

ENGLISH 11: SURVIVING THE JOURNEY CURRICULUM



Grade Level(s): 11

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Course Description: In this course, students will examine the complex nature of the journey and related topics such as resilience, perseverance, grit, adversity, and fear. In each unit, students will consider the tensions in and stages of many kinds of journeys: the hero's journey, the adolescent journey, the journey from home, and the journey toward resilience. Students will be asked to think critically about the world around them by analyzing a wide range of sources such as novels, film, TED talks, poetry, and other nonfiction. There will be opportunities each quarter for students to delineate their thinking and understanding about complex topics in different forms of writing (narrative, explanatory, persuasive) and different multimodal formats. Students will develop skills in close reading, critical analysis, public speaking, and use of digital media, and will participate in a collaborative environment by sharing, challenging, and articulating multiple viewpoints.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner “I Can” Statements</u>
1-The Hero's Journey	<p>What makes a hero?</p> <p>How does our understanding of heroes inform our own journeys?</p>	Analyzing the qualities of a hero and the hero's journey creates a shared understanding of the personal and societal impact of one's own journey.	<p>TCC2(9-12)</p> <p>CCE4(9-12)</p> <p>TI4(9-12)</p> <p>AA4(9-12)</p>
2-The Adolescent Journey	<p>What does it mean to come of age?</p> <p>What factors make the transition from innocence to experience challenging?</p>	Personal narratives serve as a medium for understanding our challenges and experiences transitioning to adulthood.	<p>TCC3(9-12)</p> <p>TCC4(9-12)</p> <p>CCE1(9-12)</p> <p>CCE3(9-12)</p> <p>TI3(9-12)</p>
3-The Journey from Home	<p>How does our perception of home shape our perceptions of ourselves?</p> <p>How does one's home contribute to his or her ability to persevere through adversity?</p>	Making connections between geography, socioeconomic factors, and cultural expectations fosters the development of one's personal identity through those lenses.	<p>TCC1(9-12)</p> <p>TCC2(9-12)</p> <p>CCE3(9-12)</p> <p>CCE4(9-12)</p> <p>DE2(9-12)</p>
4-The Journey Toward Resilience	<p>How do we define resilience and what does it mean in our daily lives?</p> <p>How can we foster resilience in our communities as we learn from the lessons of the stories we read?</p>	Studying global, historical, and personal moments of adversity help us to self reflect on our role in our communities.	<p>TCC2(9-12)</p> <p>CCE1(9-12)</p> <p>CCE3(9-12)</p> <p>TI4(9-12)</p>

Unit 1 - The Hero's Journey

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

CCSS.ELA-LITERACY.S.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

CCSS.ELA-LITERACY.RL.11-12.1

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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • The definitions of heroes and monsters are complex • Analyzing both canonical and contemporary literature can help students self reflect on their own life journeys • Analyzing big ideas in multiple modes can help develop a complex understanding of unit topics • A successful argument will put forth a claim, support that claim with evidence, then offer a counterclaim. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes a hero? • How does our understanding of heroes inform our own journeys? • How can crafting a claim and defending a topic make us insightful writers and thinkers?
<p>Students will know...</p> <ul style="list-style-type: none"> • How to craft a strong claim and counterclaim • How to select substantial, relevant evidence to support a claim • How to use feedback to self edit and revise written work 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Students will be able to analyze the role of different heroes in literature and life and define or revise their own concepts of heroism. • Students will be able to communicate their ideas clearly and effectively both in their writing and in oral conversations. • Students will be able to defend a position about heroism with effective components of argumentation.
<p>Key Vocabulary: hero, hero's journey, villain, anti-hero, claim, counterclaim, evidence, survival, adversity</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summative 1: Modern Day Hero Research Project</p> <p>Summative 2: Argumentative Essay - Is Odysseus a hero?</p>	<p>Other Evidence:</p> <p>Formative Assessment:</p> <ol style="list-style-type: none"> 1) Analysis of examples of modern-day heroes 2) Research conferences and check ins 3) <i>The Odyssey</i> close reading practice 4) Review of argument writing techniques <p>Interim Assessments:</p> <ol style="list-style-type: none"> 1) Hero Research Project Graphic Organizer (research, thesis workshop)

