

11th Grade ELA: Transformational Thinking

11.1 The Power of Language to Transform Lives

DURATION OF UNIT: 29 days (approx. 6 weeks)

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE'S	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p><u>Theme:</u></p> <ul style="list-style-type: none"> Language transforms and is transformed by humanity In the transformation from oral language to the written word, universal truths of human nature were formalized. <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> Oral tradition/storytelling The power of language to transform lives The journey Honor Truth Heroic codes Value systems Use of language Transformation/transformational thinking <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What evidence do I have that I am committed to learning? Where will I find wisdom? When is loyalty to myself more important than loyalty to a friend? How do I demonstrate that I am open-minded enough to learn 	<p><i>1.1.1-1.1.8</i></p> <p><i>1.2.1, 1.2.2, 1.2.3</i></p> <p><i>1.3.1-1.3.6, 1.3.9</i></p> <p><i>1.5.1-1.5.5</i></p> <p><i>2.1.1-2.1.9, 2.1.11, 2.1.12</i></p> <p><i>2.2.1, 2.2.2, 2.2.3,</i></p> <p><i>2.3.1, 2.3.2, 2.3.3, 2.3.5, 2.3.6, 2.3.8</i></p> <p><i>3.1.1-3.1.6, 3.1.8-3.1.10</i></p> <p><i>3.2.1- 3.2.4, 3.2.5</i></p> <p><i>3.3.1, 3.3.2, 3.3.3, 3.3.6</i></p> <p><i>3.4.1</i></p>	<p><u>Summative Assessment (at the end of the unit):</u></p> <p>Two parts:</p> <ul style="list-style-type: none"> Part I: Responding to Reading/Response to Literature (Teacher p.16-23) “Wife’s Lament” and Speech and Interview with Gregory Orr Part II: Synthesis essay “Human Nature” <p><u>Formative Assessments (throughout the unit):</u></p> <ul style="list-style-type: none"> ACT Grammar: “The Footsteps of Columba” by Mary Robinson Listening Exercise: “Sara Tavares Mixes Portuguese, African Rhythms” ACT Writing: MISD ELA 11.1 Assessment – ACT PROMPT II (p. 54) 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> Make supported inferences and draw conclusions Use a variety of pre-reading strategies Demonstrate understanding of written information Develop critical reading strategies Understand how language variety reflects and shapes experience <p><u>Writing:</u></p> <ul style="list-style-type: none"> Use evidence from texts read to support a position Make connections Use the writing process Write to demonstrate learning Revise grammar in context Compose written essays that demonstrate logical thinking and development of ideas <p><u>Speaking & Listening:</u></p> <ul style="list-style-type: none"> Demonstrate 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> Stack The Deck game Graphic Organizer Access prior knowledge Literature Circles CREATE Attribute Web Story Map <p><u>Writing:</u></p> <ul style="list-style-type: none"> Quick Writes Constructed Response Learning Logs Graphic Organizer Checklist for Revision Peer Editing Persuasive writing Analytical writing Synthesis writing <p><u>Speaking & Listening:</u></p>	<p><u>Anchor Text(s):</u></p> <ul style="list-style-type: none"> <i>Beowulf</i> <i>Canterbury Tales</i> by Chaucer <p><u>Poetry:</u></p> <ul style="list-style-type: none"> “The Wife’s Lament” “The Footsteps of Columba” <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> Speech and Interview with Gregory Orr “Signatures On Our Own Frequency” “Sara Tavares Mixes Portuguese, African Rhythms” (audio) “Metamorphosis: Inside the Chrysalis” (audio)

from my experiences? <ul style="list-style-type: none"> • How do the heroes of literature reflect the values of the time? • What journey will I take to become my own hero?" 	4.1.1-4.1.5		understanding of spoken information <ul style="list-style-type: none"> • Develop critical listening strategies 	<ul style="list-style-type: none"> • Q-Click/Clicker game • Reader's Theater 	
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Suggested Pacing Guide: (based on 50 minute classes)

Days 1-2	MISD ELA 11.1 Assessment – Portfolio:Political Cartoon (AST p.70-77)
Days 3-5	MISD ELA 11.1 Assessment – ACT PROMPT II (AST p.54-56)
Day 6	MISD ELA 11.1 Assessment – Grammar and Rhetoric Assessment (AST p.36-41)
Days 7-8	Common Introduction and Thematic Writing (TP p.4-8, APP #1a, #1b, #2-#5)
Day 9	“Inside the Chrysalis” (TP p.9-10, APP #5-#8) use with Q-Click/clicker game
Day 10	Introduce CREATE activity and model with any previous reading (TP p.11, APP #9a-b)
Days 11-15	<i>Beowulf</i> (TP 13-17, APP #5, #7, #11a-d, #12, #13, #14 a-b)
Days 16-21	“The Prologue” and “The Pardoner’s Tale” <i>Canterbury Tales</i> (TP p.18-19, APP #7, #8, #16a-h, #17a-d, #18)
Days 22-26	Read self-selected Tale and write Literary Analysis Essay: “Human Behavior” (TP p. 20-21, APP #2, #4, #19-20)
Day 27	MISD ELA High School 11.1 Assessment—Portfolio LISTENING: “Sara Tavares Mixes Portuguese, African Rhythms” (AST p. 82-85)
Days 28-29	Summative Assessment, Parts I and II (AST p. 3-13, 16-21, original prompt (attached) and p.49-50)

TP=Teaching Plan
APP=Appendix
AST=Assessment CD