

**UNIT OVERVIEW: English IV Grade 12 Unit 1 “And Life Steps Almost Straight”**

STAGE ONE: Identify Desired Results														
Established Goals/Standards	<p>CCSS for ELA:</p> <p>RI.1, 2, 4, 6, 10-12.1 RI 12.2, 12.4, 12.6, 12.9</p> <p>SL.1</p> <p>W.2, .4, .9, 11-12.9</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #cccccc;">Long-Term Transfer Goal</th> </tr> <tr> <td colspan="2" style="text-align: center;"> <p><i>At the end of this unit, students will use what they have learned to independently...</i></p> <p>Read a text closely, analyze the text and use textual based evidence to effectively communicate the information through writing and discussion.</p> </td> </tr> <tr> <th colspan="2" style="background-color: #cccccc;">Meaning</th> </tr> <tr> <td style="width: 50%;"> <p><b>Enduring Understandings</b> <i>Students will understand that...</i></p> <p>U.1 Reading closely is an essential lifelong learning skill/habit as a foundation for future success both academically and participation in civic life.</p> <p>U.2 Attending to and analyzing texts are essential skills for assessing meaning allowing texts to inform our understanding and enrich our lives.</p> </td> <td style="width: 50%;"> <p><b>Essential Questions</b> <i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• Why is understanding what we read, reading closely, important?</li> <li>• Why is evidence based writing important?</li> <li>• Why is effectively communicating information important?</li> </ul> </td> </tr> <tr> <th colspan="2" style="background-color: #cccccc;">Acquisition</th> </tr> <tr> <td style="width: 50%;"> <p><i>What knowledge will students learn as part of this unit?</i></p> <p>The instructional focus of this unit is on learning to read text closely, attending to details, language and perspective, posing and responding to text-dependent questions and analyzing connections and relationships to deepen understanding.</p> </td> <td style="width: 50%;"> <p><i>What skills will students learn as part of this unit?</i></p> <p>To read closely to determine literal and inferential meaning, determine central ideas and supporting details and assess the author’s claim while attending to and citing specific textual evidence</p> <p>To effectively participate in text based discussions</p> <p>To Interpret words and phrases used in text</p> <p>To analyze how two or more texts address similar themes or topics</p> <p>To write explanatory texts to covey ideas and information clearly and accurately</p> <p>To draw evidence/cite from texts to support claims and analysis and produce clear and coherent writing</p> <p>To read and comprehend complex tests and independently and proficiently</p> </td> </tr> </table>	Long-Term Transfer Goal		<p><i>At the end of this unit, students will use what they have learned to independently...</i></p> <p>Read a text closely, analyze the text and use textual based evidence to effectively communicate the information through writing and discussion.</p>		Meaning		<p><b>Enduring Understandings</b> <i>Students will understand that...</i></p> <p>U.1 Reading closely is an essential lifelong learning skill/habit as a foundation for future success both academically and participation in civic life.</p> <p>U.2 Attending to and analyzing texts are essential skills for assessing meaning allowing texts to inform our understanding and enrich our lives.</p>	<p><b>Essential Questions</b> <i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• Why is understanding what we read, reading closely, important?</li> <li>• Why is evidence based writing important?</li> <li>• Why is effectively communicating information important?</li> </ul>	Acquisition		<p><i>What knowledge will students learn as part of this unit?</i></p> <p>The instructional focus of this unit is on learning to read text closely, attending to details, language and perspective, posing and responding to text-dependent questions and analyzing connections and relationships to deepen understanding.</p>	<p><i>What skills will students learn as part of this unit?</i></p> <p>To read closely to determine literal and inferential meaning, determine central ideas and supporting details and assess the author’s claim while attending to and citing specific textual evidence</p> <p>To effectively participate in text based discussions</p> <p>To Interpret words and phrases used in text</p> <p>To analyze how two or more texts address similar themes or topics</p> <p>To write explanatory texts to covey ideas and information clearly and accurately</p> <p>To draw evidence/cite from texts to support claims and analysis and produce clear and coherent writing</p> <p>To read and comprehend complex tests and independently and proficiently</p>
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Assessment Evidence	
<p>Criteria for to assess understanding: (<i>This is used to build the scoring tool.</i>)</p> <ul style="list-style-type: none"> <li>• <i>Odell- Evidence Based Writing Rubric</i></li> <li>• <i>Odell Text-Centered Discussions Checklist</i></li> <li>• <i>Short Response Rubric from eLearning</i></li> </ul>	<p>Performance Task focused on Transfer:            Students will demonstrate their understanding of close reading and evidence based writing/discussion by:</p> <ol style="list-style-type: none"> <li>1) Successfully completing a series of evidence based essays that require a claim, supporting cited evidence and thorough analysis that defends that claim.</li> <li>2) Successfully participating and facilitating in text centered discussions</li> </ol> <p>RI.1, 2, 4, 6, 10-12.1            RI 12.2, 12.4, 12.6 SL.1, W.2 .4, .9, 11-12.9</p>
	<p>Other Assessment Evidence:            Teacher observations            Teacher generated formative assessments/assignments/activities to monitor skill acquisition</p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	<b>STAGE THREE: Plan Learning Experiences</b>	
A	<p>Day 1 and 2: Students write a baseline: “Who am I? Where have I been? Where am I going?”</p> <p>Students work in pairs and create a “What it means to be successful” poster to be hung in room and referenced throughout the year.</p>	
A	<p>Learning Events: Lessons 1-3: Students analyze visual-based texts- Gabriel Shaffer, Charles Schultz-Peanuts, and Professor Efraim Rodriguez</p>	<p>Evidence of learning: <i>(formative assessment)</i> Students respond to quick-write prompts and guiding questions for whole class discussions</p>
M	<p>Lessons 4-5: Students read closely Victor Frankel’s “A Case for Tragic Optimism” and the video. Students will learn to delineate strong explicit evidence from non-essential evidence. Students will learn/understand how to analyze evidence and details.</p>	<p>Use the Guiding Questions handout and the Reading Closely Checklist Students respond to prompts for quick write and class discussion Students complete an EBC graphic organizer</p>
T	<p>Lesson 6: Independent writing period</p>	<p>Students complete an evidence based essay based upon Frankel’s theory of “crabbing”</p>
M	<p>Lesson 7: Students will enrich skills of looking for details with web-based text, the student’s main source of information. They will apply close reading skills and assess text while enriching their understanding through text/photographs at Time-Life.com</p>	<p>Students will complete a note-taking assignment and share within a small group</p>
A	<p>Lesson 8: Students acquire the skill of independent questioning/approaching/annotating an unfamiliar text, a skill necessary for test taking, college and real world applications. Teacher demonstrates annotating methods.</p>	<p>Students listen and read an excerpt, “Thirst” of the Dhammpada by Buddha using guiding questions to fill out the Questioning Text tool in pairs</p>

