



Capstone Curriculum

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Abstract

This capstone project will entail content and pedagogical knowledge used to assemble a curriculum map that contains four units of study during an academic semester for a junior and senior English Language Arts class. The literature review contains research that focuses on the importance or need for this new type of curriculum that will be presented as a capstone final project. The curriculum is designed to reach and teach the essence of multicultural experiences through historical education and shared experiences. It is meant to educate all students and empower marginalized students by incorporating cultural inclusion to their academic studies. Since the curriculum moves away from traditional content, instructors are also required to reexamine their own background knowledge including biases and consider responsive content that suits all students. By providing cultural understanding in the classrooms, students can then later apply their learnings in the outside world.

Chapter I: Introduction

The capstone project entails crucial elements that will meet the California Common Core Standards for English Language Arts courses. It meets the demands for high school eleventh and twelfth grade English classes. The requirements can also suit the needs for an advance placement or honors courses in English that can be applied to or substituted for Freshman college English or other literary courses. The curriculum follows the State of California Educational guidelines of goals, objectives, transferable goals and essential questions. It is built up as a four unit timeline with a sample learning plan built in for teachers as well as for students. The unit's purpose is to introduce students to a multicultural perspective to evoke empathy and agency.

Problem Statement

In the past, English courses have only provided literature arts written by white male authors. The works and writings that are considered to be universal tales of adventure and wonder. Those written works of art are now considered to be part of the classics. However, those works of art provided agency and recognition to one culture. It refers to the dominant culture as possibly the only culture capable of great accomplishment, leaving the others as an empty blurred vessel capable of nothing. The problem is that 'The Grand Narrative' or the "National Narrative" does not include the story of marginalized groups in the United States (Sheldon, 2012). Not only has literature been absent of diverse perspectives, but the teachings of the historical period lack agency for ethnic roles.

Throughout the history of education texts have ignored the vital presence of those of color. Leaving those of color without representation or past knowledge of self. Therefore students become less engaged and less likely to accomplish academic goals in what could be seen as an unaccepting past (Moon, 2017). This problem reflects the deficit in engagement from

students of color. Not only should curriculum change for the benefit of all students, but teachers should also become aware of how to include culturalism or a multicultural perspective to academic lessons (Moon, 2017).

As students become less engaged in lessons that provide no relation to their ancestry or connection to their experiences, educators begin to build on the notion that these students of color are unteachable. Dropout rates for students of color, begin to rise throughout the United States public schools system. Studies show that students that come from different ethnic backgrounds, face the challenges presented by the unrelatable or unrealistic academic material (Skinner, 2015).

When students are disengaged and have no desire to attend class, those students begin to pick up traits or habits that can possibly get them into trouble (Skinner, 2015). Unengaged students then begin to internalize the notion that they are unteachable and that academics are only meant for the dominant culture. Therefore, these students begin to create their own agency and take to the streets to participate in a corrupt and dangerous world of its own such as violence and other crimes (Gabriel, 2017).

Significance

The significance of this capstone curriculum project is to implement and integrate cultural awareness and experiences by providing students with a multicultural perspective through their English Language Arts academic studies. The curriculum integrates 21st century skills that meet guidelines for current technology, student centered and collaborative learning. According to Jean Piaget, a notable psychologist, peer interaction is a crucial cognitive method of learning. Students must explain or provide essential detail when being assessed or working together which also helps with their cognitive development. Piaget's cognitive development

theory consists of schemas, adaptation processes and stages of cognitive development that are still applied today. His theory serves as building blocks that create mental patterns and templates for students to apply their learning to the real world (Fulbrook, 2023).

Cycles of a Recreated Past

The purpose of this literature review is to probe and identify the cause of the social construct created by the dominant culture's unequal views (of those who are of color) in the United States, using of historical curriculum. The historical curriculum that is presented to students in the public school system of the United States serves as a pathway to identifying with the past. Historical studies are required by each state in the United States educational standards. This literature review is based on the extensive literature research from other sources who have posed the same question on whether or not general educational history plays a significant role in guiding society's views on a social status or identity. The problem is that The Grand Narrative or the "National Narrative" does not include the story of marginalized groups in the United States (Sheldon, 2012). Therefore creating a gap in educational history, leaving those of color without representation or past knowledge of 'self.' Those of color become less engaged and less likely to accomplish academic goals in what could be seen as an unaccepting past (Moon, 2017).

The inclusion of multiple cultural views or perspectives help shape the social culture of students, their agency and social view. Especially for those of color. Students are more engaged when stories are relevant to their own lives or in which they feel represented. 21st century calls for students centered learning. Creating a curriculum for all students to attain agency, will provide students the opportunity to be more engaged and work collaboratively. It will also help fulfill their academic and future goals.

The best way to present this to students would be through the English Language Arts curriculum. The curriculum for English Language Arts not only has great methods for critical thinking, but it also provides a story to those who would otherwise remain silent. The curriculum would be culturally responsive due to its drive to encourage students to become self aware and attain agency. It would include readings by ethnic authors as well as recognizing their accomplishments. It is important to recognize both the historic research and specifically the areas that tended to be overlooked in that research. By investigating history research of the past and the events historical curriculum does not characterize or mention this is important recognition. A different method of telling a story and giving a face or name to those who would otherwise just be generalized. A form of boosting interest into self and past family members creating acceptance of self consciousness.

Lack of Inclusion

Although most of the research for this literature review uses of qualitative research methods, some of the research focuses on the limitations of teaching methods throughout the public school system. The focus for this literature review also notes the limitations of historical curriculum. The problem reflects the deficit in engagement from students of color. Not only should curriculum change for the benefit of all students, but teachers should also become aware of how to include culturalism to their lessons (Moon, 2017).

California has been progressing throughout the years. The State's diverse cultural background, especially in the Southern California Region, demands the inclusion of multicultural perspectives in the classrooms. California has updated their reading recommendation list to reframe the views of students. Texts have been carefully selected to represent the legitimacy of cultural backgrounds (Layfield, 2020). The study of these texts require in depth class

discussions. Allowing students to understand one another at different levels. Not only does the inclusion of multicultural curriculum help those students of color achieve their academic goals, but it also inspires students to express themselves artistically (Layfield, 2020).

When recent studies show the rise of school, 22 to 28 percent, enrollment rates from students of color (National Center for Educational Statistics, 2022). However, the enrollment rate of white students decreased due to the relocation of those students. In communities where there are more school enrollment rates by students of color, there is also a low graduation and transfer rate to higher learning (Bowman, 2015). Another study shows that at least 75% of Latino students tend to not graduate or enroll in secondary college at the same rate as their White peers (Garcia, 2012). The same study also shows that although only a third of Latino students attain a bachelor's degree, it is at a slower rate. More so than other students of color, Latino students face more pressure to join the workforce at an early age because while trying to learn academic curriculum in school, they face the additional challenge of assimilating to a different culture and learning a new language.

Traditional curriculum does not assist these types of Latino students justly. The historical or Language Arts curriculum is not relatable nor does it apply to them. With the rise of Latino communities, comes different and tougher obstacles (Calderon, 2014). Victor Garcia takes a deep dive, researching the quantitative and qualitative methods into investigating the reasons for Latino students' academic obstacles. But these obstacles seem to be part of the social construct that is currently designed for Latino students to limit their opportunities. Their challenges are not taken into consideration when dropping or failing them from a classroom. Which is why a multicultural curriculum is needed for students who face these types of challenges. The lessons would be modified and taught to fit the students' needs (Garcia, 2012).

Garcia (2012) then randomly chooses six out of the 46 Latino college students that enrolled for a cultural studies course. The course was scheduled for a two year period and was purposely designed for his quantitative ethnographic study. Garcia notes that even though the students struggled with communicating in English, they still did well achieving the learning goals in the lessons. Primarily because the context of the curriculum was designed to be relevant to Latino students. But overall, what the study revealed was the unfamiliarity with higher learning amongst those Latino students (Garcia, 2012). Higher learning turned out to be something that these students did not discuss with their parents on a day-to-day basis.

For other students who come from different cultural backgrounds, may face similar challenges when faced with academic goals. Another ethnic group with the highest student dropout rate is Native Americans (Skinner, 2015). A quantitative study done by Annette Skinner-Colman in 2015, demonstrated that the number one reason Native American students dropped out of school was because of the lack of engagement from students. The study took place in several school districts in North Carolina where the subjects observed were both male and female Native American students. Female students had a larger dropout rate than the male Native American students. Although the practices of “no child left behind” are set in place in all American public schools, Native Americans have the least of their needs met (Skinner, 2015, p. 109). Native American academic initiatives fall under a different category that has nothing to do with creating a relevant curriculum to fit the needs of students from this group.

The other part of the study, which was held in a different North Carolina school district, also revealed that students did best academically when presented with culturally relevant material. Students did best in their social sciences courses because that is where the relatable material was presented. That district had a 100% graduation rate from their Native American

students (Skinner, 2015, p. 112). What this study also revealed was that the suspension rate amongst Native American students also fluctuated due to engagement. Those who were less engaged in their studies, were more likely to be suspended or have a school suspension record. Thus, demonstrating the importance of incorporating a curriculum that satisfies the needs of each ethnic group.

Dominant Culture Representation

Culture and Agency Through Historical Curriculum

It was a God given desire for white protestants to continue their expansion of the United States and create a civilized society. In the Elementary school system, history courses are taught the term “Manifest Destiny” which is an edict from God to spread the “good news.” God’s involvement is a justification to teach students a one-sided victorious view of history that does not include marginalized groups or communities. It also sets the stage for the belief that Anglo’s are to be the dominant race and culture or representatives for the United States. However, the current curriculum is not explicit in stating how new arrivals acquired land (Pratt, 2022).

The term “Manifest Destiny” was then used to take land from Native Americans in a deceptive manner. It culminated in the killing of many Native American peoples (Beckenstein, 2014). The author references the strong belief of historical justifications of these violent acts towards those of color due to God's will. The coming belief of a higher power brings just cause for the ill treatment of others, according to historical revelations. Certain teachings from history are carefully chosen or edited to purposely hide certain truths of the past. Although historical curriculum is presented with many gaps, it is considered to be a ‘national curriculum’ which does not include multicultural views (Sheldon, 2012).

In the American school system, the Historical curriculum has played an important role in creating a construct that portrays the dominant culture as being white people. This history includes ethnic cleansing, exclusion, racism, discrimination and lack of identity or agency for those who are of color. Society has accepted or has been forced to accept 'white' as the dominant race or culture of the United States, If students had a multicultural view of history, then there would be a better chance for society to understand one another in an equal way. Since the mid 1800's, schools have used stories written by white authors to consecrate the oppression of others. Stories such as "To Kill a Mockingbird" provide the perspective of the white savior (Dyches, 2021). Within recent years, California has progressed the State's reading recommendation list to stories that are more student centered. Stories like "Free Lunch," by Rex Ogle, which give a struggling pre-teen perspective of being poor and of color.

However, current attempts to include multicultural views has brought another sense of falseness. The creators of history's curriculum, pick and choose what best suits the social or political needs of that nation's State. Curriculum is built to benefit the dominant society and keep those traditions in place causing a dangerous immobility for other colored cultures (Fischer, 2014). Meaning, history changes along with the times. For instance, some of the readings point out how Abraham Lincoln was not a popular figure during his own times. But with the changing of times, so did his image. Lincoln was made to be a liked figure as opposed to a disliked figure in the country. This was made in order to shift societies thinking in a more tolerant and accepting dominant society towards those of color who had just been freed from slavery. History shifts with current events and reshapes views (Fischer, 2014).

This includes Hollywood's portrayal of an ethnic past. Hollywood tells stories just as English Language Arts courses do. Although both have strong influence on young minds, one

has the power to present stories in a more fictitious manner. Recent movies such as “Black Panther: Wakanda Forever” give the audience a fascinating representation of the Aztec empire. But the film also provides an untrue and unrealistic portrayal of the Aztec empire. Thus, creating more of a mythological sense or a legendary characterization of the Aztec peoples (Bates, 2021). This is a false superhero portrayal of the past that provides young audiences with a deception and delusionary agency. Yet it is the younger audience that will carry and hold this belief, that the Aztec empire never happened or existed just as Superman or X-men exists. Superheroes just do not come in capes or with super jumping, strength powers (Rosner, 2021). Superheroes are not mutants with distinctive characteristics.

Dominant Culture and Assimilation in Present Times

The historical curriculum teaches anything, it is the takeover of the Americas. Slowly European conquest expanded throughout the Americas, taking over land, spreading disease and killing off tribal civilizations. But history has a funny way of repeating itself. Simply because history tends to be taught by the side who is at the top of the pyramid. Which brings up the question, whether the victor has an alternate motive or if the teaching methods have worked well enough to appropriate a conquered society (Busey, 2019). If so, then history has been chosen and created to fit the needs of society and its times.

History has helped create idols and heroes out of Presidents. It has provided society with a background story of a young nation that is filled with many victories of independence and pride. It has helped to ‘Kill the Indian, save the man’ (Pratt, 2022). That quote can be applied to any other person who is not a member of the dominant culture. Meaning, to appropriate a person by stripping them of their own culture. As a matter of fact, to become a citizen of the United States, a person trying to attain citizenship of the country must pass a fifth grade level history

exam. That person must prove to know enough U.S. history (or just enough information the government would like for that person to know) in order to become worthy of citizenship. That history exam includes: the way the government functions and has functioned, who is the President, who are the important figures of U.S history and why, pledge of allegiance, national anthem, and other significant events. Once declared a citizen, that person can walk with pride waving a red, white, and blue flag demonstrating their proud new nationalism in which they have successfully assimilated to. They no longer consider themselves to be part of an oppressed culture because they have adopted to the country's historical knowledge and follow the practices of the dominant culture (Mullins, 2021).

