

Theme

How can our interpretations of the past inform our understanding of the present?

STEM Innovation Academy Unit Plan

Subject: ELA Unit Title: Why Do We Celebrate Heroes? Grade: 9	Teacher: Ms. Buske Duration: 8 weeks (April 26 - June 21)
Summary of Unit	
<p>Students will be asked to answer the driving question (Why do we celebrate heroes?) in a response that includes a research paper and a purposeful narrative film that celebrates a community hero. The scope of choice in terms of method and content should allow students to not only showcase their understanding of a literary theme but manipulate the language and structural strategies used in texts such as the Odyssey in a way that is personal and meaningful to the students themselves and reflects social values they see as needed in their local community.</p>	
Standards/Outcomes:	
<p><i>Standards:</i> NJSL Grade 9-10</p> <p><i>Targeted Standards:</i></p> <p><i>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</i></p> <p><i>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p> <p><i>d knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</i></p> <p><i>W.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p> <p><i>W.9-10.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</i></p> <p><i>W.9-10.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p> <p><i>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p><i>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</i></p>	

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RI.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

21st Century Career Ready Practices

CRP1 Act as a responsible and contributing citizen and employee.

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP11 Use technology to enhance productivity.

Stage 1 – Desired Results

Essential Questions:

How do adaptations of the “hero’s journey” represent changes in social values?

How have authors and artists manipulated the hero archetype to communicate new values/standards for heroes?

How can we use literature to challenge, reframe, and reflect upon acts of heroism?

How can we use writing/media to celebrate local heroes?

How does the celebration of heroes in a community build the community?

Stage 2 – Assessment Evidence

Unit Pre-assessments:

- 1) Students will read an excerpt from The Odyssey and compare it with a poem written about heroes

Presentation: Formal reading of story and presentation of research (followed by Q&A session)

Performance Task(s):

Murder Mystery Party

Students will attend a ‘murder mystery party’ and will analyze evidence to determine the culprit at the party.

“Hero” Narrative

Students will select a local hero to research and highlight in their final narrative. Narrative could be in the format of a story, a documentary, a TED talk, or a medium of students’ choice.

Formal Discussions: Student Choice

After analyzing texts and film clips related to the construction of a hero in literature, students will develop questions based upon the author’s purpose and choose a forum to hold scholarly discussions based upon the texts.

Vocabulary Activities

Students will create games based upon weekly vocabulary terms (based upon weekly readings). Students will play the games in class.

Dojo Posts

Each week, students will post an ‘excerpt’ from their creative story in progress and will highlight narrative techniques used.

Playlist

Students select a reading literature standard, a text, and a personalized “activity” to address that particular standard. This serves as a means of differentiation, as well as a way for students to expand their own self-designed inquiry for a research project

Poetry Month

Students will visit the Yogi Berra Poetry Museum and complete works related to the prompt, “I Am From.” Students will participate in the virtual exhibit (Because of Her Story)--see below.

Authentic Experiences:

- 1) Interview with a local ‘hero’
- 2) Visit to the Smithsonian’s “Virtual Exhibit” ([Because of Her Story](#))

Extensions (Tier I):

Content: Articles and Novel

-Students will be asked to use articles from Google Scholar as part of their research. Students

Differentiation (Tiers II and III)

Content: Articles and Novel

-Students will be given list of relevant articles that are pre-screened (lexile level, tailored to