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M	Lesson 9: Using the Analyzing Details tool students will find, annotate and analyze Buddha’s analogies using guiding questions provided.	Students complete the Analyzing Details tool for Buddha’s “Thirst” in preparation for writing assignment
M	Lesson 10: Using the <i>Analyzing Details</i> tool students will find, annotate and analyze Emily Dickenson’s use of language in “We Grow Accustomed to the Dark” to create meaning using guiding questions provided from the <i>Guiding Questions</i> tool	Students complete the Analyzing Details tool for Dickenson’s “We Grow Accustomed to the Dark” in preparation for writing assignment
A	Lesson 11: Students are instructed in the structure/methodology of writing a comparative essay for literary review	Students analyze examples of literary comparative essays Students complete graphic organizer analyzing a comparative essay
M	Lesson 12: Student writer’s workshop- comparative essay	Students write a comparative essay comparing how authors Emily Dickenson in “We Grow Accustomed to the Dark” and Buddha in “Thirst” create meaning through language.
M	Lesson 13: Students read and watch Cornel West’s “The Examined Life” and annotate as they read/watch	Class discussion Students complete short thinking/philosophical analysis feedback form
T	Lesson 14: Students read/annotate Descartes “Meditations of First Philosophy” using the <i>Guiding Question</i> and <i>Analyzing Details</i> tools	Students complete a college level essay analyzing Descartes’s philosophy on indifference and the power of will over understanding