Impacts of Dominant Culture Towards Self-Identity for those of Color

Discrimination plays a major role in the way a person views themselves. If the only representation of ethnic groups is that of a minority, or no representation at all, discovery of self cannot be found (Morales, 2017). Therefore, a person who feels no connection to the world can feel an extreme sense of shame or lack of self worth. Language Arts introduces this type of awareness through different types of writing by ethnic authors. For example, the poem “Dear John Wayne,” by Louise Erdrich, presents a group of Native American teens at the drive-in on the hood of an old Pontiac. The poem is filled with symbolic language and imagery. Little do these characters know, the movie they are watching has villainized those who look just like them. The teens end up getting jumped at the end of the movie because the hero, John Wayne, has done away with bad guys like them (Porrás, 2019). This not only shows how Hollywood has set the stage for white people to be the saviors of society, but it also presents how Language Arts exposes these types of social oppressions.

A study conducted in the early 2000's, by a UCLA graduate student, Jessica Morales-Chicas determined that schools, especially middle schools, should be conducting further investigations to include ethnic representation in their historical curriculum. Participants of the study were primarily Latino Hispanic middle school students who came from 26 different diverse backgrounds. Many of the Latino and African American students felt underrepresented by the historical studies. Their feeling of not belonging continued all the way to high school. The study determined that the six different schools had plenty of students that were of different cultures. The study gave a number of which culture has more or less students. The student body was primarily Latino / Hispanic, Native American and African American. There were a few Asian and Middle Eastern groups. But the study mainly focused on the effects of three, those who were Latino, African American and white. What this also included for these groups were low attendance and GPA scores. Students were found to be less engaged in the lessons that were being presented by traditional nationalized curriculum.

In the long run, students who are not members of the dominant culture have less opportunities due to not having enough social understanding or exposure. Meaning, although their food and art is recognized as being culturally diverse and part of that culture, there is a lack of empathy or understanding of daily activities that culture encounters. What the study also revealed, according to Morales, was the failing representation and relation to the curriculum to those students of color. Grade point average remained the same for white students when studying both tradition and multicultural historical curriculum. Students of color attained a higher grade point average when the curriculum offered points of relation or commonality with the students.

The study also showed the benefits in learning and agency for students when they engaged in multicultural studies. Students seemed to delve and be more engaged in their discovery lessons. They became more interested in wanting to know more of the country's history as opposed to skipping class, assignments, or lessons. Overall, there was a significant elevation in school achievement scores throughout the ethnic population when students were given a match representation of self. Students develop life-long learning skills that could be applied to their later work or career choice. This also increases positivity in the fact that students and future public servants have a sense of belonging (Morales, 2017). The study of a distant past provides a more compiled present and future.

Social Construct Through Historical Curriculum

According to Van Nieuwenhuysse (2018) article, school curriculum and textbooks carry the responsibility of creating a vivid past that brings events back to life to students who need lessons that provide agency and critical thinking. Young minds have the ability to construct and deconstruct the past with much ardor. As much as the study of the past can determine a scholarly view for the present, historical televised images also play a considerable role in social interpretations. Whoever is telling the story, has the upper hand on how the story is to be told. Since social constructs can be complex and difficult to point out, due to ethnographic measures, what could be confirmed is that the construct is based on “three basic elements: human persons, cultural symbols, and material artifacts” (Rutzou, 2018). Even historical artifacts carry the responsibility in representing its own times and events. Recognition of vintage artifacts defines its own vintage taking or characterization.

It is not very surprising that other countries also choose these same techniques when presenting historical curriculum. They, too, pick and choose which historical events and figures

suit the needs for their country's representation of dominant nationalism (Van Nieuwenhuysse, 2018). Society views these so-called obvious notions or is constructed to be oblivious to these constructs. Instead, social construct is placed in a realm of ethnographic pretense.

Studies have shown that people seek to learn who they are through their ancestral past. Which is why companies such as ancestry.com or 23andMe have been so popular and are part of a continuous business. These companies come with the promises of providing consumers with ancestral discoveries. Most of the people who buy into this type of commercial or consumerism are people who are of color and who have been excluded from historical text. There is no knowledge of where they come from so they would like to know more. One can ask, why has the family not provided ancestral background or information? One has to remember that throughout history, people of color have been pushed to assimilation by banning cultural practice, including Native language or appearance. The past demonstrates different views and functions on the way a person sees themselves (Groot, 2020). This can be a positive reflection in finding out who one truly is or a closer concept of where one comes from. To know and understand that someone might be related to someone famous, encourages self agency in a positive way. Therefore, feeling more connected to a grander world outside of what is known.

Companies that bring a person's DNA insight of historical information are successful because they know the nature of human curiosity and the desire to want to know more. But these companies have also created ideas for a new set of rules or possible ways of reaching students and society. There would not be any promotion or encouragement for students to use these types of sites in order to do their own historical backgrounds. Instead, there would be encouragement for students to conduct legit academic research to attain their own cultural and historical

background. The continuous curiosity allows society to venture into the possibilities of understanding their own agency in order to create a better outcome.

English Language Arts a Direction of Understanding

The dominant culture is demonstrated in English curricula across the nation of the U.S. English public school courses require students to practice different types of learning strategies. Students must listen, speak, comprehend, and think critically about the criteria and content that is presented through language arts. The relevance of English Language Arts and a social science course is the processing skills students need to partake in (Hill, 2022). Not only would the language arts course help teachers interpret and interact with students on a higher level, but it would also help students analyze the context at a deeper understanding (Cardany, 2017).

Social sciences and English courses share some of the same common core standards. Both studies provide students with background knowledge that are essential for other courses. However, English Language Arts brings individual stories together, rather than generalizing historical events. This is important because it gives students room for deep interpretation. According to research findings, culturally responsive teachings bring a sense of equality and tolerance to the classroom as well as creating a more understanding and tolerant atmosphere by those who are learning (Basaran, 2015).

English Language Arts courses facilitate student learning by providing conversational lessons throughout the course. It also exposes ways that society has been oppressed by those in power (Dyches, 2021). Evidence shows, student learning increased with dialogue approach methods that have been presented through and in an English Language Arts classroom (Portes, 2021). Not only do conversational approaches assist students with practicing language, pronunciation vocabulary and communication skills, but it also provides a safe space for

collaboration and a global understanding of interpretations from students. This type of learning helps the 77.2% of public school students that are considered to be English Language Learners (Portes, 2021, p. 490). English Language Arts courses help students become more culturally aware and become independent learners. Therefore, teaching pedagogy becomes more culturally relevant than any other subject.

English Language Arts as Presenter of New Curriculum

According to research studies, some of the top literacy practices for English language arts educators are: reading, writing and integrations of skills, multiple goals in lessons (students need options), plenty of scaffolding, motivating students, relatable reading and writing material, challenging all students, management and organization and awareness of student needs along with transferable goals (Manark, 2022). English Language Arts no longer consist of just reading, writing, and grammar. It consists of various learning techniques which help students accomplish their learning goals. With the innovative integration of technology, English Language Arts courses now have more to offer. There are much more lessons on how to communicate, collaborate and how to create platforms of safe, self, and acceptable expression. These integrations have also provided students with faster access to research resources that provide students informational insights of self. Language Arts helps students with critical thinking, communication, and collaboration because it provides students deep understanding of readings and purposeful conversations (Smagorinsky, 2014).

A study based on a theoretical framework that urge literacy-based intervention, which includes English Language Arts lessons, found that deep reading of literature can shape methodology because the traditional teachings are individual stories of the dominant culture's vision of the supreme white heroic male (Charubus, 2014). Therefore, English Language Arts

courses expose whiteness throughout past lessons in order to create a culturally relevant learning space that also helps shape students' identities. Curriculum then must ask the questions on the purpose of teaching multicultural views and how to utilize ethnic text for student learning (Gardner, 2020). Therefore, the English Language Arts new curriculum will include one to two essential questions per unit.

The State's common core standards are being met throughout the unit and how the transfer and meaning goals will be met. According to Heineke's findings (2018), it is important to start with knowing who students are in order to plan or organize a curriculum because a Language Arts course creates transferable learning goals that individualize students rather than give a general learning of past events. Studies have shown that for students to fully grasp a concept, curriculum should obtain transfer goals that invite students to think deeper and critically about a topic. To obtain a better understanding of what they are learning and are to learn (Heineke, 2018).

Studies have shown that planning out the design of curriculum assists instructors to organize lessons rather than dictate teaching methods (Heineke, 2018). The curriculum layers format and style because that is what is mostly used and required for the state of California. It is important to provide clear goals for students to learn from each other and from cultures, so that every student feels included (Taylor, 2011). Furthermore, the curriculum will provide details of designing the instruction order for sequence to learn with the focus of monitoring progress and scaffolding activities. Students will not only be enhancing their knowledge of other cultures but be extending their vocabulary by learning words from other languages (Heineke, 2018). The curriculum will also state the learning durations, standard goals, learning targets and instructional focus. Stage three will also be more detailed on differential plans for diverse students. The new

curriculum will consist of a more detailed explanation of lesson plans rather than providing general descriptions or titles that are needed for this assignment.

Studies have shown that students who relate to their reading are effective in writing and are more expressive when discussing ideas of unjust and oppressive issues. Not only that, discussion and understanding will create classroom community (Fewer, 2019). In order for students to understand a new method of teaching of other cultures or integration of a new type of study (multicultural curriculum), would be by applying a multiple perspective lens to their reading. Some studies have shown that students are unaware of their cultural differences because they have either adapted and adopted the dominant race/culture or because of ethnography. A multiple perspective lens would help students understand their bias approach received from past studies (Howell, 2022).

Possible Texts to be Read in New ELA Course

It is crucial to find meaningful and engaging text for students. It is important to know the different methods of teaching and how to relate the text for students to become interested in what they are reading (Perrera, 2022). After all, studies like Charubus in 2014, that deal with academic literacy-based intervention, have shown that stories are great teaching devices for students. The study's target genres, language fundamentals, and creative language (Charubus, 2014, p. 21). Not only are students entertained by stories, but stories also help students with memorization. Discussing stories helps students comprehend situations and events. Stories sharpen students' ability to add meaning to the world around them (Ripani, 2022). The new curriculum will include highly recommended and engaging novels that have been used in California schools. Some of the book titles below are from the California Department of Education's recommendation literature list (California Department of Education, 2022).

<u>Hispanic / Latino Unit</u> <i>The House on Mango Street</i> by Sandra Cisneros <i>The Moths and Other Stories</i> by Helena Maria Viramontes <i>Short Eyes</i> by Miguel Piñero <i>Free Lunch</i> by Rex Ogle <i>Who Would Have Thought It?</i> by Maria Amparo Ruiz de Burton <i>American Like Me</i> (Reflections on the Life of Cultures) by America Ferrera	<u>African American Unit</u> <i>The Dutchman</i> by Amiri Baraka <i>Grace</i> by Natasha Deon <i>The Bluest Eye</i> by Toni Morrison <i>English B</i> by Langston Hughes <i>Their Eyes Were Watching God</i> by Zora Neale Hurston <i>The Hate You Give</i> by Angie Thomas <i>Bronx Masquerade</i> by Nikki Grimes
<u>Asian American Unit</u> <i>A Different Mirror</i> by Ronald Takaki <i>They Called Us Enemy</i> by George Takai <i>The Arrival</i> by Shaun Tan <i>Wait for Me</i> by An Na <i>Parachutes</i> by Kelly Yang <i>Patron Saints of Nothing</i> by Randy Ribay	<u>Native American / First Peoples Unit</u> <i>The Absolutely True Diaries of a Part-Time Indian</i> by Sherman Alexie <i>The Roundhouse</i> by Louise Erdrich <i>Ceremony</i> by Leslie Marmon Silko <i>I am Not a Number</i> by Dr. Jenny Kay Mcpui <i>Poet Warrior</i> by Joy Harjo
<u>Middle Eastern Unit</u> <i>Here to Stay</i> by Sarah Farizan <i>If I Tell you the Truth</i> by Jasmin Kaur <i>10 Things I Hate About Pinky</i> by Sandhya Menon	<u>Jewish Unit</u> <i>Night</i> by Eli Wiesel <i>This Light Between Us: A Novel of World War II</i> by Andrew Fukuda <i>When the World Was Ours</i> by Liz Kessler

There is a large variation of students in the public school system. All to which are at different levels of understanding. Stanford researcher William Damon categorizes teen profiles into four different sections. The first is the Purposeful, who are clear about their goals. The second is the Disengaged, those who have no aspirations. The third are the Dreamers, who see themselves being successful but have not done anything to accomplish their goals. The last is the Dabblers, those who are undecided about what they want to accomplish (Burke, 2013, p.28). Which is why meaningful and engaging text that is relatable to students is important to the teachings of this curriculum.

Students will not only read novels, but they will also read short stories and poems that will assist them with their understanding. Authors tend to share deep rooted feelings of

experience or of the past through poems. Poems share insight to important self and social issues, they are very personal expressions of inner thought (Fewer, 2019). Jim Burke presents numerous recommendations on how to reach and motivate students in order for them to reach their academic goals (Burke, 2013, p. 31). The anchor texts to this curriculum incorporates some of those recommendations such as: associating content with purpose or meaning, keep groups small, exposure to new ideas, apply learning to community, presentations part of learning, listen to one another, and do not try to cover everything in the course of one unit.

Research Study of ELA Teaching Methods

In 2019, Kelly Fewer conducted a research study on how to better assist students who come from diverse backgrounds. Her research consisted of qualitative and quantitative data that consisted of various Elementary to High School English Language Arts teacher and student interviews from the province of Manitoba, Canada. However, the focus was observing her research at the High School level. The study implemented a new diverse form of teaching that required instructors to be students and focused and using a multicultural curriculum. The new curriculum that the teachers who volunteered for this study used to teach students were more adaptable to all students. Her research showed students gained more insight into their identities as well as their own rooted history. Students also showed more focus and eagerness or motivation to learn during class time.

