



Unit Planner: Personal and Heroic Values Unit

English 7

Tuesday, November 6, 2018, 9:47AM

High School > 2018-2019 > Grade 12 > English Language Arts > English 7 (C) > Week 40

Last Updated: [Wednesday, April 1, 2015](#) by Ed Meade

Personal and Heroic Values Unit

DeMatteo, Robyn ; East, John ; Meade, Ed

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Big Ideas / Enduring Understandings

The importance of values

Code of Chivalry is alive

Might for Right is essential for justice

Essential Questions

How do values of the Code of Chivalry shape our lives?

Who are heroes?

What is Might for Right?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

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

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

7a. Explore topics dealing with different cultures and world viewpoints.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Language

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

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Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

4a. 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.

4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Values
King Arthur Stories
Code of Chivalry
Might for Right
Proper Format
Audience

Skills / Strategies

Dictionary Use
Utilizing evidence from text to support claims
Simple and complex sentences
Verb tense
Analyze Complex Characters
Identify Audience
Identifying main idea in literature (continuation of AHIC strategies)

Key Terms / Vocabulary

Values

Chivalry (and each element of the code)

prowess, largesse, nobility, humility, loyalty, faith, courage, defense

Foil

Learning Plan & Activities

Please include Theatre Modalities when appropriate
Edit and revise all writing through multiple drafts
Utilize the internet and dictionary to research and define terms
Reading with Purpose
Read: "The Round Table," "The Tale of Sir Launcelot du Lac," segments of The Sword and the Stone, Oliver Stone Essay - "On Heroes"
Identification of Foil
Identify symbolic representations of heroes
Team norms and responsibilities (exchange phone numbers)
Team definition for final project (group work activity)
Oral presentation responsibility for presenters and audience.

Assessments

Depth of Knowledge (DOK) Levels

Summative: DOK 2 Basic Application: Written: Informative

Students utilize modified block style format to generate a formal business letter. Students use appropriate tone and peer edit and revise letters to generate a piece to demonstrate mastery.

Summative: DOK 4 Extended Thinking: Written: Essay

Students engage in home interviews and identify key family values to write about in their Who Am I? essay.

Summative: DOK 3 Strategic Thinking: Project: Visual Arts

Students read literature and informational text to develop an understanding of the definition of hero. Students work in small groups to research the Code of Chivalry, and present information on a poster in written and visual formats. Students present their definitions to the class during an oral presentation.

Summative: DOK 3 Strategic Thinking: Written: Essay

Students explain the difference between might is right and might for right. Understandings are revealed in an essay, and students utilize specific examples from literature to support their ideas about might is/ for right.

Resources

