

English 12 Short Stories

Time Frame: 2-4 Weeks	Unit Title: “No Witchcraft for Sale” + “Fire on the 57 Bus”: The ties to cultural/personal identity (Unit 5: Short Stories)		Course Name: English 12 Thematic Studies
Stage 1 - Desired Results			
<p>Established Goals</p> <p>Competencies/Standards:</p> <p>Reading Literature: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (RL.11-12.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text (RL.11-12.2)</p>	Transfer		
	<p>Students will be able to independently use their learning to...</p> <ol style="list-style-type: none"> 1. Make connections between Gideon’s and/or Sasha’s identity and essential question #1 2. Show their understanding of cultural and personal identity by completing the illustration and participating in the class discussion 		
	Meaning		
	<p>UNDERSTANDINGS <i>Students will understand that....</i></p> <ol style="list-style-type: none"> 1. How the views of others regarding identity impacts your own idea of identity 2. Why Gideon wouldn’t share his knowledge of the medicine given his view of the culture of his people 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering</i></p> <ol style="list-style-type: none"> 1. How are we affected by the culture that surrounds us? 2. Do we create an identity or inherit one? 	
	Acquisition		
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Who Gideon is and how he influences those around him (the Farquers, including Teddy) 2. Key terms and phrases 3. How cultural identity has the power to influence personal identity. 	<p>Students will be skilled at...</p> <ol style="list-style-type: none"> 1. Using textual evidence to conclude and make inferences about the characters and the roles they play in Gideon’s life 2. Use these inferences about cultural and personal identity to make larger, life connections 	

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.11-12.3)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11-12.4)

Writing:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
(W.11-12.5)

Draw evidence from literary or informational texts to support analysis, reflection, and research.
(W.11-12.9)

Language:

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
(L.11-12.3-3a)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
(L.11-12.5a-b)

Speaking and Listening:

<p>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. (SL.11-12.1a-d)</p>		
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2011 by Grant Wiggins and Jay McTighe