The interviews conducted for this study were used for detailed instruction and for diagramming purposes. The researcher decided on the subject of English Language Arts as opposed to other subjects because of the creativity and flexibility ELA courses provide for students. The study wanted to investigate a curriculum that will implement ‘power and agency.’ (Fewer, 2019). Therefore, the method that will be applied towards this curriculum is one with a

multidimensional framework which is arranged by four spatial practices such as: language, comprehension, cultural, and perceptual (Charubus, 2014).

Writing About Experiences or Shared Experiences

Charubus literacy based intervention study in 2014, determined that reading compelling stories, awakens students to deliver more effective and realistic points of view of their own experiences. The study consisted of thirty students from various backgrounds that registered for the experimental English course. Students who signed up for the experimental English course tested half in reading. Meaning half of the students tested with high comprehension, and the other half tested with low reading comprehension. Although 30 students signed up, only 10 students were selected, in which half tested high, and the other five tested low.

Lessons for these students consisted of self chosen topics, meaning students were given the choice of reading topics that interested them, allowing them to have a student centered learning approach. The top topics chosen for students were reading texts that dealt with culture and that provide plenty of room to practice the thought process (Charubus, 2014). The main focus of lessons included literacy activities that dealt with responsive and critical reading. The use of collaboration, graphic organizers, reading worksheets and essay writing were the main materials used for the lesson planning. The assessments for the lesson goals were to determine English proficiency (Charubus, 2014 p. 123-124).

Charubus' study consisted of video recorded student observations that lasted nine weeks. The study's observation showed students' progress through time. At the end, all students demonstrated English proficiency after a 10-week span. Students also appeared to be more engaged, willing, and eager to participate in class activities. Those students who rarely shared their thoughts or participated in discussion during class, showed signs of active listening.

However, those students who showed signs of active listening, were still able to respond critically and effectively to teacher posed questions. Thus, showing the effectiveness of student based and literacy-based intervention strategies (Charubus, 2014 p. 127).

Shared experiences call for an all inclusive pedagogy (Behizadeh, 2022). Students want to share their experiences just as authors share ethnic passages through their writing. Through different types of writing such as: essays, visual essays, research reports, bibliographies, and informational texts, students tend to bring to light the different types of racism or inequalities that exist amongst members of society (Howell, 2022). The new curriculum will include various types of writing assignments that call for action. Students will have to analyze thoughts, feelings, ideas, and their own experiences to also be part of the creative process of the new curriculum.

Students will have the opportunity to write about the experiences that they read from text. Students will need to write essays and respond to essential questions in order to create a more focused and organized thought process. Nadia Behizadeh's study from 2022, determined that students enjoy writing about real life situations. Students prefer writing about personal information they would like others to know rather than traditional informative writing. Therefore, the writing process is crucial to the new curriculum.

Multimodal studies have also shown that students who carefully plan focus on a specific issue or topic for writing, have more success reaching their academic goals. During the writing process, collaborating with other students helps shape and form ideas. This also allows students to change their point of view or create strong arguments for their brainstorming, pre-writes or drafts. Modeling for students will also be integrated into the new curriculum. Modeling helps students start their own work by sampling and reiterating what students are supposed to do (Behizadeh, 2022).

Design of New Curriculum and Strategies

English Language Arts includes careful planning, modeling, and delivery. Through the use of backwards design, educators are able to start to plan from State's common core standards. Meaning, the ending academic results the State wants students to learn by the end of the school year. Studies such as Charubus' (2014) and Fewer's, (2019), have shown effective methods in design that have impacted students in a genuine and progressive way. The addition and purpose for backward design to be part of the new curriculum is the continuity of the measuring process, in other words, what students have learned through past information (Artine, 2022).

According to a mixed model study done in 2015, only 36% of students entering U.S. universities were not familiar with 21st century learning methods in 2011. This means, their past education had not developed or had not implemented the new century learning methods. Student's shortcomings of these learning methods resulted in a deficit behind peers with problem solving skills that affected their overall way of communicating. Thus, leaving students unengaged and with low grade point average scores (Vanada 2015).

The integration of a backward design as well as 21st century learning strategies, will help implement culturally responsive teaching practices of the new curriculum that assists all students to learn and attain agency (Vanada, 2016). 21st century framework also calls for student centered learning. The combination of these three teaching techniques will provide students with a wider range of learning experiences. Through the teachings of this new curriculum, English Language Arts students' can attain an equal opportune education. Backward design also allows educators to learn by trial and error. Allowing the ability to edit and revise lessons as during the teaching process.

The educational framework for differentiated instruction plans for diverse learners, will include a universal design for learning, otherwise known as UDL. This type of design starts with students' learning goals. The UDL provides various activities for students. Not for students to complete those lessons, but rather for students to choose how they want to learn (Anderson, 2022). Therefore, online platforms such as Google Classroom or Microsoft Teams are ideal for the new English Language Arts Curriculum. Google Classroom and Microsoft Teams provides students with various ways of responding to instructor posed questions. This allows students to have control over the way to communicate and answer. The integration of these academic technological programs assists students to overcome challenges in traditional writing and discourse (Howell, 2022).

Familiarization with the resources schools or districts provide will also help with curriculum design and lesson planning. For alternate students or students who are special needs or fall under the umbrella of disabilities, lessons need to be created by a process called resource mapping. Therefore, teaching strategies will be differentiated for those students who require these resources for academic success. The materials consist of digital devices or other facilitating devices that help identify student needs (Nelson, 2021).

Conclusion

Not only are young people seeking validation and/or agency, but people in general seek to ever find themselves and define themselves as wholes. History has been ever changing and providing society with a new view, depending on the times and environment. Society is shaped and warped to fit the changes the world's political needs of the time and what the Power would like to see. However, those without a voice continue to be those who are considered to be minorities or people of color. Creating a fitting curriculum can begin to shape the way the United

States' public sees itself and the rest of the world. Education does not just serve the public by teaching the commonality of what should be known, but it also helps by presenting curriculum as a form of acceptable propaganda, biased information. It is a form of acceptable assimilation and appropriation regardless of country or location. What better way to demonstrate nationalism than through the country's own history and language. Educational curriculum is a force that is acceptable and common amongst all the nation's society. The integration of technology will assist future lessons to progress as time goes, by teaching students to communicate based on the most used platforms. .

Chapter 3 Curriculum Overview

Conceptual Framework

Various types of conceptual frameworks were used to create an up to date 21st century learning skills capstone curriculum for an English Language Arts course. The first steps were to use current and past learnings and apply attained theories and strategies to the plan and design of the curriculum (Burke, 2013, p. 47). Part of those steps also required extensive research on an issue or problem that would be an essential change in improving educational environments. In any case or scenario, background knowledge serves the purpose of knowing what is to come next, or to learn from the past and not allow the past to repeat itself. Exploring the nation's enrollment rate along with the dropout rate, gaps in academic achievement by race or ethnicity and the national academic performance average brought questions and ideas of own experience outcomes. The conceptual framework requires further examination and that will fit into 21st century learning skills are student engagement and learning content. In the State of California alone, for the past 20 years or more, math and reading levels have drastically fallen below the national average (NAEP, 2022). Knowing the students mental state or background knowledge

assists when creating a framework that will require student participation in successfully accomplishing learning goals.

- What do students know?
- What students need to know?
- What are student transfer goals and how will they use these goals?

According to Marzano (2017), researching students' backgrounds helps educators come up with useful and engaging strategies that are to be used in the classroom (Marzano, 1).

Therefore, the framework is created on the basis that students come first and will be given content and learning material that can be applied and relate to their own experiences. Students will delve into history by exploring the social purpose in knowing the nation's background information. However, students will analyze why some history is hidden or goes untaught through the public education system.

Although student centered learning is the main component in assembling this curriculum, effective and essential reading are also crucial to personalized learning. Choosing texts or novels that provide memorable, thought provoking and reflective thinking creates a more engaging learning environment. Therefore, the content must meet the concept of this curriculum. The reading material needs to establish a purpose for student learning (Burke, p. 171, 2013). Also, the complimentary text will serve as another way of guiding students towards building connections of understanding. Each unit requires direct instruction that focuses on monitoring comprehension.

Students must demonstrate understanding of content by completing tasks such as: note taking, graphic organizers, question answer relationships, group work, homework and discussion. They will also need to analyze figurative language, vocabulary, author's use of

language, relating real world text to anchor and complementary texts, elements of persuasive writing and argument to frame authentic reasoning (Burke, p.163, 2013). The curriculum content should associate the learning material with meaning that will spark student interest that demands social change or attain a position in a leadership role.

Curriculum Summary

The long term goals for this curriculum project is for students to gain insight of the past and attain agency through new learnings. To become active members of society by reframing the current and future socio-cultural structure of the country. By knowing pieces of the past, students gain insight into the inequalities that have assisted in the shaping of society. Being conscious of others brings awareness and empathy of each other. This empathy building and fostering better relationships with those who are different. Students will then be able to collaborate more openly in the real world without disagreements or misunderstandings, adding value to personal and professional relationships.

Students do need effective modeling to project their ideas onto their own writing, however, students will forget about using graphic organizers to produce their own future work. Graphic organizers are meant to guide students and not to become a dependent technique. The curriculum is intended for California students who are enrolled in the public or private school system. It is meant for students who are juniors and seniors in high school or can be taught as a college freshman English course. The curriculum is organized in four units per academic semester session that is 15 weeks long. Each unit will be taught through a 3.75 week study. The unit's day lessons consist of 45 minute instruction.

Each of the four units is to be presented during a 15 week school semester. The first instructional days of each unit presents the introduction of unit goals. The introduction consists

<ul style="list-style-type: none"> Explore the notion of the American Dream in relation to a member of your own family. 	<ul style="list-style-type: none"> Explore the purpose of reservations 	<p>dominant culture has led to the ideals of beauty.</p> <ul style="list-style-type: none"> Determine if the author of the novel used allegory as a way to cause awareness of self shame and lack of agency Write their own expectation of beauty 	<p>Japanese Internment camps</p> <ul style="list-style-type: none"> Student will explore the use of comedy (satire, irony, dark humor, improv, etc.,)
<p>Essential Questions: (2 max)</p> <ol style="list-style-type: none"> Is the American dream available for everyone? Does the American Dream exist today? 	<p>Essential Questions: (2 max)</p> <ol style="list-style-type: none"> Can there be justice when there are two different types of laws in a country? How does an author portray a 'call to action' through using allegory and poetry? 	<p>Essential Questions: (2 max)</p> <ol style="list-style-type: none"> What are the root causes of prejudice? How does oppression influence society and determine the status quo? 	<p>Essential Questions: (2 max)</p> <ol style="list-style-type: none"> Can a group that is falsely classified find justice when society is experiencing mass hysteria? How does comedy respond to political issues?
<p>Anchor & Complimentary Texts:</p> <ul style="list-style-type: none"> "The Arrival" by Shaun Tan Students will watch The Statue of Liberty to get a glimpse of structural symbolism throughout history Students will analyze and discuss the 	<p>Anchor & Complimentary Texts:</p> <ul style="list-style-type: none"> "The Roundhouse" by Louise Erdrich The U.S. history of Native American Boarding Schools — The Indigenous Foundation US Federal Law - American Indian Law: A Beginner's Guide 	<p>Anchor & Complimentary Texts:</p> <ul style="list-style-type: none"> "The Bluest Eye" by Toni Morrison Read and discuss The Doll Studies proposal and findings Watch The Clark Doll Test and purpose Watch children's reactions to the The Doll Test 	<p>Anchor & Complimentary Texts:</p> <ul style="list-style-type: none"> "They Called Us Enemy" by George Takai Students will watch "Children of the Camps" Kanopy Read sections from Ronald Takaki's "A Different Mirror"

<p>meaning of the American Dream after watching The Modern American Dream</p> <ul style="list-style-type: none"> • Students are to also watch Living the American Dream and discuss the idea of the American Dream • Watch Not Enough and discuss why identity is heterogeneous? • Discuss diversity in America and what is American culture. Make sure to watch Diversity in America • Obtaining Asylum in the United States USCIS • Growing Up Poor In America (full documentary) FRONTLINE - YouTube • America's Broken 	<p>- Research Guides at Library of Congress (loc.gov)</p> <ul style="list-style-type: none"> • Youth Podcast: Here's What Young People Care About. Listen And Learn : NPR • Possible effects of growing up poor: How Poverty Can Follow Children Into Adulthood FRONTLINE (pbs.org) • How to Make your Own Podcast • Explore the effects of alcohol: Alcoholism - The deadly truth about its stigma • Reading of “Dear John Wayne” by Louise Erdrich • Watch and discuss Sacheen Littlefeather’s speech • Recent journalism Indigenous demonstrators accuse media of being disrespectful in heated exchange with reporters • Missing and Murdered Indigenous Women (MMIW) (nativehope.org) (jigsaw activity) 	<ul style="list-style-type: none"> • Read childrens’ learning to read books such as Dick and Jane • Students will watch: Watch Traffic Stop Prime Video (amazon.com) • Discuss the four types of racism (interpersonal, internalized, institutionalized, structural) • Restoring justice read Restoring Justice through Theater • Read the play: The Dutchman and analyze image and discuss during class • Look through: Early Hollywood Stars • Start at 28:06-34:48: Whoopi Goldberg Stand-Up begins funny and ends tragically. 	<ul style="list-style-type: none"> • Students will watch and discuss some of the typical Asian stereotypes A. Stereotypes • Explore the meaning of political cartoons: Political Cartoons US News Opinion • Analyze the reading: Laugh at Tragedy • Watch: Dave Chapelle KKK • Watch: Unfinished Business
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<p>Dream: The Middle-Class Families Living in Motels Poverty in the USA Documentary - YouTube</p> <ul style="list-style-type: none"> • Explore Latin American migration routes to the U.S. Child Migrants Journey To The United States Which Way Home Documentary Central - YouTube • Compare scene to “The Arrival” Godfather 2 Vito Andolini Corleone New York Arrival Scene - Bing video 	<ul style="list-style-type: none"> • Read through excerpts of Paulo Freire’s “Pedagogy of the Oppressed” • Watch: Reel Injun • The art and tradition of oral storytelling: Celebrating Native Cultures Through Words: Storytelling and Oral Traditions Helpful Handout Educator Resource (si.edu) • Watch: Liberation • Watch season 10 episode three of: Disappeared 		
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Create Public Service Announcement / Commercial 	<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Create a Fictional Podcast 	<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Writer’s Theater 	<p>Performance Tasks:</p> <p>Political Cartoon</p>

