building - using common Latin and Greek roots as well as knowledge of other languages to decode new words
6. Review tools of persuasion
7. Small groups - self selecting deadlines and checkpoints for the book of choice
8. Independent reading
9. Reflection - writing and journaling about the text, creating prompts for future research
10. Research - investigating topics and researching questions related to the text
11. Sharing and evaluating research
12. Using charts, tables and statistics for understanding
13. Discussion - topics related to the reading choices and student research
14. Test taking strategies - reviewing and practicing strategies for upcoming standardized tests such as the SAT, ACT and PARCC
15. Evaluating author's style and tone
16. Test practice - timed practice sections of the SAT, ACT and PARCC - self evaluation on strategies that work and time management
17. Small groups - literature circles (with same book choice)
18. Small groups - creating open ended quiz questions about the book of choice
19. Quiz - student created questions
20. Small groups - jigsaw with people who selected a different book - sharing and discussing themes and issues
21. Final project - creating the presentation and evaluating its effectiveness
22. Student presentations.



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