

11th Grade ELA: Transformational Thinking

DURATION OF UNIT: 30 days (approx. 6 weeks)

11.2 Informed Decision Making

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"> Bias skews all decisions, actions, and thoughts. Decisions based on data are filtered by our beliefs. Appearance vs. reality Loyalty vs. betrayal Decisions determine destiny. Flawed data (appearances, propaganda) leads to inappropriate decisions. <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> Decision/indecision Action/inaction Consequences/forward thinking Vision Decision-making process Decisions in the course of history <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Which decisions I make today will affect me for my entire life? How do I develop a realistic plan for the future? 	<p><i>1.1.1-1.1.8</i></p> <p><i>1.2.1-1.2.4</i></p> <p><i>1.3.1-1.3.9</i></p> <p><i>1.4.1-1.4.7</i></p> <p><i>1.5.1-1.5.5</i></p> <p><i>2.1.1-2.1.8, 2.1.10-2.1.12</i></p> <p><i>2.2.1, 2.2.2, 2.2.3</i></p> <p><i>2.3.1- 2.3.8</i></p> <p><i>3.1.1 - 3.1.10</i></p> <p><i>3.2.1, 3.2.3, 3.2.4, 3.2.5</i></p> <p><i>3.3.1-3.3.3, 3.3.6</i></p> <p><i>3.4.1, 3.4.2</i></p> <p><i>4.1.1-4.1.5</i></p> <p><i>4.2.2, 4.2.4</i></p>	<p><u>Summative Assessment (at the end of the unit):</u></p> <ul style="list-style-type: none"> Decision/Indecision Podcast Research Project <p><u>Formative Assessments (throughout the unit):</u></p> <ul style="list-style-type: none"> Close & Critical Reading Responding to Reading questions and writing ACT Grammar Persuasive Writing/ACT prompt Quick Writes Personal Response Group Discussion Jumbled Soliloquy Listening: Hamlet Mock Trial 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> Reading information text Reading dramatic literature Analyze text for: <ul style="list-style-type: none"> Main ideas Supporting details Sequential, comparative, cause-effect relationships Generalizations and conclusions Making connections Skim text for essential information <p><u>Writing:</u></p> <ul style="list-style-type: none"> Use the writing process Self-reflecting on reading and writing Compose written essays that demonstrate logical thinking and development of ideas Revise grammar in context Write text that: <ul style="list-style-type: none"> Expresses judgments Focuses on the topic Develops a position 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> Soliloquy Jumble Bookmarks Graphic Organizer Stack the Deck Think-Write-Pair-Share <p><u>Writing:</u></p> <ul style="list-style-type: none"> Writing Checklist Quick writes Persuasive Writing Revision Rummy 	<p><u>Anchor Text(s):</u> <i>Hamlet</i> by William Shakespeare</p> <p><u>Drama:</u> “A Man For All Seasons” by Robert Bolt</p> <p><u>Nonfiction:</u> “The Five Modes of Decision Making” by Richard Barrett</p> <p>“Unnatural Selections” by Barry Schwartz.</p> <p><u>Video:</u> Gilligan’s Island, “The Producer: Hamlet the Musical” (You Tube)</p> <p><i>Hamlet</i>-Mel Gibson version (REMC)</p> <p>Reduced Shakespeare Company-<i>The Complete Works of Shakespeare Abridged</i> (optional)</p> <p><u>Audio:</u> <i>Hamlet</i> audiobook</p>

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<ul style="list-style-type: none"> • How can I invent new opportunities? • How will knowing how decisions are made help me plan for my life? • When is loyalty to myself, and my own values, more important than loyalty to a friend? • Can one (apparently) have all the right information and make the wrong decisions? 			<ul style="list-style-type: none"> ○ Organizes ideas ○ Uses language effectively • Cite sources using MLA conventions • Note-taking <p><u>Speaking & Listening:</u></p> <ul style="list-style-type: none"> • Listen for information • Find intersections between visual images and verbal communication • Listen for information that could have resulted in better decisions • Speaking clearly and effectively • Recognizing language bias 	<p><u>Speaking & Listening:</u></p> <ul style="list-style-type: none"> • Peer editing • Whole Group Discussion • Small Group Discussion • Presentation • Podcast • Tear & Share • Q-Click 	<p>“Method or Madness: Jury decides Hamlet’s fate.” NPR</p>
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Suggested Pacing Guide: (based on 50 minute class periods)

Day 1	Close & Critical Reading (AST p.30-35)
Day 2	Responding to Reading (AST p.3-29)
Day 3	ACT Grammar (AST p.36-37)
Days 4-5	Common Introduction (TP p.4-8, APP #1, #2a-b, #3, #4)
Days 6-8	Addressing the Essential Questions & “The Challenger” Activity (TP p.9-14, APP, #5, #6a-e, #7a-g, #8, #9, #10, #11a-c, #12)
Days 9-11	<i>Renaissance Man</i> (TP p.15)
Days 12-18	<i>Hamlet</i> (TP p.16-22)
Day 19	<i>Hamlet</i> Soliloquy Jumble Activity (During p.22 lesson) *See Attached
Days 19-22	<i>Hamlet</i> (TP p.23-27)
Day 23	Listening: <i>Hamlet</i> Mock Trial (AST p.72-77) with Q-Click
Day 23	Gilligan’s Island parody (TP p. 19)
Day 24	Persuasive Writing/ACT Prompt (AST p.64-66)
Days 25-30	Summative Assessment Podcast (TP p.29, APP #19a-19c)

TP=Teaching Plan

APP=Appendix

AST=Assessment CD