Chapter IV: The Curriculum

Unit I

Unit One Writer's Name: Penelope Terrazas

Stage One: Identifying Desired Results		
Title: The Arrival of Happiness	Theme: U.S. History's Hidden People	Duration: 3.75 weeks
<p>Unit Overview</p> <ul style="list-style-type: none"> This unit introduces students to the background and belief of the American Dream. The American Dream is vital to this unit's core text/novel "The Arrival" by Shaun Tan. The anchor text is a graphic novel that contains no words, only realistic drawings. It begins with a man leaving his home and family for a better life. His story is told through his approach with various strangers. They too, communicate through pictures as opposed to words. Which is the whole purpose of the novel. The author uses drawings to show we do not all speak the same language, nor do we look the same or come from the same locations, therefore everyone is foreign to one another. Although foreign, the people in the story are still willing to lend a helping hand. Students will explore early migration in the United States by doing historical research on immigrants and their countries. Students will also explore current and reasons why people are still trying to come to the United States to seek and attain the American Dream. By examining different portrayals and understandings of the American Dream, students are to prepare and define their own interpretation and meaning of the American Dream. Ultimately, students will demonstrate the acquisition of their skills by creating a public service announcement on whether people should still seek the American Dream based on their research and learning. This unit is aligned with CCSS ELA-Literacy standards to engage students and assure they are attaining skills that will contribute to college and career readiness. Students will need to write daily using a writer notebook, and collaborating with peers in regards to their learning agendas. Students will have a chance to practice literary skills such as: reading, writing, listening, speaking and vocabulary. Students will also collaborate and work in small groups to come up with thought provoking ideas in a safe space (Burke, 2015). 		
CA Common Core State Standards		
Consider the Integrated Literacy Model. Which reading, writing, speaking/listening and language standards will this unit address?		
<p><u>CCSS.ELA-RL.3.11-12:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p> <p><u>CCSS.ELA-RL.5a.11-12:</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><u>CCSS.ELA-RL.7.11-12:</u></p>		

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-W.1a.11-12:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of opposing the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter-claims, reasons, and evidence.

CCSS.ELA-W.4.11-12:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-W.6.11-12:

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-SL.1.11-12:

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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-SL.4b.11-12:

Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-SL.3.11-12:

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-L.2.11-12:

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.

L.4.11-12:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-L.5.11-12:

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Transfer and Meaning**Enduring Understandings**

Students will be able to use research and problem solving skills acquired through knowledge gained from research and communal information.

Essential Questions

1. Is the American dream available for everyone?
2. How does the writer characterize social differences and how does it relate to the influence of the image of the American Dream?

Acquisition**Unit Objectives**

Students will be able to identify the idea and belief of the American Dream through the use of research and of a multiperspective lens.

Knowledge

Students will know...

- ❖ Historical events during colonization
- ❖ The plot, themes, and vocabulary of *The Arrival* by Shaun Tan
- ❖ Diverse beliefs of the American Dream
- ❖ Different perspectives of an American Dream
- ❖ Social class systems
- ❖ Immigrating
 - seek better opportunities
 - seeking refuge / asylum
- ❖ Various language sound and relation

Skills

Students will be skilled at...

- creating questions
 - that respond to diverse migration
 - persuade or argue
- collaborative skills
 - discussing findings and ideas
- research methods to support evidence
- interview questions
- speech, language and vocabulary
- technology, editing, camera perception
- media outlet
- point of view

Stage 2: Determine Acceptable Evidence

Performance Task	Scoring Criteria	Other Evidence—Assessment Continuum
Public Service Announcement	Scoring Rubric for Public Service Announcement / Commercial	<ul style="list-style-type: none"> • Short essay response to essential questions • KWL chart along with collaborative research in regards to the historical events and American Dream meaning • Interview Overview: <ul style="list-style-type: none"> ◦ Summary of findings • Research on purpose of public service announcements and commercials <ul style="list-style-type: none"> ◦ Summary of findings • Participation of class activities

Stage 3: Learning Plan with a Pathway for Differentiated Instruction

Designing the Instructional Sequence for Learning			
Lesson # Duration	Grade Level CA Common Core State Standards	Learning Target(s):	Instructional Focus:
Day 1 45 mins	<u>CCSS.ELA-LITERACY.W.11-12.1</u> 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	Students will examine background knowledge of early migration to the United States. <ul style="list-style-type: none"> • Colonial • Post-colonial • Chinese migration of the 1700's • The Great Arrival <ul style="list-style-type: none"> ◦ Irish 	<ol style="list-style-type: none"> 1. Students will receive a KWL chart and list what they know about U.S. immigration. Students will also have to conduct quick research on the topic. They are to keep charts in a folder to organize lessons in chronological order. 2. Students are to collaborate in a Think-Pair-Share activity and contribute learning ideas 3. As a class, discuss the meaning of American symbolism through

	<p>understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<ul style="list-style-type: none"> ○ Italian ● Chain Migration 	<p>historical structures and / or buildings such as: The White House, Statue of Liberty, Lincoln Memorial, songs, poems etc.</p> <ol style="list-style-type: none"> 4. Students will then watch segments of an early migration documentary and American landmarks while continuing to work on filling in their KWL charts 5. Students are to write unit essential questions down in their Writer's Notebook and begin thinking of possible responses to “Is the American dream available for everyone?” and do a quick write of their thoughts.
Day 2 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> 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.</p>	<p>After viewing immigrant documentaries, students are to define their own meaning of the American Dream in order to make their own connections. Students are to cite for support.</p>	<ol style="list-style-type: none"> 1. Students will watch: The Statue of Liberty Episode 1 PBS and write notes. 2. Students will then use 10 minutes left of class time to discuss their thoughts and jot down notes and possible questions.
Day 3 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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</p>	<p>Students will continue to watch documentaries on the American Dream in order to help them with their research for their essential question response. After observation, students will determine the purpose for coming to the United States.</p> <p>Purpose:</p> <ul style="list-style-type: none"> ● Inform 	<ol style="list-style-type: none"> 1. Students will finish watching The Statue of Liberty Episode 1 PBS. 2. Students will begin another KWL chart to answer what they know about migration to the U.S. 3. Students will begin to watch Which Way Home, students are to take notes on: <ol style="list-style-type: none"> a. socio-economic status b. country c. gender d. treatment of foreignness / “other” e. travel experiences

	<p>well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA <u>CCSS.ELA-LITERACY.L.11-12.5</u></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1</u></p> <p>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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<ul style="list-style-type: none"> ○ begin building ideas ● Persuade <ul style="list-style-type: none"> ○ point of view ● Explain <ul style="list-style-type: none"> ○ understanding ● Demonstrate <p>Interview Overview that will be provided to students: <u>Interview Overview</u>:</p> <ul style="list-style-type: none"> ● Gather information ● Survey ● Background knowledge 	<ol style="list-style-type: none"> 4. Read and go over: <u>Obtaining Asylum</u> and discuss the possible meaning of the speaker's message. 5. Watch: <u>The Modern American Dream</u> 6. After watching videos and analyzing readings, students are to draw their own conclusion and summarize their own point of view of the use of language and meaning of the American Dream. They are to write their response in their Writer's Notebook. They can share perspectives with classmates for more insight. <p>Homework: Students are to go home and interview a family, friend or a member of their community (they can trust) and ask how or why they or their families came to the United States. Using the <u>Interview Overview</u> provided by the teacher, you are to follow each step.</p>
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<p>Day 4 45 mins</p>	<p><u>CCSS.ELA-LITERACY. RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA</p> <p><u>CCSS.ELA-LITERACY. RI.11-12.2</u> 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.</p>	<p>Students will begin to discuss the way immigrants of European nations and Latin American countries are treated. Students are to reflect on the political times of the United States and how it influences their arrival.</p>	<ol style="list-style-type: none"> 1. Students will conclude Which Way Home and instructor is to assign teams of “Group Reflecting on Learning” to participate in a friendly discussion sharing their views of the film and how they now visualize the American Dream. 2. Students are to reflect on the question of opportunity. Who are those who are welcomed and those barred from entering the country? 3. Students will begin reading and analyzing part one of “The Arrival” by Sean Tan. Students are to determine the cause and effect of the story thus far. <p>Homework: Students are to write a three paragraph essay comparing and contrasting their learning from films and research to that of the book.</p>
<p>Day 5 45 mins</p>	<p><u>CCSS.ELA-LITERACY. SL.11-12.1</u> 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.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a</p>	<p>Students will start by sharing their responses to the compare and contrast writing they did for homework.</p> <p>They will share the topics they focused on for their compare and contrast. Students will then continue reading “The Arrival” and applying their research learnings to the story in the book.</p>	<ol style="list-style-type: none"> 1. Using the Think-Pair-Share method, students will share ideas and points of view from their homework assignments. 2. Students will continue reading part II of “The Arrival.” 3. Students will analyze by using the “Job Cards” the instructor assigns and distributes <ol style="list-style-type: none"> a. facilitator b. summarizer c. questioner d. and note taker

	<p>topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		<p>Homework: Students are to collaborate at home and begin creating a PowerPoint presentation. Students are to create slides according to what they discovered through their assigned roles.</p>
Day 6 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play</p>	<p>Students will begin to analyze differences between the characters in the book. Students are to try to determine whether their differences are due to culture, or beliefs. Students will also continue to work on their PowerPoint presentations and use creative aspects to determine the best method in presenting information to their audience.</p>	<ol style="list-style-type: none"> 1. Students will continue to read and analyze part II of the graphic novel, they are to take notes in their Writer's Notebook. 2. Students will return to their groups and continue using their assigned roles to present their findings from the book and research videos. Students are to gather information from their compare and contrast topics and share ideas.

	by an American dramatist.)		Homework: Summarize your group role and job descriptions.
Day 7 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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.) (See grade 11–12 Language standards 4–6 for additional expectations.)</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>In order for students to get a wider perspective, the teacher will model a “Town-Hall meeting” in order for students to understand that not everyone will share their same point of view. That difference often sets them apart and instead of fearing one another, they should take the time to try to understand opposing viewpoints.</p> <p>Students are to continue reading part III of the story and work on their Powerpoint presentation.</p>	<ol style="list-style-type: none"> 1. Students are to participate in a friendly class discussion. Students will go over rules they should apply to active learning and listening. 2. Students are to use their Writer’s Notebooks and write what they learned during the “Town-Hall Meeting” activity. 3. During class, students and teacher will continue to read and analyze part III of the story. 4. Students will begin to watch: Growing Up Poor in America. <p>Homework: Students are to answer the questions: Why is the United States the land of opportunity? What evidence is there? Do I agree or disagree?</p>
Day 8 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to</p>	Students will continue watching the documentary and analyzing it along with	<ol style="list-style-type: none"> 1. Students will continue reading part III of the novel. They will continue writing their notes in their Writer’s Notebook.

	<p>support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>their readings of the book.</p> <p>Students will write a paragraph and cite their evidence from the story, videos and other learnings and apply it to their writing.</p>	<ol style="list-style-type: none"> Students will continue watching: Growing Up Poor in America Students are to discuss their thoughts on the documentary. <p>Homework: Students are to re-analyze the meaning of the “American Dream” and write their ideas and thoughts. Students are to answer the question: “Is growing up poor in America, also part of the American Dream? What is your position?”</p>
Day 9 45 mins	<p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> 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.</p>	<p>Students are to Present their group Powerpoint presentation and continue to read and analyze part IV of the reading.</p> <p>Students will pose questions to one another.</p>	<ol style="list-style-type: none"> Students will use their class time to present their PowerPoint presentations. <ol style="list-style-type: none"> Inform audience on their point of view Persuade Explain demonstrate Students are to pose questions to one another after they have presented with their groups to provide feedback and an idea to opposing views of their findings.

