

English 12

Identity and Culture

Time Frame: 5 Weeks	Unit Title: <i>The Curious Incident of the Dog in the Nighttime</i> (Unit 1: Identity and Culture)		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> <p>Speaking and Listening: Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and</p>	Transfer		
	<p>Students will be able to independently use their learning to...</p> <ol style="list-style-type: none"> 1. Use clues through the authors writing style to foreshadow for major events/symbols 2. Explain how the text demonstrates the effect of culture on us as individuals, as well as use textual evidence to argue if our identities are created or inherited. 		
	Meaning		
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. How the authors intentional writing style foreshadows for major events and connections to symbols 2. How each individual's culture is impacted in a different way and that sometimes we both create and inherit our identity 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering</i></p> <ol style="list-style-type: none"> 1. Do we create an identity or inherit one? 2. How are we affected by the culture that surrounds us? 	
	Acquisition		
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. How to identify major events, symbols, and foreshadowing within a unique writing style 2. That everyone's culture is impacted differently and how to appropriately convey their personal connection to creating or inheriting their identity 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Using textual evidence to support claims about how culture and personal identity impact the main characters 2. Using inferences and foreshadowing to identify major themes and symbols within a uniquely written text 	

<p>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> <p>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. (SL.11-12.4)</p>		
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