<p>will be required to assess at least THREE primary sources, whether this includes data from research OR primary historical document</p> <p>-Students will be allowed to choose topic of interest</p> <p>Process: Flipped Classroom</p> <p>-Students will choose ONE writing technique to reinforce with classmates</p> <p>-Should also be used in narrative</p> <p>Product: Literature Review/Mini Thesis</p> <p>-Students will construct a “mini thesis” with a well-developed literature review (from Google Scholar, commentary on at least three literary theories) connected to the connection between protest and literature. Students will be asked to choose one author outside of Homer and examine how that author contributed to the concept of a hero in literature. Students must present information to peers and respond to panel questions.</p> <p>http://www.public.asu.edu/~kroel/www500/Mini-Proposal%20Guidelines.pdf</p>	<p>individual topic and interest)</p> <p>-Students will be allowed to choose topic of interest</p> <p>Process: Annotation and Organization</p> <p>-Students will be encouraged to annotate the text using a method that meets individual needs, including using ‘sketchnotes,’ ‘podcasting’ (recording an audio reading and analysis of the text), or attending an individual mini lesson tailored to the specific skill</p> <p>-Students will be given writing organizers to use throughout the process of writing and will participate in weekly writing conferences during class with teacher</p> <p>Product: Choice</p> <p>-Students will be given the option of creating a documentary, a photo collage with a written component, or a website that synthesizes research gathered over the course of the unit</p> <p>-Students will participate in weekly conferences with teacher to help with pacing/synthesis and analysis of research articles</p>
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Stage 3 – Learning Plan

<p>Vocabulary</p> <p>archetype, muse, abhorrence, ample, arbor, averse, consort, dire, expedient, imperious, patrimony, repose, suave, incensed, woe, vex, travail, superficial</p>
<p>Expert/Field Experience(s)</p> <p>-Visit to the National Museum of the American Indian (the “Jeffrey Veregge: Of Gods and Heroes” Exhibit)</p> <p>-If closed, students will participate in the Smithsonian’s “Virtual Exhibit” (Because of Her Story)</p>
<p>-Literacy Connections/Research</p> <p>- Students will conduct daily research during the last 40 minutes of class (for final narrative)</p> <p>-Students will complete a daily Journal, where they will either respond to designated writing prompt related to specific daily lesson OR writing prompt option (given at the beginning of the project)</p>

Resources:

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Central Text

["The Odyssey"](#)

Informational Texts:

[Linking the Odyssey to Percy Jackson](#)

[The Hero's Journey: Explained](#)

['Black Panther': Science, Heroes, and How Comics Changed the World](#)

["The Hero's Journey" by McBride](#)

"White Readers and Black Slaves" by Steven Railton

"Everybody's Protest Novel" by James Baldwin

Research:

[Questioning Types](#)

[Annotating Articles](#)

Technology:

CommonLit.org

Google Scholar

[Mirror Mountain Film Festival \(Final Project\)](#)

Other Resources:

[Overview of Project](#)

[Murder Mystery Party Materials](#)

***Utilizes Google Classroom**

Students Will Know...

- **Reading Literature: Analyzing Texts and Drawing Key Conclusions**
 - The purpose of complex relationships between characters and how complex relationships are used to develop a plot/build a theme
 - How an author uses tone to establish a particular mood
 - The purpose of flashback and foreshadowing as they produce

Students Will Be Able to Do...

- **Write Informational/Explanatory Texts**
 - Provide a clear introduction with hook, background statement, and thesis that captures overall purpose of the piece
 - Introduce ideas that are clear, relevant, from reliable sources, and anticipate the audience's knowledge and concerns
 - Show relationships between different ideas using language