	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ol style="list-style-type: none"> Students are to take notes in their Writers Notebook. Students will begin to read and analyze part VI of the story. <p>Homework: Students are to write a page on what they learned from their roles and their presentation activity.</p>
Day 10 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> 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</p>	<p>Students will begin the process of highlighting critical information. Students will begin to use narrative methods to repeat vital information.</p> <p>Students are to finish part IV of the reading</p>	<ol style="list-style-type: none"> Using a previous homework assignment (interview), students will use that assignment to begin writing their own narrative. Students will conclude reading and analyzing part IV of this unit's anchor text. Students will watch: Diversity in America and use a Venn

	<p>text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>CCSS.ELA-LITERACY.W.11-12.7</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play</p>	<p>and watch a new documentary.</p>	<p>Diagram to compare and contrast to the reading.</p> <p>Homework: Students are to begin the process of creating an interview into a narrative theme that will later become an information piece of writing that will</p>
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	by an American dramatist.)		assist with their performance task assignment.
Day 11 45 mins	<p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Students are to conclude the book by reading and analyzing part V of the story. Students will begin to review the content and discover the “Presented Problem.” Students will watch: America's Broken Dream to overview their learning.</p>	<ol style="list-style-type: none"> 1. Students will watch: Living the American Dream and discuss what the speaker means. 2. Students will then begin to read and analyze the concluding part of the story. Part V will finalize the reading which students will interpret and compare their findings of the American Dream. 3. Watch: America's Broken Dream and discuss the message of the film maker. <p>Homework: Students are to continue to apply the concept or idea of the American Dream to their readings. Write a paragraph in the Writer's Notebook, describing thoughts on the American Dream from the story.</p>
Day 12-13 45 mins	<p><u>CCSS.ELA-LITERACY.W.11-12.6:</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.5:</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations</p>	<p>Students will be reviewing their knowledge as well as collaborating information. Students will use class time writing notes on their Writer's Notebook during video presentation of: Not Enough</p> <p>Assign students into groups and have them brainstorm ideas they would like to focus on for their final.</p>	<ol style="list-style-type: none"> 1. Watch: Not Enough and jot down ideas in Writer's notebook. 2. Work in previously assigned roles to collaborate ideas on creating a public service announcement either promoting the American Dream or debunking the American Dream. 3. Students are to begin recording and writing down a reflective piece on their assignment. <p>Homework: Collaborate and continue exploring ideas or topics on what you</p>

	to enhance understanding of findings, reasoning, and evidence and to add interest.	Students are to begin recording and writing reflective pieces.	would like to research for a public service announcement / commercial. Work and collaborate on commercials from home.
Day 14 45 mins	<p><u>CCSS.ELA-LITERACY.W.11-12.2:</u> 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.</p> <p>b. Develop the topic thoroughly by selecting the most significant relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>f. Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><u>CCSS.ELA-LITERACY.L.11-12.5</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students will have to turn in their informational reflective piece of writing that explains their point of view according to their learning. Students will need to submit:</p> <ul style="list-style-type: none"> • brainstorm • outline • draft • final • KWL charts • Writer's notebook • Homework assignments <p>Students will also have to submit and present their public service announcement / commercial to the class. The class is to provide positive feedback on their project.</p>	<ol style="list-style-type: none"> 1. Submit writing of this unit, including notes of videos and readings. Writings will have to include significant and relevant facts from historical and learning events. 2. Submit informational reflective writing. 3. Present video with group.

	a. Observe hyphenation conventions.		
	b. Spell correctly		

Performance Task:

Your assignment is to **create** and **publish** a public service announcement / commercial promoting or arguing against the American Dream. Based on your learning, you will be writing 10 questions or observations with your **group** on why people should or should not come to the United States to attain the **American Dream**. Your commercial should have a **unique title, begin with an introduction, have several recordings that contain an edited version that is 30-45 seconds long and the uncut versions that should be at least a minute long**. Your goal is to tell whether or not the **American Dream** is still equal and attainable for all.

Differentiated Instruction Plan for Diverse Students (Part 2)

What strategic adjustments will you make to optimize achievement for all learners?

Description Focus Student 1: English Language Learner	Description Focus Student 2: Student with Special Needs	Description Focus Student 3: Student with a life experience challenge or in need of emotional or social support
Student has been expanding his learning proficiency. He is capable of conversing with instructor and peers but still assists developing the targeted language with vocabulary and linguistic skills. He is able to meet cognitive and complex requirements of the assignments as long as they have linguistic assistance. (Data: ELPAC/CELDT results)		
<i>curricular elements (content, process, product, learning environment) based on one or more of the students' characteristics</i>		
This differentiated instruction plan is created for students that are expanding their English-language proficiency by adding collaborating, diverse group work, giving students the option to choose from various		

tasks within the performance task and giving them fewer spoken vocabulary words during their performance task or doing an alternate group role.		
<i>Support the learning needs and assets of the student..</i>		
Graphic Organizers: Will help students arrange and connect vocabulary schemes and concepts (Vacca, Vacca & Mraz, pp. 210, 214, 2017). KWL Chart: Will help English language learners identify background knowledge by responding to what they know, what they want to know and finally to what they learn from this lesson (Vacca, Vacca & Mraz, p. 116, 2017).		

Unit II:

Unit Two Writer's Name: Penelope Terrazas

Stage One: Identifying Desired Results		
Title: Big Brother is Watching	Theme: U.S. History's Hidden People	Duration: 3.75 weeks
Unit Overview <ul style="list-style-type: none"> This unit will focus on Native American treatment throughout the history of the United States. Students will explore the Indian Removal Act, Manifest Destiny, Native American Reservations, boarding schools and reservation laws versus federal laws. Students will also be focused on the study of oppression and assimilation. Students delve into Native American cultures by becoming aware of the many different nations that exist today and that no longer exist. Students will analyze their reading of "The Roundhouse" by Louise Erdrich. This is a story about a native woman who is assaulted on the line between federal reservations. Although she holds a high position in the reservation, justice is not available for her or her family because of where the assault took place. We follow her son's journey to try to get justice and we see the power of women's role in Native culture. Students will compare and contrast laws as well as cultural differences. 		

- This unit is aligned with CCSS ELA-Literacy standards to engage students and assure they are attaining skills that they will use for college and career readiness. Students will practice and sharpen their literacy skills of reading, writing, speaking and listening, language and vocabulary. A strategy that will become common and clarified during the course of the unit is novel and event discussions, referred to as “reciprocal teaching.” This involves students assigned specific roles for students to attain collaborative and oral literacy skills in a group (Burke, 2015). The thematic element for this unit is the understanding of the creation of some federal laws that protect only its citizens. Students will also work on oral literacy skills and speech that are to be practiced through the use of Philosophical Chairs. This will be essential to the unit because students will be using skills when doing the interview process for their podcast. Students will need to know how to develop ideas to write questions that create conversations with those they will be interacting with for this learning process. When focusing on Literacy standards, instruction will make explicit connections, as suggested by the third element in Burke's list. Students will be pushed to find the relation of the content to the real world and away from academics. They are to do this by deciding which important idea from the events in the novel will coincide with current times. Students will critically read the text, and evaluate allegory texts that will be assigned. Students will be covering relevant background knowledge of Native American U.S. history as well as completing daily tasks.
- Students will be reading “Pedagogy of the Oppressed” by Paulo Freire. Students will be discussing and analyzing what it means to be oppressed or come from an oppressed group. Students will discuss the ‘call for action’ or ‘cultural freedom’ by using literacy as a key to attaining change. Students will be practicing and working on their oral literacy skills through several speech and presentation activities. Students will need to know how to develop conversational starting questions to interact with those they will be talking to and/or interviewing for their podcast. Students will acquire and be generating learning from those suggested in the “Ten Elements of Effective Instruction” by Jim Burke. Students will also be engaging in activities such as those suggested in “The New Art and Science of Teaching” by Robert J. Marzano.

CA Content Standards

Consider the Integrated Literacy Model. Which reading, writing, speaking/listening and language standards will this unit address?

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.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA

CCSS.ELA-LITERACY.RL.11-12.2

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.

CCSS.ELA-LITERACY.RL.6.11-12.

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.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.11-12.2

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.

b. Develop the topic thoroughly by selecting the most significant, relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

f. Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.SL.11-12.1

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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-SL.4b.11-12:

Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g.,

analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly

Transfer and Meaning

Enduring Understandings

- ❖ Students will be using their learning to determine social construct through purposeful U.S. laws.
- ❖ Students will understand that they can make their own political statement or call to action through the use of allegory or poetry.

Essential Questions

1. Is justice created equally for all?
2. How does the author create a political statement through allegory and poetry?

Acquisition

Unit Objectives

Students will be able to analyze the biases and broad use of language to create complex questions for interviews as a way to argue or persuade an audience.

Knowledge:

- ❖ Students will know...
 - ❖ Elements in creating a podcast
 - ❖ Create a podcast using technology
 - ❖ Elements of allegory
 - ❖ Elements of poems
 - literary devices, especially characterization, metaphor, and personification.
 - ❖ The plot, themes, and vocabulary of “The Roundhouse”

Skills

Students will be skilled at...

- generating questions
- collaborative skills
- Google forms for interviews
- interviewing skills
- editing
- research skills
- using supporting evidence

Stage 2: Determine Acceptable Evidence

Performance Task	Scoring Criteria	Other Evidence—Assessment Continuum
	Scoring Criteria Podcast Scoring Rubric	Students will demonstrate their understanding through Question-Answer

<u>PodCast Performance Task Assignment</u>		<p>Relationship (QAR) questions for their reading assignments and completing entries to their:</p> <ul style="list-style-type: none"> • Pinwheel discussion • <u>Venn Diagram</u> • Writer's notebook • Discussion boards • Reflective writing • In-class discussion <p>Sequence of Assessments</p> <ul style="list-style-type: none"> • Complete QAR questions • Write a poem • Pinwheel responses • Writer's notebook • In-class discussion • Political podcast arguing or persuading
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Stage 3: Learning Plan with a Pathway for Differentiated Instruction

Designing the Instructional Sequence for Learning			
Lesson # Duration	Grade Level CA Common Core State Standards	Learning Target(s):	Instructional Focus:
Day 1 45 mins	<u>RL.3.11-12:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).	Students will be exploring their background knowledge and learning about Native American culture. Students will analyze poetry reading.	<ol style="list-style-type: none"> 1. Using a <u>KWL</u> chart, students will fill out required portions. 2. Students will begin reading and discussing: <u>Federal and Indian Laws</u> 3. Using a <u>Venn Diagram</u>, compare and contrast what you have learned and finish the <u>KWL</u> chart. 4. As a class, read <u>Dear John Wayne</u>, discuss and jot down notes and ideas in the Writer's Notebook.
Day 2 45 mins	<u>RL.11-12.3.:</u> Analyze the impact of the author's choices regarding how to	Students will continue to discuss poem's and the elements in the poem. Students will also watch	<ol style="list-style-type: none"> 1. Discuss elements of the poem such as: <ol style="list-style-type: none"> a. imagery b. POV

	<p>develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>RL.7.11-12.7:</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>segments of the Academy Awards that demonstrate actor John Wayne's negative behavior toward a speech given by a Native American and learn more about the representation of John Wayne movies and films. Students will watch a film.</p>	<p>c. mood d. theme e. metaphor / simile</p> <ol style="list-style-type: none"> 2. Watch: Sacheen Littlefeather and discuss "who is John Wayne?" 3. Students are to begin discussing their responses to their KWL chart and watch: Indigenous demonstrators accuse media of being disrespectful in heated exchange with reporters <p>Homework: Students are to write a paragraph reflecting their findings from the day's lesson. Recap what was learned.</p>
Day 3 45 mins	<p><u>CCSS.ELA-LITERACY.RL.6.11-12.</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.SL.4b.11-12:</u> Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument,</p>	<p>Students will continue to discuss findings of John Wayne and are going to begin to watch the first 20 mins of documentary film: Reel Injun. Students will then begin reading the "Roundhouse" by Louis Erdrich.</p>	<ol style="list-style-type: none"> 1. Students will begin to elaborate based on their previous learning from the previous day's lessons. 2. Students are to take Cornell Style Notes during documentary presentation. 3. Students will begin reading the "Roundhouse" and take notes. They are to pay close attention to literary elements that appear in the story: <ol style="list-style-type: none"> a. character names b. symbolism c. theme d. mood e. setting 4. While reading, students are to discuss the relationship between the story and evidence that they have learned thus far

	<p>such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		<p>and make sure to take notes on their findings.</p> <p>Homework: Students are to continue reading chapter two of the novel and write three argumentative questions they can ask the class.</p>
Day 4 45 mins	<p><u>SL.1.11-12:</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</p>	<p>Students will be assigned partners for sharing information based on their argumentative questions they were assigned.</p>	<ol style="list-style-type: none"> 1. Reflect on readings from chapter two and identify their most crucial findings. 2. Students are to continue taking notes on the documentary.

	<p>diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>Using a think-pair-share method, they are to choose a single question that they find essential for class discussion. Students will watch another 10 minutes of the documentary and continue reading chapter three of the book.</p>	<ol style="list-style-type: none"> Students will present the strongest question they created with their partner based on a topic from differences they have recognized so far. Students are to write and post their questions to the discussion board. Students will begin to read chapter three of “The Roundhouse.” <p>Homework: Students are to sign in to the discussion board and begin to respond to each partner’s questions. Students are to use evidence based answers and finish chapter three and read chapter four.</p>
Day 5 45 mins	<p><u>W.1a.11-12:</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of opposing the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter-</p>	<p>Teachers will begin to model arguments based on a current controversial topic.</p> <p>Students will discuss the importance of the news or media and continue reading the novel.</p>	<ol style="list-style-type: none"> Discuss the homeworks reading and discuss findings. Students will participate and respond to the teacher posing an argument and identify the division a controversial topic creates. Watch 15 minutes of the documentary. Continue reading this unit’s anchor text: chapter five

	<p>claims, reasons, and evidence.</p> <p><u>CCSS.ELA-W.6.11-12:</u> 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.</p>		<p>Homework: Students are to chapter six and seven and in their Writer's Notebook, write a reflection based on the readings. Students are to also write related experiences from the book to their own life.</p>
<p>Day 6 45 mins</p>	<p><u>SL.1.11-12:</u> 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish</p>	<p>The teacher will begin class discussion by using personal life connections of current events with the class. Students are to use the findings from their homework to respond. They will also watch: Disappeared</p> <p>Students are to complete a Comparison Matrix worksheet that will be provided by the teacher.</p>	<ol style="list-style-type: none"> 1. Students are to discuss the readings and complete a Comparison Matrix worksheet. 2. Students will watch 10 minutes of the documentary and continue taking notes in their Writer's Notebook. 3. Students will begin to watch and discuss law based on the episode of Disappeared. 4. Students will read chapter eight from the novel and discuss crucial events during the reading. Students are to be jotting notes. <p>Homework: Students are to read chapter nine and complete a venn diagram based on similarities and</p>

	individual roles as needed.		differences from the story to their knowledge of real life.
Day 7 45 mins	<p><u>CCSS.ELA-W.4.11-12:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.2:</u> 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.</p> <p>CCSS.ELA-LITERACY.RL.6.11-12. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	Students will read chapter 10 and discuss and write down possible topics for cause and effect factors. Students will be put into groups(groups norms creation) of two to three students (four depending on class size).	<ol style="list-style-type: none"> 1. Students are to discuss events from chapter nine. 2. Students will be assigned groups, they are to get into their groups and begin discussing topics for a cause and effect writing assignment. 3. Students are to review previous reading of the “Dear John Wayne” poem and discuss the use of language. 4. Begin reading chapter 10. <p>Homework: Using Microsoft Teams, you are to begin a group chat with your team members and describe the language in law. Answer the question: “Are laws written in a way that they are clear to everyone?” Find a law or clause that you find to be very difficult to read, and bring it to class tomorrow. Finish reading chapter 10.</p>
Day 8 45 mins	<p><u>L.5.11-12:</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	Students will share their homework assignments in class and state their interpretation of language used.	<ol style="list-style-type: none"> 1. Engage in class discussion about language use written in laws or public policies. 2. Watch 20 minutes of the documentary and take notes. 3. Begin reading chapter 11 and take notes. <p>Homework: Finish reading chapter 11. Using the group chat that was previously created, think of thought provoking questions for an interview</p>

	b. Analyze nuances in the meaning of words with similar denotations.		based on this chapter. Who would you ask these questions to, and make sure to include the how and why.
Day 9 45 mins	<p><u>W.6.11-12:</u> 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.</p> <p><u>CCSS.ELA-SL.1.11-12:</u> 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and</p>	Through the class' social homepage, teacher will post topics based on the reading and a thought provoking question that is controversial or creates a divide of opinion to begin Town-hall meeting.	<ol style="list-style-type: none"> 1. Share group questions with the class and receive positive feedback from peers. 2. Conclude the documentary and the novel.

