

10th Grade English 2: Unit 1 Overview

Driving Question	What is narrative? How does narrative shape our identities? Who are you and what makes you, you? How does identity connect to the world around us?
Unit Summary	<p>Narrative: Autobiographical, Memoir, Short story Literary Devices (point of view, conflict, character, tone); Six stages of a Narrative (Exposition, Conflict, Rising Action, Climax, Falling Action, Resolution); Sensory Details; I's of Oppression & Resistance (Ideological, Institutional, Interpersonal, Internalized)</p> <p>This unit takes place at least 2 weeks after school starts. Here's an example of the first 2 weeks: Avery Balasbas' Calendar-at-a-glance Example</p>
Culminating Product / Demonstration of Learning	Autobiographical Short Story Narrative
Knowledge of Students	<ul style="list-style-type: none"> How will I learn about what students already know and are able to do with respect to the skills needed in this unit? <ul style="list-style-type: none"> Drawing on prior knowledge using polls like Google forms or Nearpod What do I need to know about my students in order to support them to successfully participate in this unit? <ul style="list-style-type: none"> Model being vulnerable, do a presentation that introduces you (beyond just a classroom teacher) and have your own narrative examples <ul style="list-style-type: none"> This is a project that I usually pair or do before writing the short story: <ul style="list-style-type: none"> Talambuhay (Life Story) presentation Teacher Example You need to spend time building relationships and community before engaging these narratives How will I learn this? Consider Interests, skills, and mindsets...
Equitable Access & Demand	<p>Opportunities for Differentiation of Content, Product, and/or Process:</p> <p>Guidance for Supporting English Learners during Distance Learning</p>
Guiding Anti-Racist Mindsets	<ul style="list-style-type: none"> How will I lift up the brilliance and assets of each and every student and build on their strengths? How will I recognize my own biases and actively work to reflect and repair harm when I need to? What structures and systems are in place that perpetuate racial inequities in school (in my discipline) and how will I work to challenge and dismantle these structures and systems?

Historically Responsive Literacy Framework	<ol style="list-style-type: none"> 1. Identity: How will this unit help students to learn something about themselves and/or about others? 2. Skills: How will this unit build students' skills for the content area? 3. Intellect: How will this unit build students' knowledge and mental powers? 4. Criticality: How will this unit engage students' thinking about power and equity and the disruption of oppression?
Texts	Considering Counter Narratives: Narrating, Resisting, Making Sense (excerpt/quotes) by Michael Bamberg "Mumog" by Melyssa Perla: Introduction & Short Stories 4 I's of Oppression <i>Optional:</i> Use Newsela to teach some of these concepts Newsela: SFUSD Ethnic Studies Collection - Identity & Narrative
Technology Skills and Digital Apps Needed	Laptop/Computer/Device, Google Classroom, Zoom or Google Meet, Google Drive/Documents, Jamboard, Nearpod, Sutori,

Unit Overview by Week

Week 1 Guiding Question(s): What is narrative? What is the difference between master and counter narrative? How do those narratives shape our identity? How do they shape the world around us?

<i>*Synchronous happening simultaneously unless specified by time stamp</i>	Lesson 1 20 min Synchronous (40 min Total)	Lesson 2 40 min Synchronous (80 min total)	Lesson 3 40 min Synchronous (80 min total)
Connecting synchronous	Draw on student's prior knowledge of narratives and/or Six Stages of a Narrative <i>optional:</i> using a Nearpod "Collaborate!" (Slide 2) (5 min) Lecture on term definitions (Slide 6) (25 min)	Cultural Energize/Do Now through Nearpod: <i>What are the Six Stages of a Narrative?</i> (5 min) Reading through one of the Short Stories and ask students to map out the Six Stages of a Narrative as students read (15 min) Debrief - Breakout Room Discussion see question below or (Slide 28) (15 min) Draw on student's prior knowledge of master/counter narrative; <i>optional:</i> using a Nearpod "Open Ended	Watch: TED Talk: Danger of a Single Story (Slide 40-41) (20 min) Debrief w/ Jamboard see below (10 min) Timeline activity - Google Docs Note: as mentioned previously, this was an interactive in-class activity. I am now trying to transition it into a digital collaborative effort via Google Docs. Click on the hyperlink to see what they activity entails Exit/Reflection (Slide 44) : Nearpod