<p>mystery, tension, and/or surprise and contribute to literary theme</p> <ul style="list-style-type: none"> ○ How an author sequences events, and how this relates to plot/character development ○ The definition of the term “paradox” and how it can be used to develop a text <ul style="list-style-type: none"> ● Identify Components of Informational Text <ul style="list-style-type: none"> ○ Why an author makes the choices they do to present information/findings ○ How an author uses transitions to organize/connect ideas ○ Examine how ideas are developed and refined by specific portions/paragraphs ○ How an author uses an introduction and conclusion to frame ideas and create a cohesive whole ● Identify Basic Grammatical Errors <ul style="list-style-type: none"> ○ Subject-verb agreement ○ Parallel structure ○ Run-ons (semicolon/comma usage) ● Researching to Present and Build Knowledge <ul style="list-style-type: none"> ○ How to perform a search using multiple techniques (keyword technique, looking at the sources at the bottom of a credible cite, etc) ○ How to narrow a search question ○ How to properly cite sources (APA and MLA) ○ How to synthesize multiple sources on the same topic and identify missing/incomplete information about a topic during research 	<p>(transitions) and structure (cause/effect, problem/solution, compare/contrast, sequence)</p> <ul style="list-style-type: none"> ○ Provide close-read analyses and draw LOGICAL inferences in order to reference another author’s central idea and use that central idea to develop their own ○ Provide clear conclusion that links ideas stated in introduction and throughout the piece <ul style="list-style-type: none"> ● Write Narratives <ul style="list-style-type: none"> ○ Adapt key details or plot events from original text in order to build upon themes in a modern way (anticipates the reality of a contemporary audience) ○ Introduce complex relationships build upon conflicting character motivations ○ Use dialogue, sensory language, pacing, foreshadowing, flashback in order to create suspense, mystery, and/or tension ○ Use literary perspective (first, second, third) as a technique to engage readers ○ Write a conclusion that incorporates theme (advanced writers might use irony) ● Analyze How Ideas Are Developed <ul style="list-style-type: none"> ○ Identify components of text structure using graphic organizer ● Researching to Present and Build Knowledge <ul style="list-style-type: none"> ○ Use multiple search techniques in order to answer or build upon a driving question based upon literary theme ○ Integrate information to maintain the flow of ideas ○ Properly cite sources ○ Present a multimodal response to the complex question, “How do stories of heroes shape cultural values?”
<p><i>Special Education</i></p>	<p><i>English Language Learners</i></p>

<ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP. ● Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. ● Accommodate Instructional Strategies: reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), handouts, definition list with visuals, extended time ● Allow students to demonstrate understanding of a problem by drawing the picture of the answer and then explaining the reasoning orally and/or writing, such as Read-Draw-Write ● Provide breaks between tasks, use positive reinforcement, use proximity ● Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum by using manipulatives ● Implement supports for students with disabilities (click here) ● Make use of strategies imbedded within lessons 	<ul style="list-style-type: none"> ● Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 17-18) ● Use manipulatives to promote conceptual understanding and enhance vocabulary usage ● Provide graphic representations, gestures, drawings, equations, realia, and pictures during all segments of instruction - During i-Ready lessons, click on “Español” to hear specific words in Spanish ● Utilize graphic organizers which are concrete, pictorial ways of constructing knowledge and organizing information ● Use sentence frames and questioning strategies so that students will explain their thinking/ process of how to solve word problems ● Utilize program translations (if available) for L1/ L2 students ● Reword questions in simpler language ● Make use of the ELL Mathematical Language Routines (click here for additional information) ● Scaffolding instruction for ELL Learners ● Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 16-17)
<p><i>Gifted and Talented</i></p>	<p><i>Students at Risk for Failure</i></p>
<ul style="list-style-type: none"> ● Elevated contextual complexity ● Inquiry based or open ended assignments and projects ● More time to study concepts with greater depth ● Promote the synthesis of concepts and making real world connections ● Provide students with enrichment practice that are imbedded in the curriculum such as: <ul style="list-style-type: none"> ○ Application / Conceptual Development ○ Are you ready for more? ● Provide opportunities for math competitions ● Alternative instruction pathways available 	<ul style="list-style-type: none"> ● Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum ● Modify Instructional Strategies, reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), inclusion of more visuals and manipulatives, Peer Support ● Constant parental/ guardian contact ● Provide academic contracts to students & guardians ● Create an interactive notebook with samples, key vocabulary words, student goals/ objectives. - Plan to address students at risk in your learning tasks, instructions, and directions. Anticipate

<ul style="list-style-type: none">• Common Core Approach to Differentiate Instruction: Students with Disabilities (pg. 20)	<p>where the needs will be, then address them prior to lessons.</p> <ul style="list-style-type: none">• Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 19)
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