	deadlines, and establish individual roles as needed.		Homework: Use peer feedback to revise and create 10 questions for an interview that will cause debate.
Day 10 45 mins	<p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.</p> <p><u>W.6.11-12:</u> 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.</p> <p><u>CCSS.ELA-SL.1.11-12:</u> 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a</p>	Teacher will use the <i>Legal Model</i> as an example to contradict student views or perception of justice.	<ol style="list-style-type: none"> 1. Students will use the <i>Legal Model</i> as a guide for creating or revising their question to make a one sided question that requires a single sided answer to prove their point. 2. Write reflection on the concluding chapter in Writer's Notebook. 3. Watch: Liberation

	<p>thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		<p>Homework: Continue to work on questions through group chat. Begin to think of ideas to present during podcast presentation. Present topics and project ideas for teacher approval.</p>
<p>Day 11-12 45 mins</p>	<p><u>CCSS.ELA-LITERACY.RI.11-12.2:</u> 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.</p> <p><u>SL.3.11-12:</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><u>L.4.11-12:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or</p>	<p>Teacher will present students with further information about the news media. Students are to charter essential questions to their podcast interview questions.</p>	<ol style="list-style-type: none"> 1. Watch: Missing and Murdered Indigenous Women (MMIW) (nativehope.org) and discuss why this does not receive greater exposure in the country. 2. Present ideas or topics for approval and receive teacher feedback. 3. Watch How Poverty Can Follow Children Into Adulthood FRONTLINE (pbs.org) and How to Make your Own Podcast after podcast approval. 4. Think of the audience: Here's What Young People Care About. Listen And Learn : NPR

	text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		Homework: Begin drafting and organizing podcast projects. Students are to write a quick reflection of the group process and assignment so far.
Day 13 45 mins	<p><u>L.4.11-12:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Model cause and effect methods for further clarity.</p> <p>Have students re-evaluate ethos, pathos and logos.</p>	<ol style="list-style-type: none"> 1. Watch Alcoholism - The deadly truth about its stigma and the effects on Native reservations. <ol style="list-style-type: none"> a. social categorization 2. Discuss and take note of any clarifications from the cause and effects from this and previous lessons. Think of how these lessons can be helpful to your project. <p>Homework: Continue working and collaborating on projects. Meeting outside of class is strongly recommended parents approve.</p>
Day 14-15 45 mins	<p><u>RL.5a.11-12:</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2:</u> 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.</p> <p><u>SL.3.11-12:</u></p>	<p>Final revision and editing for finalizing and presenting podcasts.</p> <p>Reflect on essential questions.</p>	<ol style="list-style-type: none"> 1. Students will work collaboratively to add final touches to their podcast. 2. Introduce group members, roles and podcasts. 3. Provide peer feedback. 4. Write reflection on whether or not they feel as their podcast fulfilled responding to the essential questions and what was their understanding for the purpose of the lessons in this unit.

	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
Performance Task: Students will create and post a fictional political unique podcast based on their research readings. With their group , students will come up with 10 questions they are to discuss during the podcast . Groups will be divided into two parts. They will be debating controversial issues of Native American reservations or Federal laws .			

Differentiated Instruction Plan for Diverse Students (Part 2)

What strategic adjustments will you make to optimize achievement for all learners?

Description Focus Student 1: English Language Learner	Description Focus Student 2: Student with Special Needs	Description Focus Student 3: Student with a life experience challenge or in need of emotional or social support
	Student is on track for graduation. He is able to complete complex tasks with the help of a one on one aid or simpler content.	
<i>curricular elements (content, process, product, learning environment) based on one or more of the students' characteristics</i>		
	First step in assisting a student is to go over and read the student's profile to discover the student's learning style and accommodate needs. Indicated in the Individual Educational Plan (IEP) and past experience with student, he will need extended time on assignments and for assignments to be organized in a step by step method.	
<i>Support the learning needs and assets of the student.</i>		
	Students will work with a group that also requires modified content for the assignment. Students will be able to work with visuals to provide responses to assignments.	

Unit III:

Unit Three Writer's Name: Penelope Terrazas

Stage One: Identifying Desired Results

Title: American Beauty	Theme: U.S. History's Hidden People	Duration: 3.75 weeks
Unit Overview <ul style="list-style-type: none"> This unit will focus on the standards of beauty in the United States and the influence “whiteness” has placed on society. Students will closely analyze the relationship in beauty standards that are held by society and presented with various commercials, early cinema and Toni Morrison’s “The Bluest Eye.” The story is set after the Great Depression and covers all seasons of the year. The focal character is a young girl named Pecola who lacks love and affection. Although young, Pecola has had a rough life. Pecola tries to relate to herself through movies. Especially Shirley Temple films. Pecola feels that if she looked more like the people on television, who always appear to be happy, her life would be the same too. But the cycle of bad fate continues throughout the story and Pecola’s inability to break the cycle of violence and poverty that follows her. The character goes insane by the inability to fulfill society's needs of beauty. Students will be analyzing the social construct of embedded notions of ideal beauty. The thematic element of this unit and semester curriculum map is “U.S. History’s Hidden People.” It will be presented by analyzing themes, motifs, symbolism, racism, juxtaposition, community and the social structure of beauty in the United States. Students will commence the semester with “The Arrival” by Shaun Tan. Through elements of the graphic novel, students will analyze the meaning of the American Dream and various perspectives of ideas which are attributed by different cultures. Students also delve into the acknowledgment of color and social class and whether everyone is unlimited to the perseverance of the American Dream. In the second unit, students delve into history by researching the acquisition of American land by the trickery of the Native people. Although U.S. history portrays white males as the heroic founding fathers, it misses to tell the story of bribery, theft and shaping of Native soil. This unit will contain the story and history of African Americans and the shaping of beliefs and culture. This content's theme, instruction, objectives, assessments and teaching practices are aligned to that of 21st century learning skills. The unit fulfills the California common core English Language Arts standards. Teaching activities will align with “The New Art and Science of Teaching” by Robert J. Marzano and “Academic Moves for College and Career Readiness” by Jim Burke and Barry Gilmore (2015). 		
CA Content Standards Consider the Integrated Literacy Model. Which reading, writing, speaking/listening and language standards will this unit address?		
<u>CCSS.ELA-LITERACY.RL.11-12.2:</u> 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.		
<u>CCSS.ELA-LITERACY.RL.11-12.3:</u> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).		
<u>CCSS.ELA-LITERACY.RL.11-12.6:</u>		

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.RL.11-12.7:

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

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.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.SL.11-12.1:

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.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA.LITERACY.L.4:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*)

Transfer and Meaning

Enduring Understandings

- ❖ Students will be able to independently use their research to distinguish the complex views of beauty in society.
- ❖ Students will interpret their findings by writing a skit or play on their interpretations to counteract the typical norms and conditioning of beauty in society and American Standards.

Essential Questions:

1. What are the root causes of prejudice?
2. How does oppression influence society and determine the status quo?

Acquisition	
Unit Objectives Students will be able to demonstrate society's reaction to what is considered beautiful and discuss social functions by writing a skit or play.	
Knowledge: <ul style="list-style-type: none"> ❖ Elements in an allegorical narrative ❖ Plot ❖ Theme ❖ Motif ❖ Symbolism ❖ Language ❖ Oral presentation ❖ Performance presentation ❖ Historical elements 	Skills: <ul style="list-style-type: none"> • close readings • analyzation and evaluations • narrative techniques for mood • progression of events • action and collaboration towards acceptable diverse outcome

Stage 2: Determine Acceptable Evidence

Performance Task	Scoring Criteria	Other Evidence—Assessment Continuum
Your assignment is to... Writer's Theater	Scoring Criteria: Writer's Theater Scoring Rubric	Students will demonstrate achievement by completing the reading, questions, discussion and assignments required for this unit. Students are required to participate, collaborate and reflect through activities by coming to class prepared and ready to learn. Sequence of Assessments: <ol style="list-style-type: none"> 1. QAR question completion 2. General entries through writers notebook 3. Discussion board participation 4. Informed participation for class activities 5. Scene-rough draft 6. Scene-Final 7. Performance

Stage 3: Learning Plan with a Pathway for Differentiated Instruction

Designing the Instructional Sequence for Learning:			
Lesson # Duration	Grade Level CA Common Core State Standards	Learning Target(s):	Instructional Focus:
Day 1 45 mins	<p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>	Students will examine essential questions and establish perception notions of beauty in the United States.	<ol style="list-style-type: none"> 1. Introduced to the unit's essential questions. 2. Using a Writer's Notebook, jot down thoughts on essential questions (provide language frame for ELL students). Students should also consider their own views of beauty and share their responses. 3. Have students look through: Early Hollywood Stars and acknowledge that only "white" actors were portrayed in the silver screen and discuss Hollywood's role in influencing society. 4. Using a T-chart, students are to search images of early actors of color and compare their beauty or grotesque features or representations to those of the "white" actors. 5. Read a passage from: Dick and Jane and take notes page scenario. <p>Homework: Research actors of color from black and white films and write a brief description on what would happen to their birth name. Students are to tell whether movie roles were just as available to people of color as they are today.</p>
Day 2 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.6:</u> Analyze a case in which grasping point of view requires distinguishing what is</p>	Students will begin to generate claims and begin to understand the lack of	<ol style="list-style-type: none"> 1. Students will read sections from The Doll Studies and summarize their idea of what it is.

	<p>directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.SL.1.1-12.1:</u> 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.</p> <p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>	<p>representation leads to a lack of agency.</p>	<ol style="list-style-type: none"> 2. Students will engage in class discussion regarding their idea of The Doll Studies. 3. Students will watch: The Clark Doll Test, write and then share ideas through class discussion. 4. Students will also view: The Doll Test. 5. Students will pair up, discuss and write their ideas about beauty when growing up. 6. Watch clip from Whoopi Goldberg’s stand-up comedy: Whoopi Goldberg's Comedy Stand-Up 7. Students will begin reading “The Bluest Eye” by Toni Morrison and take Cornell style notes during the reading. <p>Homework: Students are to use their partner ideas to write a page describing their childhood and what they wanted to look like when growing up. Students are to finish reading chapter one of “The Bluest Eye” and identify themes, and setting in their notes. ELL must note unfamiliar vocabulary words on index cards.</p>
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<p>Day 3 45 mins</p>	<p><u>CCSS.ELA-LITERACY.RL.1</u> <u>1-12.6:</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.W.11</u> <u>-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.1</u> <u>1-12.1:</u> 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</p> <p><u>CCSS.ELA.LITERACY.L.4..:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Students will begin generating qualifiers in regards to what they know so far from the characters in the novel.</p>	<ol style="list-style-type: none"> 1. Students will begin by sharing notes from reading and answers from their homework assignment. 2. Students will discuss characters, character names and introduction of early Hollywood cinema actors from previous lessons. 3. Students are to then fill in a Venn diagram. One side their own experience and the other, a character from the novel. Volunteers will share their responses. 4. Students are to begin reading chapter two and will take notes. <p>Homework: Finish chapter two, and read chapter three. Students are to take note of character names and possible meaning.</p>
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<p>Day 4 45 mins</p>	<p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1:</u> 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</p>	<p>Students will work in groups of three to four and identify their knowledge of plays. They then will assign each other roles based on Amiri Baraka’s reading of The Dutchman.</p>	<ol style="list-style-type: none"> 1. Students will be put into groups of three to four and discuss what is a performance play and what is its purpose. 2. Students will then be assigned a scene from the play The Dutchman by Amiri Baraka. Students should decide who will play each character. 3. Students will use the rest of class time to rehearse their scene, <p>Homework: Read chapter four a description of the new character in the book.</p>
<p>Day 5 45 mins</p>	<p><u>CCSS.ELA-LITERACY.RL.11-12.2:</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3:</u> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the</p>	<p>If ready, students will perform their scene in front of the classroom with their group and discuss findings from previous nights readings.</p>	<ol style="list-style-type: none"> 1. Students are to rehearse and perform their scene in front of the class. As an audience, students are to take note of: interesting details, language, differences and similarities using their Writer's Notebook. <p>Homework: Compare the character Lula, from The Dutchman to Maureen Peel from the novel. Write down the characters number one</p>

	development, organization, and style are appropriate to task, purpose, and audience.		most distinct similarly. This assignment should be a page and a half.
Day 6 45 mins	<p><u>CCSS.ELA-LITERACY.RL.1 1-12.2:</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.1 1-12.3:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RL.1 1-12.7:</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<p>Analyze the purpose for authors describing characters such as they do.</p> <p>Students will analyze the purpose of having characters that enrage the audience.</p>	<ol style="list-style-type: none"> 1. Students are to think and discuss the purposes of Disney villains. What emotions do they invoke and what for? 2. Students will continue reading chapter five of the novel. 3. Students are to acknowledge the change in season and why the author has decided to change the season in the previous chapter. 4. Students are to work together and analyze the season of winter as a metaphor for the events occurring in the novel. <p>Homework: Continue reading chapter six and note down language use and symbolism of the story.</p>
Day 7 45 mins	<p><u>CCSS.ELA-LITERACY.RL.1 1-12.3:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p>	In groups, students will share their previous night's findings from the readings.	<ol style="list-style-type: none"> 1. Using a Think-Pair-Share method, students will share and discuss their findings. 2. Students are to continue reading and note the change of season to Spring in chapter six and how it impacts events from chapter seven.