		Question (Slide 30) (5 min) Master v. Counter Narrative; defining Master & Counter narrative (20 min)	"Open Ended Question" How has Adichie's TED Talk helped inform your understanding of the Master v. Counter Narrative concepts?
Demonstrating* <i>synchronous</i>	Optional: Debrief - Class/group discussion on Nearpod: You can use the "Collaboration!" board as a space for students to see each other's prior knowledge anonymously		
Collaborating* <i>synchronous</i>		Debrief - Breakout Room Discussion <i>Where did you see the six stages of a narrative throughout the story? What do you know or remember about the story arc?</i>	Debrief - Class/group discussion on Jamboard : <i>What do you think Chimamanda Ngozi Adichie means when she says a single story is dangerous? How do you think this connects to the idea of a counter narrative? (Slide 42-43)</i>
Coaching/ Guiding <i>small group synchronous</i>			If in breakout rooms, check on each group to troubleshoot Jamboard
Independent Practice <i>asynchronous</i>		Missed class? - Can also do at home - Reading through one of the Short Stories and mapping out the Six Stages of a Narrative	Due by 1st lesson next week Family Hxstory/Narrative Timeline Missed class? - Can also do at home - TED Talk: Danger of a Single Story
End of Week Outcomes By the end of this sequence, students will... Product/ Performance	<input type="checkbox"/> Learn what the parts of a narrative are <input type="checkbox"/> Create an outline of your selected Summer Reading text <input type="checkbox"/> Learn about the difference between Master Narrative and Counter Narrative <input type="checkbox"/> Begin collecting narratives on their family's immigration journey to the U.S.		

Week 2 Guiding Question(s): How can theory guide our reading and analysis skills? How do systems of oppression shape the world around me? How can I use this knowledge to reflect on my own life to dismantle or make sense of inequitable instances?

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Connecting synchronous	<p>Timeline activity - Google Docs Note: as mentioned previously, this was an interactive in-class activity. I am now trying to transition it into a digital collaborative effort via Google Docs. Click on the hyperlink to see what they activity entails</p> <p>After Students add to the timeline: Let students look and scroll around. Ask them to compare and contrast the information that was already there (black font) v. the information they added (colored font). Ask them to think about how these facts or narratives reflect the master v. counter narrative (5-10 min)</p> <p>Class debrief at end: Debrief the previously asked question and make distinction between master & counter narrative on timeline. Emphasize the importance of our stories and how they're just as important to history/the master narrative.</p>	<p>Critical Concept Lecture: I's of Oppression & Resistance (25-30 min) (Slide 45)</p> <p>Paired Reading: The Four "I's" of Oppression</p> <ul style="list-style-type: none"> - Depending on time you can model some of the reading as its contents are dense 	<p>Debrief questions students may have about reading (5 min)</p> <p>Wrap up Critical Concept Lecture: I's of Oppression & Resistance (15 min) (See slides)</p> <p>TED Talk: My Identity is a Superpower (14 min)</p> <ul style="list-style-type: none"> - Encourage students to look for examples of the 4 I's while watching - Debrief w/ Jamboard see below (5 min) <p>Read the Introduction to "Mumog" (20-30 min)</p> <ul style="list-style-type: none"> - Depending on time you can model some of the reading as its contents are dense
Demonstrating*	Walking students through a screenshare of the Google Doc Timeline . Instruct students to input their timeline information on the timeline in another color so it's easy to see (10 min)	Modeling reading of The Four "I's" of Oppression	Read & annotate along with students (live)
Collaborating*			Debrief - Class/group discussion on Jamboard: <i>What were some examples of the 4 I's that America Ferrera shared?</i>
Coaching/ Guiding small group synchronous	Assisting/trouble shooting for students on Google Doc		Ask students to look for elements of concepts we learned recently

			(master/counter narrative; narrative; I's of oppression)
Independent Practice <i>asynchronous</i>	If students missed class, they can add and interact with the timeline at their convenience	The Four "I's" of Oppression What questions do you have? What was confusing? Bring questions to class discussion (25-30 min)	Read the Introduction to "Mumog" (15 min)
End of Week Outcomes By the end of this sequence, students will... Product/ Performance	By the end of this week, students will... <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a digital timeline activity that compares the Master Narrative to [our] Counter Narratives; understanding how we fit into the larger picture <input type="checkbox"/> Read, annotate, discuss, and learn about the I's of Oppression & Resistance 		

