

Course Title – English III

Implement start year – 2015-2016

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Unit #2 - The Hero Within

Transfer Goal – Students will be able to apply the elements of the literary hero to a hero in any modern media.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

RL. 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL. 11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

W. 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W. 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>W. 11-12.10 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.</p> <p>SL. 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL. 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L. 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1 authors create heroes to be a reflection of cultural values that change over time.</i></p> <p><i>EU 2 authors use sacrifice as a universal and defining trait for heroism.</i></p> <p><i>EU 3 every hero in literature and life undergoes a physical and/or mental journey.</i></p> <p><i>EU 4 literary conventions enhance literary works and help make tales of heroes memorable and unique.</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is a hero? • How do heroes fit within their society? • What role does a hero serve to society? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why is sacrifice essential to being a hero? • What constitutes a sacrifice? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why do all heroic journeys contain similar elements? • How do heroes' journeys contribute to how heroes are judged?

	<p><i>EU 4</i></p> <ul style="list-style-type: none"> • Why do the authors choose to use certain literary conventions?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the history and values of the cultures represented by the heroes in literature. • heroic traits • terms which build an understanding of the culture. • that cultural values change over time. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • working definition of sacrifice. • factors that go into the decision making process. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the steps of a heroic journey. • different types of journeys that exist. • factors that go into the judgment of a hero <p><i>EU 4</i></p> <ul style="list-style-type: none"> • terms which help reflect the unique nature of the work. • know the basic definitions of diction and syntax. • know the different literary conventions used in a given work. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify traits of a hero in a given work. • apply the traits from the past works to heroes of today. • establish the valued traits of a modern day hero. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • apply working definition to literary works and examples from today's society. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • identify the steps of the heroic journey in various works. • differentiate between physical and mental journeys. • judge a hero based on his/her journey <p><i>EU 4</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of terms. • articulate how terms/conventions are used in a given work.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Engage in a mini-lesson on mock trials. (A)
- Engage in a mini-lesson on synthesis writing. (A)
- Acquire background information on the history and culture of the texts. (A)
- Employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes). (A,M)
- Define, locate and evaluate literary devices, figurative language, diction and syntax within various forms of texts. (A,M)
- Read and annotate a larger work. (A,M)
- Identify and explain the conflicts and relationships of the hero within a society. (M)
- Peer and self-review; peer and self-edit. (M)
- Pre-write and draft ideas for an oral persuasive piece connected to heroism. (M, T)
- Practice writing skills and concepts learned in English I & II: thesis, introduction, body paragraphs, conclusion, tone, diction, organization, paraphrasing; mini-lessons as needed. (M,T)
- Use textual support in writing with paraphrases and direct quotes. (M,T)
- Reflective self-assessment on writing progress; goal setting. (M, T)
- Read and annotate selected nonfiction text (INCLUDE EXAMPLES), distinguishing claims from examples. Select one claim. Directly quote or paraphrase the claim and apply other pieces of literature to support or refute. (A,M,T)
- Choose an element of figurative language and generate an original example that connects to a heroic journey. (T)
- Select other types of media (classic and contemporary works of art, photographs, comics, songs, videos, etc.) that relate to individual journey and/or its basis in the culture of the given work. (T)
- Through discussion and writing interpret the big ideas related to the hero and his or her individual journey in the literature. Suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, the use of technology such as Google docs or blogs, etc. (M,T)
- Use mock trials to question the actions of a hero and discuss the outcomes of a different actions if taken. (T)
- Compare and contrast the actions of the hero in a given work to the choices. (T)
- Write a story from the perspective of the villain. (T)
- Create a dialogue with a partner to role play an interview with a minor character from a given work. (T)