	<p><u>CCSS.ELA-LITERACY.RL.1</u> <u>1-12.6:</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.SL.1</u> <u>1-12.1.a:</u> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>		
Day 8 45 mins	<p><u>CCSS.ELA-LITERACY.RL.1</u> <u>1-12.2:</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.1</u> <u>1-12.3:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p>	Students will receive further frequent structured and varied practice from the teacher.	<p>Homework: Read and take notes on chapter eight.</p> <ol style="list-style-type: none"> 1. Students are to answer the question on what they liked or disliked about the play. 2. Students will also note whether this type of presentation would be essential to their learning. 3. Students will watch: Restoring Justice through Theater and take notes. <ol style="list-style-type: none"> a. Identify how theater can restore justice? b. What does justice mean? 4. Students are to begin choosing their team for their Writer's Theater.

	<p><u>CCSS.ELA-LITERACY.SL.1.1.b:</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		<p>Homework: Read chapter nine, take notes and determine two or more themes that are crucial to this unit's lesson.</p>
Day 9 45 mins	<p><u>CCSS.ELA-LITERACY.RL.1.1-12.2:</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.1.1-12.3:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RL.1.1-12.7:</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p><u>CCSS.ELA-LITERACY.SL.1.1.a & b:</u> a. Come to discussions prepared, having read and</p>	Students are to collaborate in their groups and think of order they would like to present their scene.	<ol style="list-style-type: none"> 1. Students will be assigned order of presentation. Groups are to keep updated and with scenes they will be performing so the next group can follow. 2. Students are to begin collaborating ideas and creating a shareable Google Doc. 3. Students will begin reading chapter 10 and note the change in season. 4. Class will discuss and jot down notes on what is happening to Pecola's character throughout the time and its seasons.

	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		<p>Homework: Work on ideas that will follow previous groups' scenes. Students are to work collaboratively online and share ideas, themes they will be applying to this unit's learning.</p>
Day 10 45 mins	<p><u>CCSS.ELA-LITERACY.RL.1-12.3:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	Students will conclude their reading of "The Bluest Eye" and summarize the most crucial elements that work against Pecola becoming the person she wants to be.	<ol style="list-style-type: none"> 1. Students will read the final chapter of the novel and take notes. 2. Students will then answer the question on whether Pecola will ever become the person she wants to be, why or why not. <p>Homework: Continue working on plays and sharing ideas of themes and topics that implement the topic of this unit's lesson</p>
Day 11 45 mins	<p><u>CCSS.ELA-LITERACY.RL.1-12.2:</u> 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.</p>	Students will collaborate during class time by sharing ideas, creating characters and writing creative writing pieces to present.	<ol style="list-style-type: none"> 1. Students will discuss themes that were in the novel along with character description and development. Students are to note and recognize the use of language by the author. 2. Students are to work collaboratively sharing ideas of meaning and

	<p><u>CCSS.ELA-LITERACY.W.11-12.3.a & b:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.5:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.1.a & b:</u></p>		<p>symbolism to their writings and performance.</p> <p>3. Students will rehearse and continue revising their scenes.</p> <p>a. memorize</p> <p>b. act / dramatize</p>
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	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		<p>Homework: Students will continue working online and begin choosing props and costumes for their performance. Students will continue editing.</p>
<p>Day 12 45 mins</p>	<p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.1.a & b:</u> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>Students are to begin performing their summative assessment by performing their group created scenes (using the props, costumes and backdrops)..</p>	<ol style="list-style-type: none"> Students are to perform and present scenes to the classroom in order received. <ol style="list-style-type: none"> students are to make sure scenes align with one another As an audience, provide positive feedback. <p>Homework: Those who are finished with their performance, begin writing reflective writing based on learning and experience from this assignment.</p>

<p>Day 13-14</p> <p>45 mins</p>	<p><u>CCSS.ELA-LITERACY.W.11-12.3.a & b:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.5:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.1.a & b:</u></p>	<p>Continue presenting and performing their summative assessment scenes then write final reflective writing.</p>	<ol style="list-style-type: none"> 1. Students will continue presenting and performing their group scenes. 2. Write reflective writing based on learning and experience based on this unit. 3. Discuss findings as a class.
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	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.3.a & b:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u></p>		
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	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.5:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.1.a & b:</u> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
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Performance Task:

Students are to **create, produce and perform a skit or play**. Students will be put into **groups** of **four to five** students and are to write a scene to perform to the class. The scene must be a continuous scene from a previous group that performed and must **align with the theme** that was assigned by the teacher.

Scenes have to **correlate with this unit's topic**. Students are required to use creativity and resort to props as well as create costumes that are fitting with their setting (time, era). Scenes from the play or skit should be 3-5 minutes in length. Outcomes of the presentation (theme) **must be clear** and all group members need to participate.

Differentiated Instruction Plan for Diverse Students (Part 2)

What strategic adjustments will you make to optimize achievement for all learners?

Description Focus Student 1: English Language Learner	Description Focus Student 2: Student with Special Needs	Description Focus Student 3: Student with a life experience challenge or in need of emotional or social support
The class is made up of several ELL who have expanded English Language proficiency. They are able to maintain a conversation, however are still working and grasping vocabulary and pronunciation. They can complete complex tasks. They can also read brief grade level text.		
<i>Curricular elements (content, process, product, learning environment) based on one or more of the students' characteristics (readiness, interest, learning profile)</i>		
Students will be expanding skills and learning methods through a range of group work. Students will be collaborating through various lessons and assignments.		
<i>Support the learning needs and assets of the student.</i>		
Graphic organizers used throughout this unit will assist students with visual aids. Cornell notes will assist students with the aligning and recognizing words in a more organized fashion.		

Unit IV:

Unit Four Writer's Name: Penelope Terrazas

Stage One: Identifying Desired Results		
Title: Undressing Stereotypes	Theme: U.S. History's Hidden People	Duration: 3.75 weeks
<p>Unit Overview</p> <ul style="list-style-type: none"> This unit will have students explore stereotypes that are held towards Asian and Pacific Islander Communities. The focused reading is “They Called Us Enemy” by George Takai. The content for this unit will enrich student learning by providing more information that detail events from WWII. It will depict the treatment towards Asian Americans by the United States government. Students will develop ideas and theories based on the U.S. government's unjust treatment of those that were falsely classified as enemies during the bombing of Pearl Harbor. Students are to examine similarities and differences from the U.S. Japanese internment camps and concentration camps of Nazi Germany. Student’s investigation will uncover how massive hysteria creates stereotypes by reflecting the country’s political environment. Students will continue learning how to assemble patterns of details by creating a political cartoon based on their readings of the novel and other works of fiction that will tie into current events. By the end of this unit, students will be able to apply their learnings to their adult experiences. Therefore, transferring their learning and becoming an active participant in their communities as such events not repeating. The theme for this unit map is “U.S. History’s Hidden People.” Students will begin the semester by exploring the meaning of the “American Dream” and whether that dream is available for everyone. Then for the second unit, students delve into their investigation of Native American justice through the tricky and vague language provided by Federal Law. In the third unit, students' exploration led them to analyze the U.S. construct of beauty and how that beauty lacks representation to those of color. This final unit will take students through the U.S.’s ill treatment of Asian Americans during two historical events, the bombing of Pearl Harbor and COVID and note how mass hysteria begins to construct views of those who are falsely classified. The learning material and resources for this unit come directly from “The New Art and Science of Teaching” by Robert Marzano (2017), and “Academic Moves for College and Career Readiness” by Jim Burke and Barry Gilmore (2015). The other teaching strategies that will be used to implement this unit will be “Teaching the Neglected R” by Thomas Newkirk and Richard Kent. For writing, Thomas Newkirk suggests validating informal writing as a way for students to explore and express their ideas on paper. Students will be encouraged to write on various and random topics that relate to this unit’s theme in order to practice their writing skills. They will be writing in journals, writers notebooks, drafts and peer review. These are some of the methods students need to use in order to meet the needs of a twenty first century classroom. Students will also be provided with different choices to complete their performance task. Students need to feel in control and empowered by the work they do. Therefore, this unit will provide various options to complete their final assignment (Wilhelm, p. 10 2017). Students will write before they begin writing. Meaning, they are to practice organizing their ideas in order to master their outcome. Students need to familiarize themselves with describing the overall message to their writing focus (Murray, p.17, 2017). 		
CA Content Standards		

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.11-12.3:

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.6:

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.RL.11-12.7:

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

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.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.SL.11-12.1:

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.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.L.11-12.4:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)

Transfer and Meaning

Enduring Understandings <ul style="list-style-type: none"> ❖ Students will be able to use their findings to become familiar with a political environment and its effects on society. ❖ Students will discover their ability to create comedy through art and writing. 	Essential Questions: <ol style="list-style-type: none"> 1. Can a group that is falsely classified find justice when society is experiencing mass hysteria? 2. How does comedy respond to political issues?
Acquisition	
Unit Objectives Students will be able to discover elements during tense political environments through the use of comedy and be able to describe the purpose of exaggerated representation in order to create their own political cartoon.	
Knowledge: <ul style="list-style-type: none"> ❖ Students will know... ❖ Elements in comedy ❖ Themes, plots, events, vocabulary for “They Called Us Enemy ❖ Historical facts about the Bombing of Pearl Harbor and WWII ❖ Historical events that led to Japanese Internment Camps ❖ Literary devices: metaphor, personification and characterization ❖ Basic elements in a graphic novel 	Skills: <ul style="list-style-type: none"> ❖ students will be skilled at... ● close readings of comedy ● use of narrative techniques ● creation and concepts of stereotypes ● create a tone that brings students closer to creating their final assignment ● create a specific tone that helps in the development of Political Cartoon ● creating a call of action by bringing awareness to their audience

Stage 2: Determine Acceptable Evidence

Performance Task	Scoring Criteria	Other Evidence—Assessment Continuum
<i>Your assignment is to...</i> Political Cartoon	Scoring Criteria Political Cartoon Rubric	Students will demonstrate mastery of their reading assignments by writing general responses to the Response Board in their Writer’s Notebook . Their overall assessment will be measured through student-generated assessments as described by Robert J. Marzano (2017). Sequence of Assessments <ol style="list-style-type: none"> 1. Writer’s notebook to answer questions from teacher

		<p>provided response board.</p> <ol style="list-style-type: none"> 2. Participation to discussion board 3. Informed participation and class preparation during in class activities. 4. Political Cartoon
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Stage 3: Learning Plan with a Pathway for Differentiated Instruction

Designing the Instructional Sequence for Learning			
Lesson # Duration	Grade Level CA Common Core State Standards	Learning Target(s):	Instructional Focus:
Day 1 45 mins	<p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different</p>	Students will be introduced to unit's essential questions and begin exploring literary elements.	<ol style="list-style-type: none"> 1. Introduction to Essential Questions and Performance Task. 2. Color word activity: hysteria, dark humor, comedy, stereotype, model citizen, metaphor, personification and characterization. 3. In groups of three to four, students are to begin filling in a KWL based on Internment Camps in the United States. 4. Students will then use the Think-Pair-Share method to receive more background and detailed information from peers. <p>Homework: Students are to summarize what they know about stereotypes and what they think</p>

	meanings or parts of speech (e.g., conceive, conception, conceivable).		about generalizing or classifying a group of people solely on a group's belief.
Day 2 45 mins	<p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p><u>CCSS.ELA-W.4.11-12:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-SL.1.11-12:</u> 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.</p>	<p>Students will begin acquiring background knowledge and relating to the content as the teacher or instructor uses multiple types of questions that deepens student thinking.</p> <p>Students are to distinguish differences between a stereotype and generalizations.</p>	<ol style="list-style-type: none"> Students will watch A. Stereotypes and share their ideas. Do they find this type of humor funny? Students are to keep notes during discussion and respond to questions as well. Students are to indicate whether they have heard of the term Model Citizen during class bell ringer activities. Students are to distinguish characteristics between a stereotype and generalizations. <ol style="list-style-type: none"> Students are to write their findings on index cards. Students are to do a quick research assignment on recent hate crimes towards Asian communities. Students are to fill out a KWL chart.

	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		<p>Homework: From their completed KWL chart, students are to summarize their findings on Asian hate crimes. From their summaries, students are to complete a Cause and Effect Chart to organize their regarding the classification of Asian hate crimes and where it comes from.</p>
Day 3 45 mins	<p><u>CCSS.ELA-SL.3.11-12:</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><u>CCSS.ELA-L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.</p> <p><u>L.4.11-12:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a</p>	Students will review homework assignments and begin to watch Unfinished Business as a way of providing more informational hooks.	<ol style="list-style-type: none"> 1. Students will discuss and review homework assignment findings. 2. Students will begin watching half of Unfinished Business and take Cornell Style notes. Students are to focus on classifications on Asian communities. 3. Students will begin a close reading of "They Called Us Enemy" by George Takai and compare events from that of the book to those in the documentary. 4. Language frame will be provided for students who need further assistance.

