

English/Language Arts

Unit/Timeframe: Education Issues & Concerns / 2-3 weeks		Grade Level: 12
Content Standards		2017 MA Literacy Framework
<p>W.11-12.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical, feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>		See Content Standards
Essential Questions	Skills/Knowledge	
<p>How is education used as a tool of power and manipulation?</p> <p>Why is education such a crucial right for all?</p>		
Common Resources		Common Assessments

<p>Primary texts</p> <p>House on Mango Street by Sandra Cisneros</p> <p>Curious Incident of the Dog in the Night-time by Mark Haddon</p> <p>Lone Ranger & Tonto Fistfight in Heaven Sherman Alexie</p> <p>When I was Puerto Rican by Esmeralda Santiago</p> <p>Secondary texts</p> <p>Between the World & Me by Ta-Nehisi Coates</p> <p>Witness by Karen Hesse</p> <p>Dead Man Walking by Sr. Helen Prejean</p> <p>Ellen Foster by Kaye Gibbons</p> <p>Kite Runner by Khaled Hosseini</p> <p>In the Time of the Butterflies by Julia Alvarez</p> <p>Women of Brewster Place by Gloria Naylor</p> <p>Other:</p> <p>Pilsen Murals from Chicago</p>	<p>HOMS Portfolio</p> <p>HOMS Memoir Rubric</p> <p>HOMS Mural Rubric</p> <p>HOMS Quotes</p> <p>HOMS Activist related</p>
Vocabulary	
<p>Tier II:</p> <p>Tier III:</p>	
Additional Notes	
<p>Plans are for HOMS. Opening with stations related to Cisneros and the book (quotes, activist, Latina, biographical info, music, and bildungsroman). Students process information at each of the stations and complete forms related to the stations. While reading there are guided reading questions that connect with specific chapters but also connect to the student's life. Finally, the concluding project (that is addressed throughout the reading) is creating a portfolio of component pieces. For example, it includes a memoir piece, a mural, a literary analysis - these pieces may be adjusted and altered as needed to suit.</p>	