WAUCONDA SCHOOL DISTRICT 118
UNIT PLANNING ORGANIZER

Subject: English

Grade Level or Course: Freshman (English I)

Unit: *The Alchemist* and Independent Reading

Pacing: 9 Weeks

STAGE 1 – DESIRED RESULTS

Essential Questions:
1. What causes us to make certain decisions?
2. What can we learn from our experiences?

Big Ideas:

1. People make decisions based on their beliefs.
2. One's surroundings affect one's values.

CCSS (Overarching Standards):

1. RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2. RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3. W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
4. W.9-10.10 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.
5. L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
6. L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STAGE 1 – DESIRED RESULTS (*continued*)

CCSS (Priority Standards):

1. RL/I.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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; provide an objective summary of the text.
3. W.9-10.2 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.
4. SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,

and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

5. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS (Supporting Standards):

1. 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.
2. 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).
3. RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
4. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
5. W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
6. W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
7. W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
8. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
9. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Computer Literacy Standards
1. CL.BOCK.1. Identify the basic components of the computing device whether a computer, laptop or hand-held device. (ex: monitor/screen, keyboard, mouse/trackpad, parts, power source.
2. CL.BOCK.2 Turn on/off a computing device and follow appropriate procedure to access the device
3. CL.BOCK.3 Use a mouse or trackpad to manipulate shapes and icons; navigate within applications (Ex: click on hyperlinks, radio buttons, check boxes, use scroll bar)
4. CL.BOCK.4 Use desktop icons, windows, and menus to open, minimize, and close applications or files
5. CL.BOCK.5 Use shortcuts and command functions to operate the computer or applications (e.g., Command-P, Command-C, Command-V, Command-Z, Ctrl-Alt-Delete, etc.).
6. CL.BOCK.6 Use gestures to navigate hand held devices (ex: swipe-left, swipe-right, pinch)
7. CL.BOCK.7 Locate and utilize accessibility features.
8. CL.BOCK.8 Use application help functions and online resources to solve basic operational issues (e.g., connecting to Bluetooth devices, finding a printer, internet connectivity) independently.
9. CL.BOCK.12 Learn to use special characters as needed (e.g., accents, tilde).
10. CL.BOCK.14 Use graphic organizers, brainstorming applications, or other digital tools to gather and organize information (ex: jamboard, online drawing, online slides)
11. CL.BOCK.15 Understand all rules and guidelines in the schools acceptable use policy.

12. CL.BOCK.19 Name files with appropriate file names and understand where files are being saved.
13. CL.BOCK.20 Create, save, edit, copy, and rename files and folders to organize files and materials.
14. CL.BOCK.23 Download, upload, attach files/folders via the web, email, or cloud services.
15. CL.DMS.1 Protect accounts by logging out of applications on share computing devices
16. CL.DMS.2 Use passwords/passphrases to secure individual devices
17. CL.DMS.11 Distinguish between safe and unsafe practices when using online applications (ex: gaming platforms, virtual discussions, platforms)
18. CL.ISOD.4 Locate the URL of a website and identify the characteristics of different domains (e.g., .org, .com, .edu, .net, .gov, international domains).
19. CL.ISOD.10 Use digital tools, search engines, and video sites (Youtube) to determine how to perform an unfamiliar or unknown task.

STAGE 2 – EVIDENCE

Concepts (*What students need to know*)	Performance Tasks (*What students will be able to do*)	21st Century Skills

1. Grammar
   ○ punctuation
   ○ troublesome words
 	
 2. Literature
   ○ allusions
   ○ symbolism
   ○ static vs. dynamic
   ○ internal vs. external conflict
   ○ theme vs. motif
   ○ mood
 	
 3. Reading
   ○ Connections
     ■ Text-to-Text
     ■ Text-to-Self
     ■ Text-to-World
   ○ Context Clues
   ○ Inference/Generalization
   ○ Main Idea
   ○ Supporting Detail
 	
 4. Writing
	Students will be able to:
	
	 ● Identify the central idea or insight of a literary text.
	 ● Craft a clear, complete, and complex theme statement.
	 ● Identify the central idea or insight of a literary text.
	 ● Mark the text to demonstrate my understanding.
	 ● Determine the methods, traits, and types of characterization in a literary text.
	 ● Determine how the meanings of words or phrases create a specific tone.
	 ● Prepare materials for discussion, including direct quotes, paraphrases, summaries, and connections.
	 ● Verbalize specific claims and support them with details from a text.
		1. Collect and analyze data to identify solutions and/or make informed decisions
		 2. Plan strategies to guide inquiry
		 3. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
		 4. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
		 5. Apply existing knowledge to generate new ideas, products, or processes
		 6. Create original works as a means of personal or

○ Pre-Writing
○ Funnel introduction
○ Thesis
○ Evidence
   I: introduce
   C: cite
   E: explain
○ Revision
	● Respond to others, adding to the discussion with connections, responses, or rebuttals.
	● Respond to a prompt or question with a clear and complex central idea.
	● Compose a central thesis statement that is supportable by multiple claims and / or pieces of evidence.
		group expression
		
		● Type paragraphs using google docs
		● Submit paragraphs to google classroom
		● Summative paragraphs submitted to turnitin.com

STAGE 3 – LEARNING PLAN
(*INSTRUCTIONAL PLANNING*)

Suggested Resources/Materials/Informational Texts

Anchor Text
➢ *A Separate Peace* or *The Alchemist*

Supporting Fiction	Supporting Non-fiction
	1. Maps 2.

Poetry	Media
1. "Sympathy" (Paul Lawrence Dunbar) 2. "Hope is the Thing with Feathers" (Emily Dickinson) 3. "My Father's Song" (Simon J. Ortiz) 4. "Compassion" (Robert William Service) 5. "Racism has a Human Heart" (John G. Nelson)	1. Movie clips

Writing	Grammar
Literary Analysis Prompt: *Analyze a theme that is developed over the course of the novel.*	1. Punctuation

Suggested Research-Based Effective Instructional Strategies
➢ CRISS Strategies

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
Essential Vocabulary: 1. Analysis 2. Claim 3. Evidence 4. Motif 5. Situational Irony 6. Theme 7. Thesis 8. Tone 9. Symbolism 10. Static/Dynamic Character **Worth-Knowing Vocabulary:** 1. Allusion 2. Foreshadowing 3. Superstition 4. Metaphor	1. books on tape 2. chapter summaries 3. character webs