	<p>sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>CCSS.ELA-L.5.11-12:</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><u>CCSS.ELA-SL.4b.11-12:</u> Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of</p>	
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	<p>formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p>		<p>Homework: Students are to answer the question: “How were people classified in order to be placed in an Internment Camp?” They are to also explain whether they feel or think this was a justified action by the United States, or whether it was logically incorrect.</p>
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<p>Day 4 45 mins</p>	<p><u>CCSS.ELA-LITERACY.RL.11-12.6:</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1:</u> 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.</p> <p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>	<p>Students are to use what they already know in order to continue conveying purposes of stereotypes. Students will be using pause time.</p>	<ol style="list-style-type: none"> 1. Students will begin by reviewing homework assignments and participate in class discussion. 2. Students will watch: Dave Chapelle KKK and discuss irony and use of comedy for this sketch. Does it get the point or message across to the audience? 3. Students will conclude viewing of Unfinished Business <p>Homework: Students are to continue reading the next section of the graphic novel and write notes during reading. Students are to also answer the question: “What was ironic about Japanese</p>
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	(e.g., conceive, conception, conceivable).		Internment Camps during the same time as Nazi Germany ?”
Day 5 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.6 :</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1 :</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1 :</u> 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</p>	Using a brief practice exercise, students are to answer why stereotypes have a positive and negative affect on people from the classified community.	<ol style="list-style-type: none"> 1. Students are to use a Think-Pair-Share method of learning. 2. Students are to discuss their homework’s findings. 3. Students will continue reading the next section of the novel and describe further details of Internments Camps. 4. Students will begin watching: “Children of the Camps Kanopy” and write notes. <p>Homework: Students are to continue reading the next section of the novel and write at least three questions (based on the reading) they can ask their classmates to use for the next day's cooperative learning activity.</p>

<p>Day 6 45 mins</p>	<p><u>CCSS.ELA-L.1.11-12:</u> 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1 :</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.6 :</u></p>	<p>Using group norms creation, students will reflect on homework assignments and begin discussing whether stereotypes are an easy way to target a classified group of color.</p> <p>Students will also participate in an Inside-Outside Circle for learning activity response.</p>	<ol style="list-style-type: none"> 1. Get into teacher assigned groups and review homework assignments. 2. Students will then participate in an Inside-Outside Learning activity, 3. Students will continue the readings of this unit’s anchor text..
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	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		Homework: Students are to continue reading the next section of this unit's anchor text and acquire information about themes and topics for their final assessment.
Day 7 45 mins	<p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	Review previous lessons from this unit and begin relating comedy to learning content.	<ol style="list-style-type: none"> 1. Review homework through class discussion 2. Define and summarize Political Cartoons US News Opinion 3. Read and discuss: Laugh at Tragedy 4. Read sections from Ronald Takaki's "A Different Mirror" about Internment camps. 5. Continue analyzing different types of comedy: <ol style="list-style-type: none"> a. satire b. irony c. black comedy d. dark humor e. slapstick f. blue comedy 6. Analyze the different types of stereotypes: <ol style="list-style-type: none"> a. simplified b. endowed c. exaggerated d. generalizing e. illogical and prejudice <p>Homework: Answer the question: "From your experience, has comedy changed in the United States? How or how not?" Respond using your Writer's Notebook.</p>
Day 8 45 mins	<p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization,</p>	Review concepts of stereotypes, vocabulary and conclude the reading.	<ol style="list-style-type: none"> 1. Students are to participate in class discussion based on homework assignments. 2. Students are to finalize their readings and write

	<p>and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>Students will write book reflections and summaries. Go over themes and the use of grotesque characters through animation or cartoons.</p>	<p>reflection and summary identifying their findings.</p> <p>Homework: Research cartoons or old caricatures based on grotesque characters and what those characters represent.</p>
<p>Day 9 45 mins</p>	<p><u>CCSS.ELA-LITERACY.RL.11-12.6 :</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1 :</u> 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,</p>	<p>Students are to participate in response chaining activity of teacher posed questions.</p>	<ol style="list-style-type: none"> 1. Students will begin by reviewing the conclusion of the book. 2. Students will review homework findings. 3. Students will be identifying themes and discussing events of injustice. 4. Students will continue writing notes on comedy and stereotypes. 5. Students are to answer the question of “Why does all of this matter?”

	<p>building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA.LITERACY.L.4.a. & b.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>		
Day 10 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.6 :</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1 :</u> 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</p>	<p>Students will begin working on their political cartoon ideas.</p> <p>Students are to jot notes, ideas and other brainstorm activities before beginning the process of creating an art piece.</p>	<p>Homework: Students are to research political cartoons and identify the purpose of distributing artist composite representations.</p> <ol style="list-style-type: none"> 1. Review homework and lesson from the day before. 2. Students are to begin research and brainstorm ideas for stereotype topics and complete a cause and effect chart. 3. Students are to work on ideas of art supplies they will need to bring into class to work on their final assessment.

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1:</u> 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</p>		<p>Homework: Buy art supplies for final assignment.</p>
Day 11 45 mins	<p><u>CCSS.ELA-LITERACY.RL.11-12.6:</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1:</u> 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.</p>	<p>Students are to use class time to begin working on their final summative assessment for this lesson unit.</p> <p>Students may work independently or collaboratively on the project, however, each student needs to come up with their own individual political cartoon.</p>	<ol style="list-style-type: none"> 1. Review supply essentials 2. Work independently or collaboratively on project.

	<p><u>CCSS.ELA.LITERACY.L.1</u> <u>1-12.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>		<p>Homework: Research if necessary and collaborate effectively and efficiently from home.</p>
<p>Day 12 45 mins</p>	<p><u>CCSS.ELA-LITERACY.RL</u> <u>11-12.6 :</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><u>CCSS.ELA-LITERACY.SL</u> <u>11-12.1 :</u> 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</p> <p><u>CCSS.ELA.LITERACY.L.1</u> <u>1-12.4.:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content,</p>	<p>Continue working on the final project and prepare to present if necessary. Write a reflection piece regarding this assignment.</p>	<ol style="list-style-type: none"> 1. Students are to continue working on assignments. 2. Students should get ready and present their work. 3. Write a page and half reflective paper.

	<p>choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>		<p>Homework: Work on reflective piece for assignment.</p>
<p>Day 13 45 mins</p>	<p><u>CCSS.ELA-LITERACY.RL.11-12.6:</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1:</u> 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</p> <p><u>CCSS.ELA.LITERACY.L.11-12.4..:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function</p>	<p>At this point everyone should be waiting their turn to present their final assignment to the class. Include reflective writing with this assignment.</p>	<ol style="list-style-type: none"> 1. Present project to class and explain reasons for artistic choice and comedy. 2. Write reflective writing.

	in a sentence) as a clue to the meaning of a word or phrase.		
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Performance Task:

In **groups of four to five students** (assigned by teacher), you will **gather information from this unit's lesson and brainstorm ideas on creating a political cartoon using the exaggerating elements in comedy**. You are to have an **editor, an artist, a presenter and a creator**. Students are to choose a **current event** that has created fear in most of society. Students are to use the elements in comedy to portray a political cartoon that is unique and easy to understand.

Differentiated Instruction Plan for Diverse Students (Part 2)

What strategic adjustments will you make to optimize achievement for all learners?

Description Focus Student 1: English Language Learner	Description Focus Student 2: Student with Special Needs	Description Focus Student 3: Student with a life experience challenge or in need of emotional or social support
	Will begin by reviewing students' IEP plans and understand the individual needs of the student to provide additional resources or modify lessons. Student is capable and proficient but does require extended time to complete assignments.	
<i>Curricular elements (content, process, product, learning environment) based on one or more of the students' characteristics (readiness, interest, learning profile).</i>		
	Content will change to more simplistic elements needed for responses as well as facilitate a learning environment for student. Placed in a more open and compliant group.	
<i>Support the learning needs and assets of the student.</i>		
	The two strategies that will be used for this students will be pre-planning and provided packet or material of lesson contents for student. Provide additional details to guide student through a rigorous step by step process to completing assignments. Provide visuals with instructions to facilitate student learning. Students' responses require simplistic answers along with half the questions.	

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Appendix

Appendix A

KWL Chart		
Topic:		
K	W	L

Figure A.1 [KWL](#) stands for “know, want to know, and learned”. It is a chart for students to share previous information, what needs to be discovered and what they learn.

Name: _____ Date: _____ Topic: _____

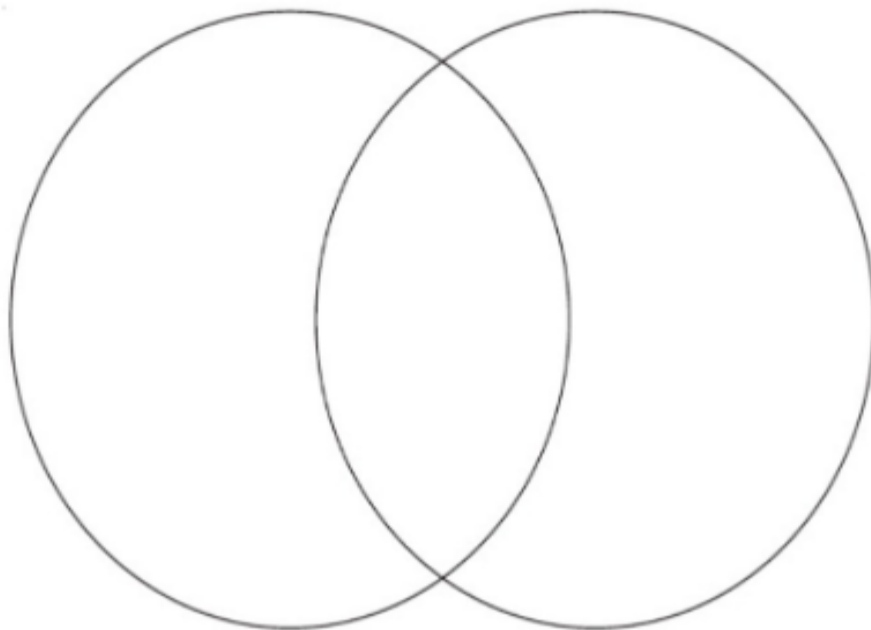


Figure A.2 [Venn Diagram](#) is a compare and contrast template that helps students distinguish the relationship between two different subjects/topics.

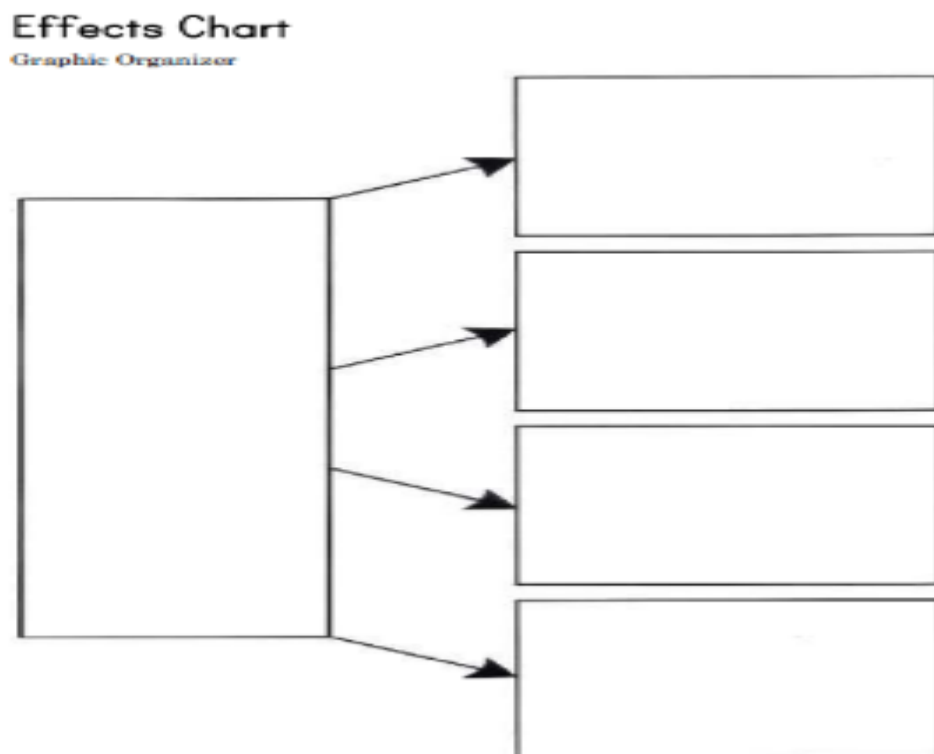


Figure A.3 [Cause and Effect Chart](#) helps students organize their thoughts on the causes of an event.

Penelope Terrazas

SKILLS

Ability to work with those who are multicultural, multi-aged and multisex. Knowledge of the California Common Core Standards for English Language Arts. Organized, efficient and effective.

EXPERIENCE

Resurrection Academy, Fontana, CA – *ELA Teacher*

March 2021 – PRESENT

- Provide instruction, support, and guidance
- Focus on students' individual needs.
- Engageful lesson planning and curriculum
- Manage classes of 10-25 students

Long Beach Unified School District, Long Beach, CA – *Facilitator*

January 2016 – May 2020

- Tend to students daily activities, observe behaviors and supervise.
- Responsible for providing life skill instruction, support, and guidance.
- Manage the learning through individual needs
- Individualized Education Program such as an IEP or 504 Plan.

Victory Education, El Monte, CA – *Curriculum Writer / Instructor*

September 2019 – December 2019

- Teaching and implementing fundamentals
- Grammar, punctuation, spelling and syntax

EDUCATION

University of the Arts, Philadelphia, PA – *MEd*

September 2021 – Anticipated May 2023, Philadelphia

California State University, Long Beach, CA – *Bachelor of Arts*

January 2016 – May 2018, Long Beach

Single Subject Credential Program from 2018-2019

AWARDS

Urban Ocean Poetry Adult Contest