

Unit 1: Embarking on the Journey (Weeks 1-8)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1: Embarking on the Journey

Students will be able to understand how authors use literary devices/rhetorical devices to explore the concept of identity in short stories, novels, plays, poetry, and non-fiction. Students will understand the impact of character development, setting, dialogue, point of view, and plot on the theme of identity. They will be able to identify the theme of identity, understand the author's position on the value of self discovery and be able to show how the author illustrates his or her position on the value of self-discovery on the individual and on the society they live in using literary devices in a well-developed essay with support from text.

Essential Questions

How does society influence a person's personal views?
How can forming individual social impact a person's standing in society?
How can a person influence others' views?
How can embracing an individual worldview help someone's emotional and physical state.

Pre-Assessments

Grammar placement quiz
SRI Assessment
Persuasive essay #1-baseline for SGO 1
Review of PARCC/PSAT ELA scores

Instructional Plan

Persuasive Writing Bootcamp

Student Learning Intentions or We are learning to ... (WALT)

WALT accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially

Student Success Criteria ... “I can statements”

I can cite textual evidence to support my claims

Instructional Strategies and Activities

Persuasive Writing Bootcamp Activity

Formative Assessments

Graded annotation of complex informational text annotation submitted to google classroom

Central Idea

Student Learning Intentions or We are learning to ... (WALT)

WALT two or more themes interact and build on one another to produce a complex text

Student Success Criteria ... “I can statements”

I can summarize a main theme of the text

Instructional Strategies and Activities

Aesop's fables active central idea Activity

Formative Assessments

Fast five quizzes

Notebook quizzes

Essay Identification

Student Learning Intentions or We are learning to ... (WALT)

WALT accurately cite strong and thorough textual evidence

WALT 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.

Student Success Criteria ... “I can statements”

I can cite important moments from the text using accurate MLA citation

Instructional Strategies and Activities

- *Elements of an essay identification
- *Guided peer editing
- *Teacher conferencing
- *Rewrites

Formative Assessments

Essay one of persuasive bootcamp SGO baseline

Essay two of persuasive bootcamp- support opposite position

Essay three - student picks personal position

Reflections and Suggested Modifications

Only assigned one essay instead of 3

Did two defensible claim paragraphs and had students pick one to develop into their essay

Annotation and Close Reading

Student Learning Intentions or We are learning to ... (WALT)

WALT make relevant connections to support analysis of what the text says explicitly

Student Success Criteria ... “I can statements”

I can make connections across multiple short stories

Instructional Strategies and Activities

Short stories:

"Use of Force"

Hills Like White Mountains"

"Young Goodman Brown"

* Doodle notes on writes toolbox (teacher made notes of literary elements)

Formative Assessments

Identification of literary Terms read through quick theme identification quizzes

Theme Statements

Student Learning Intentions or We are learning to ... (WALT)

WALT determine two or more themes or central ideas of a text

WALT build on others' ideas and express our ideas clearly and persuasively

Student Success Criteria ... “I can statements”

I can create a theme statement for complex texts

Instructional Strategies and Activities

One pager- theme statements

Theme statement model and practice- Aesop's Fables

Formative Assessments

Theme charts

Oral identification and justification of themes

Oral identification and justification of themes

Student Learning Intentions or We are learning to ... (WALT)

WALT build on others' ideas and express our ideas clearly and persuasive

WALT in order to participate effectively in discussions, we must build on others' ideas and express our own ideas clearly and persuasively.

Student Success Criteria ... "I can statements"

I can express my claims and reasoning in a presentation Format

Instructional Strategies and Activities

Group Theme Presentations

Formative Assessments

Theme Chart

Presentation

Cause and Effect

Student Learning Intentions or We are learning to ... (WALT)

WALT use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

WALT use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)

Student Success Criteria ... “I can statements”

I can develop a sequence of events related to cause and effect

Instructional Strategies and Activities

Cause and effect charts showing understanding of how the author uses the device to create meaning

Identification of elements in passages.

Teacher modeling

Direct lecture

Directed practice

Formative Assessments

One pagers

Literary Analysis Paper

MLA Citations

Student Learning Intentions or We are learning to ... (WALT)

WALT clear and coherent writing is appropriate to task, purpose, and audience

WALT produce clear and coherent writing in which the development is appropriate to task, purpose, and audience

Student Success Criteria ... “I can statements”

I can cite my sources using correct MLA citation

Instructional Strategies and Activities

MLA review and models

Teacher modeling

Direct lecture

Directed practice

Formative Assessments

Correcting MLA cited paragraphs

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant

for a specific purpose and audience.

ELA.W.SE.11–12.6

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 (MLA or APA Style Manuals).

ELA.SL.PE.11–12.1

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

ELA.SL.II.11–12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.IML.8

Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

TECH.9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Integration of Computer Science and Design Thinking

CS.K-12.2.a

Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

CS.K-12.2.b

Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math

VPA.1.2.12

All students will understand the role, development, and influence of the arts throughout history and across cultures.

VPA.1.3.12

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

21st Century Life and Career

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

SEL Competencies

SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others