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Content Goals

What do you want students to learn during the time period covered by this curriculum map? What are the Enduring Understandings? What content and common core standards will you address?

We want our students to analyze literature, informational texts, and media to identify the author's central themes and ideas. Students will be able to identify and cite how the author uses figurative language, rhetorical devices, or structure to further their argument. Students convey their understanding of a text through writing that contains sufficient evidence and valid reasoning to support their claims. Students will build an understanding of themselves and their communities, with a focus on how to build accountability and commitment to positive changes in the real world. Students will value literature and the arts, both as a source and practice for enriching their daily lives.

Common Core Standards: **RL 11.1, W 11.1a, RI 11.2, RL 11.2, W 11.4, RI 11.3, W 11.3, RI 11.5, W 11.1c, RL 11.4, W 11.2b, RI 11.7, W 11.7**

Skills Goals

What do you want students to be able to know and be able to do? What skills will you work on developing with your students?

- Students will be able to analyze text structure and how it relates to the purpose of a text.
- Students will be able to identify the central ideas of a text and understand how the central idea is developed and strengthened by the use of figurative language and rhetorical devices.
- Students will produce a clear writing or visual presentation that identifies a problem and responds while incorporating existing arguments and counter-arguments on the issue.
- Students will learn to write arguments to support claims with reliable evidence and valid reasoning.

Social Goals

In what ways will you develop safe spaces and interactional opportunities that are appropriate to students' developmental levels?

- Students will celebrate the diversity that exists in the classroom and draw upon the strengths of their peers to support their own success.
- Students will learn to contribute to a positive classroom environment by challenging their own and peers' ideas with a growth-mindset
- Students will learn to disrupt institutions that maintain systems of oppression through critique that leads to subsequent action
- Students will be given opportunities to collaborate on projects and other in-class assignments.
- Students will understand their responsibility to positively transform their communities.
- Students will actively listen and learn from their peers.

Curriculum Map

Course: 11th Grade, English Language Arts

Unit Title & Essential Question	Enduring Understandings	Important to Know and Do	Vocabulary	Focus Standards (Content, ELD, and Common Core)	Number of School Days
<p>Unit Title: Examining the self/other</p> <p>Essential Question: How does identity shape how we relate to our community?</p>	<p>Our identities shape how we interact with, contribute to, and negotiate our communities.</p>	<p>Know: How to analyze a text to determine its themes and central idea. Understand how key details support a claim/argument; synthesize claims within and between multiple texts to connect to own claims related to essential question.</p> <p>Do: Summarize the text. Annotate to identify central ideas. Argue and defend a claim about identity while exploring identity formation and community, develop a claim that builds analysis by integrating/negotiating/critiquing claims of reviewed texts.</p>	<p>Identity</p> <p>Community</p> <p>Privilege</p> <p>Shared Experience</p> <p>Intersectionality</p>	<p>Focus Standards in bold</p> <p>RL 11.1 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.</p> <p>W 11.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>RI 11.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p>	<p>5 weeks (25 school days)</p>

<p>Unit Title: Narratives of Resilience & Joy</p> <p>Essential Question: Is there more to oppression than pain?</p>	<p>There is more to oppression than stories of suffering. We can learn from and teach each other how to live and fight against under systems of by sharing our narratives.</p>	<p>Know: Understand how main ideas unfold/develop throughout a narrative text. How do specific details connect to the complex themes of a text. What structures and strategies do authors use to develop their ideas.</p> <p>Do: Identify themes of a text. Analyze narratives to make connections to real-world structures of oppression and resistance to those structures.</p>	<p>Resiliency</p> <p>Oppression</p> <p>Inequity</p> <p>Colonialism</p> <p>Racism</p> <p>Hetero-Patriarchy</p>	<p>RI 11.2 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> <p>W 11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI 11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>5 weeks (25 school days)</p>
<p>Unit Title: Mapping Our Histories</p> <p>Essential Question: Where and how do we see history in our surroundings?</p>	<p>Different histories have shaped where we live; we can and should politicize how we relate to the spaces we are in.</p>	<p>Know: How to compare/contrast parallel structures and logics. How to use analogy and comparisons to examine own experiences to others’.</p> <p>Do: Create a piece of writing or visual representation of that shows students’ histories and understanding of own positionalities.</p>	<p>Cartography</p> <p>Spatiality</p> <p>Positionality</p> <p>Marginalization</p> <p>Analogy</p>	<p>RI 11.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p> <p>W 11.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>5 weeks (25 school days)</p>

Unit Title & Essential Question	Enduring Understandings	Important to Know and Do	Vocabulary	Focus Standards (Content, ELD, and Common Core)	Number of School Days
<p>Unit Title: Uncovering Fake News</p> <p>Essential Question: What is a reliable source?</p>	<p>It is imperative that we remain critical about the media we consume. Only in doing so, can we make informed decisions/formulate opinions around social issues.</p>	<p>Know: How to identify the author’s POV, How to identify the author’s main argument, Make the connection between rhetorical devices used and effectiveness of the piece.</p> <p>Do: Identify the main argument in a text. Cite evidence of how the author’s rhetorical strategies contribute to the overall theme of the text. Argue and defend a stance.</p>	<p>Rhetorical Fallacies (slippery slope, false equivalency, etc.)</p> <p>Propaganda</p> <p>Power</p> <p>Bias</p> <p>Ethos</p> <p>Pathos</p> <p>Logos</p>	<p>RI 11.5 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>W 11.1c Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study or analogy).</p>	<p>5 weeks (25 school days)</p>
<p>Unit Title: Artists and Activists</p> <p>Essential Question: Who are the activists in my community?</p>	<p>We can participate in activism through seemingly “ordinary” activities. Our everyday actions or words function as powerful ways to transform and resist oppression.</p>	<p>Know: Cite instances where the author uses figurative language to contribute to the overall meaning/tone of a text.</p> <p>Do: Identify the use of figurative language in a text. Draw conclusions on how literary devices contribute to the theme/tone of a text.</p>	<p>Complex Personhood</p> <p>Sensory Details</p> <p>Resistance</p> <p>Heroes</p> <p>Agency</p> <p>Activism</p>	<p>RL 11.4 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 languages that is particularly fresh, engaging, or beautiful.</p> <p>W11.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</p>	<p>5 weeks (25 school days)</p>

				content. <i>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</i>	
<p>Unit Title: Reimagining Living</p> <p>Essential Question: How should we respond to social injustice?</p>	<p>It is important that we foster a collective responsibility for our community. Social transformation only occurs when we commit ourselves to the liberation of all oppressed communities.</p>	<p>Know: How to evaluate the usefulness of different forms of media. How to synthesize information from multiple sources in order to answer a question.</p> <p>Do: Assess needs of community, drawing on evidence-based research. Formulate a solution that is informed by reliable sources.</p>	<p>Collective Responsibility</p> <p>Counter Narratives</p> <p>Survivance</p> <p>Solidarity</p> <p>Injustice</p> <p>Media</p>	<p>RI 11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to question or solve a problem.</p> <p>W11.7 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.</p>	<p>5 weeks (25 school days)</p>