	2) Hero Research Project Reflection Draft 3) Odysseus Mind Map 4) Argumentative Essay Rough Draft
Learning Plan	
<p>TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. Summative 2: Argumentative Essay</p> <p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. Formative 2: Research conferences; Summative 1: Modern Day Hero Research Project</p> <p>TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals. Formatives: Modern Day Hero Project research, Close reading passages from <i>The Odyssey</i></p> <p>AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation. Summative 2: Argumentative Essay</p>	
<p>Teacher Resources:</p> <p>Mentor Text: <i>The Odyssey</i></p> <p>Supplemental Texts (including but not limited to):</p> <p>Ebooks: The Quest, The Hero (available in databases) Misc. Video: What makes a hero?, The Austin Hatch Story, The Thai Cave Rescue, The Story of Sully Film: <i>The Power of One</i>/Avildsen Student selected non-fiction pieces such as memoir excerpts or articles about modern day heroes</p>	

Unit 2 - The Adolescent Journey

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.RL.11-12.2

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.

CCSS.ELA-LITERACY.RL.11-12.4

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. (Include Shakespeare as well as other authors.)

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

AA2(9-12): I can assess my past successes and mistakes to change my approach.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • The definition of coming of age is complex • There are patterns and similarities between coming of age stories across time and space • The big ideas in multiple modes can help develop a complex understanding of unit topics • A successful personal narrative will incorporate multiple literary and language devices to tell a story 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to come of age? • What factors make the transition from innocence to experience challenging for individuals? • How can I develop my voice as a writer?
<p>Students will know...</p> <ul style="list-style-type: none"> • How to use literary devices (diction, imagery, inner monologue) to create voice in a personal narrative • How a theme is introduced and developed over the course of a text • How analysis of characterization contributes to understanding theme 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Interpret and analyze a visual text • Participate in small group discussions on character development and theme • Close read passages in literature to identify literary devices, character, and theme • Draft and revise a personal narrative • Identify patterns in the coming of age process and explain those patterns using multiple modes
<p>Key Vocabulary: memoir, personal narrative, imagery, diction, inner monologue, close reading, theme, characterization, infographic</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summative 1: Personal Narrative</p> <p>Summative 2: Infographic of Patterns in the Adolescent Journey (Personal Theme Project)</p>	<p>Other Evidence:</p> <p>Formative Assessment:</p> <ol style="list-style-type: none"> 1) Analysis of visual media 2) Writing conferences 3) Narrative writing practice using imagery, diction, and inner monologue 4) Close Reading passages from <i>Born a Crime</i> <p>Interim Assessments:</p>

	1) Close reading quizzes 2) Theme Comparison Paragraph 3) Personal Narrative Draft 4) Personal Theme Project Draft
Learning Plan	
<p>TCC3(9-12): I can integrate relevant information to produce multiple valid solutions. Summative 2: Personal Theme Project</p> <p>TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. Summative 2: Personal Theme Project</p> <p>AA2(9-12): I can assess my past successes and mistakes to change my approach. Interim 3: Personal Narrative Draft</p> <p>CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products. Formative: Class discussions on character development and theme</p> <p>P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others. Formative 2: Writing conferences Interim 3: Personal Narrative Draft Summative 1: Personal Narrative</p>	
<p>Teacher Resources:</p> <p>Mentor Text: <i>Born a Crime</i> (with audiobook)</p> <p>Supplemental Texts (including but not limited to):</p> <p>Short stories: “Two Kinds” by Tan, “All-American Slurp” by Namioka Misc. Video: Humans of New York.com Film: <i>Stand By Me</i>/Reiner Student selected memoir passages</p>	

Unit 3 - The Journey From Home

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Geography, societal, and cultural expectations impact an individual's perspective of home • Research on the refugee experience can help them self reflect on their own journeys • Critically analyzing research sources is a necessary component of digital literacy • Different modes allow different methods of communication depending on audience 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does our perception of home shape our perceptions of ourselves? • What motivates some people to move away while others never stay close to their familiar environments? • What limits can our homes impose? What freedoms can they grant? • How does one's home contribute to one's ability to persevere through adversity?
<p>Students will know...</p> <ul style="list-style-type: none"> • How to analyze digital sources for authority, reliability, and relevance • How to use evidence (details, facts, statistics, etc.) to explain • Multiple examples of the global refugee experience 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Evaluate the complicated role our notion of "home" plays in shaping our identities. • Analyze how geography, societal, and cultural expectations impact an individual's perspective of home • Evaluate sources for authority, reliability, and relevance • Write an explanatory essay considering topic sentences, evidence, and organization
<p>Key Vocabulary: refugee, authority, reliability, relevance, multimodal, socioeconomic, expectations, perspective. mode</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summative 1: Refugee Multimodal Research Project</p> <p>Summative 2: Journey From Home Creative Project and Explanatory Essay</p>	<p>Other Evidence:</p> <p>Formative Assessment:</p> <ol style="list-style-type: none"> 1) Small group discussions 2) Research on global refugee experiences 3) Film viewing guide 4) Explanatory Essay Peer Editing <p>Interim Assessments:</p> <ol style="list-style-type: none"> 1) <i>Refugee</i> Webquest 2) <i>Refugee</i> Reading Group Portfolio 3) <i>Refugee</i> Research Project Graphic Organizer and Annotated Works Cited 4) Explanatory Essay Draft