Week 3 Guiding Question(s): What are (see literary devices listed below or in unit summary) and what role do they play in constructing a good narrative? How do these literary devices connect to the theory we've learned?			
<i>*Synchronous happening simultaneously unless specified by time stamp</i>	Lesson 1 20 min Synchronous (40 min Total)	Lesson 2 40 min Synchronous (80 min total)	Lesson 3 40 min Synchronous (80 min total)
Connecting <i>synchronous</i>	Introduce Unit Final - Autobiographical Short Story Narrative (15 min) Leave room for questions (5 min) Brainstorm activity - optional: see <i>independent practice below</i>	Literary Devices Lecture: Sensory Details & Exposition (Slides 72-80) (15 min) Freewrite Prompts: low-stakes brainstorming activities to practice writing (see slides 74) (5 min)	Literary Devices Lecture: Point of View, Theme, Conflict (Slide 85) (15 min) Freewrite Prompts: low-stakes brainstorming activities to practice writing (<i>see slides</i>) (5 min)
Demonstrating*	Show teacher and/or student examples of short stories	Read through one of the Short Stories and [guided] annotate for sensory details and exposition (live) (20 min)	Read through one of the Short Stories and [guided] annotate for point of view, theme, and conflict (live) (20 min)
Collaborating*		Have students track sensory details on Jamboard by annotating as a	

		group	
Coaching/ Guiding <i>small group synchronous</i>	Facilitate questions for project/narrative expectations	Troubleshoot and assist with Jamboard	Also have students keep track of the six stages of a narrative, sensory details, and exposition (live)
Independent Practice <i>asynchronous</i>	Suggestion: A possible frontloading activity I have students do for their Talambuhay but could also work for brainstorming: Talambuhay Worksheet	If students missed class they can continue read/annotate these stories at their convenience. Slides should also be available.	If students missed class they can continue read/annotate these stories at their convenience. Slides should also be available
End of Week Outcomes By the end of this sequence, students will... Product/ Performance	<input type="checkbox"/> Learned about sensory details, Point of View, Theme, and types of Conflict <input type="checkbox"/> Read and annotated short stories from series “Mumog” by Melyssa Perla <input type="checkbox"/> Analyze and discuss what they take away or see in the stories; tying it back to critical concepts		

Week 4 Guiding Question(s): Who are you and what makes you, you? How does identity connect to they world around us?			
*Synchronous happening simultaneously unless specified by time stamp	Lesson 1 20 min Synchronous (40 min Total)	Lesson 2 40 min Synchronous (80 min total)	Lesson 3 40 min Synchronous (80 min total)
Connecting <i>synchronous</i>	Freewrite Prompts: low-stakes brainstorming activities to practice writing (Slide 99) (5 min)	Student writing/workshop time Note: This will be more time for me to check-in with students about their writing.	Peer Review Questions Note: I typically have students complete this worksheet in-class, but I think a more substantive experience could be asking them to record their peer review process and conduct the worksheet as a dialogue rather than a form to fill out. - I want to encourage students to discuss their writing as a form of reflection and growth
Demonstrating*	Show teacher and/or student examples of short stories. Suggestion: Could model or ask students to read one of the stories and track for the recent literary devices/concepts they just learned about (10-15 minutes)		
Collaborating*			
Coaching/ Guiding			

<i>small group synchronous</i>			
Independent Practice <i>asynchronous</i>	Student writing/workshop time		
End of Week Outcomes By the end of this sequence, students will... Product/ Performance	<input type="checkbox"/> Practice creative writing skills in a low-stakes, brainstorming activity <input type="checkbox"/> Reflect on their last project & themselves to focus on one event that has had the most impact on who they are today <input type="checkbox"/> Create a working 1st draft of their story <input type="checkbox"/> Peer Review with a partner - recorded dialogue of conversation		

Week 5 Guiding Question(s): Who are you and what makes you, you? How does identity connect to they world around us?			
*Synchronous happening simultaneously unless specified by time stamp	Lesson 1 20 min Synchronous (40 min Total)	Lesson 2 40 min Synchronous (80 min total)	Lesson 3 40 min Synchronous (80 min total)
Connecting synchronous	Student writing/workshop time. Note: This will be more time for me to check-in with students about their writing. Essay writing can also be done asynchornously	Peer Review Questions Note: I typically have students complete this worksheet in-class, but I think a more substantive experience could be asking them to record their peer review process and conduct the worksheet as a dialogue rather than a form to fill out. - I want to encourage students to discuss their writing as a form of reflection and growth Essay writing & Peer Reviewing can also be done asynchornously so long as it was coordinated before hand	Presentations - Talk about your narrative, read a part of it you would like to share Note: This is not something that's in the Autobiographical Short Story Narrative handout, it's a piece I would like to incorporate to encourage that their writing is more than just an essay to submit. That hearing stories can be transformative for others and themselves Unit 1 Reflection (See slides)
Demonstrating*			
Collaborating*			
Coaching/ Guiding small group synchronous			
Independent Practice asynchronous			
End of Week Outcomes By the end of this sequence, students will... Product/ Performance	<div><input type="checkbox"/> Reflect on their last project & themselves to focus on one event that has had the most impact on who they are today</div> <div><input type="checkbox"/> Peer Review with a partner - recorded dialogue of conversation</div> <div><input type="checkbox"/> Create a 2nd & Final Draft</div>		