



Modern Communication Unit 3

Unit Focus

As a result of their work in unit 2, students defined what professional success means to them. Now, students will define and reflect on personal success and evaluate their criteria against a chosen public figure. Students will also read a short novel, completing journals during reading to better understand the two types of success from their own perspective as well as the perspective of someone else.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts : 12</i> <i>919558 Reading Literature</i></p> <ul style="list-style-type: none"> • 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.11-12.2 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. <p><i>919590 Speaking & Listening</i></p> <ul style="list-style-type: none"> • 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. • CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are 	<p>T1 Evaluate the author’s message and purpose, citing text evidence to support conclusions.</p> <p>T2 Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 People have different perspectives about what defines personal success.</p> <p>U2 One needs to look at the "big picture" to evaluate what is important.</p>	<p>Q1 How do I define personal success?</p> <p>Q2 How can what I read impact how I look at my own life?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Students will know their ideas of personal success after reading about the lifestyle choices of others.</p> <p>K2 How to identify cause and effect (i.e. characters' choices in a text)</p> <p>K3 Methods of characterization (including through flashback)</p>	<p>S1 Define personal success</p> <p>S2 Evaluate an individual's personal success based on student-created criteria</p> <p>S3 Justify success criteria and an individual's personal success</p> <p>S4 Analyzing relationships between complex characters and substantiating opinion with support from the text</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- 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.

919597 Language

- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.