Learning Plan

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

Summative 1: Refugee Research Project

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Summative 1: Refugee Research Project

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Formative 1: Small group discussion, Summative 1: Refugee Research Project

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Summative 2: Journey From Home Creative Project

DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

4) Explanatory Essay Peer Editing

Teacher Resources:

Mentor Text: *Refugee* by Gratz

Supplemental Texts (including but not limited to):

Poetry: “Where I’m From” by Perdomo

Misc. Video: Noodletools Tutorials, www.savethechildren.org, the UDHR, Storycorps.org

Unit 4 - The Journey Toward Resilience

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core Standards

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RL.11-12.1

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.

CCSS.ELA-LITERACY.RL.11-12.4

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. (Include Shakespeare as well as other authors.)

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

CC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- Resilience is an important factor that dictates the course of a journey
- Adversity is a necessary component to all journeys
- Different modes allow different methods of communication depending on the audience
- Inquiry means exploring a topic or big idea rather than proving a point

Essential Questions:

- How do we define resilience and what does it mean in our daily lives?
- How can we foster resilience in our communities as we learn from the lessons of the stories we read?
- How does the ability to be resilient determine the course of our lives?
- How do you define courage?
- Is perseverance necessary for a successful life?
- Why has grit become such a popular concept in recent years?

Students will know...

- How to identify poetic devices such as figurative language, etc.
- How to annotate a poem for poetic devices and author's message
- How to self reflect on their learning styles and select a mode for a creative project

Students will be able to...

- Annotate a poem
- Analyze poetry for poetic devices and message
- Understand how images in a graphic novel contribute to characterization and theme
- Compose poetry and demonstrate understanding of multiple texts and genres through various creative expressions.

Key Vocabulary: inquiry, annotate, figurative language, enjambment, end stop, resilience, grit, perseverance, symbolism, resilience

Assessment Evidence

Performance Tasks:

Summative 1: Inquiry Essay

Summative 2: *Dispatches from the Edge* Creative Project or Poetry Portfolio

Other Evidence:

Formative Assessments:

- 1) Crafting inquiry questions
- 2) TCUE Chapter Analysis Questions

	<p>3) Poetry annotation practice</p> <p>Interim Assessments:</p> <p>1) <i>TCUE</i> Daily Mail Quiz</p> <p>2) Creative Project Proposal</p> <p>3) Inquiry Essay Outline</p> <p>4) <i>Dispatches</i> Close Reading Quiz</p>
<p>Learning Plan</p>	
<p>TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. Summative 1: Inquiry Essay</p> <p>CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success. Formative 1: Crafting inquiry questions, Interim 2: Creative Project Proposal</p> <p>DE4(9-12): I can work respectfully with all members of my community and support the needs of others. Formative 3: Poetry annotation practice, Interim 2: Creative Project Proposal</p> <p>TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals. Interim 3: Inquiry Essay Outline</p> <p>P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging. Formative 2: <i>TCUE</i> Chapter Analysis Questions, Interim 1: <i>TCUE</i> Daily Mail Quiz</p> <p>AA1(9-12): I can evaluate different approaches and justify the best pathway to success. Summative 1: Inquiry Essay</p>	
<p>Teacher Resources: Mentor Text: <i>They Called Us Enemy</i> by Takei; Supplemental Texts (including but not limited to): Excerpts from <i>Dispatches from the Edge</i> by Anderson Cooper, “The Long and Short of It” by Paul Bloom; Poetry: “Invictus” By Henley, “A Brief for the Defense” By Gilbert, If by Kipling, Still I Rise by Angelou, “The Journey” by Oliver; Misc. Video: Angela Lee Duckworth on Grit, Facing History.org, “This is Water” by Wallace; Film: <i>Rudy</i></p>	