



# Unit Planner: The Contender

## English 6

Tuesday, November 6, 2018, 9:55AM

High School > 2018-2019 > Grade 11 > English Language Arts > English 6 (C) > Week 1

Last Updated: [Friday, February 10, 2017](#) by Amanda Colon

### The Contender

Colon, Amanda ; DeMatteo, Robyn ; East, John ; LoParo, Benedette; Meade, Ed

- [Unit Planner](#)
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#### Big Ideas / Enduring Understandings

Overcoming our current situation.  
Changing as person through conflict and struggle.  
Persisting in the face of obstacle.

#### Essential Questions

How can sports be a metaphor for life?  
How does being true to oneself help others in your life?  
How did racism influence society in America?  
How does ones setting affect their life?

#### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

##### 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.

2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. 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.

2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

##### 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.

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

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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### Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.

11a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.

11b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.

11c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.

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

### Content

follow the evolution of Alfred's character, including causes for change.

### Skills / Strategies

Read aloud  
Journal responses  
predictions  
summaries

### Key Terms / Vocabulary

hyperbole  
theme  
figurative language  
metaphor  
simile  
conflict  
resolution  
characterization

### Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Read Aloud  
Journal Writing  
Class discussion  
Small group discussion  
Thing/Pair/Share

#### ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out

### Assessments

#### Depth of Knowledge (DOK) Levels

##### **Formative: DOK 3 Strategic Thinking: Written: Journal/ Diary**

Students will keep a journal detailing their thoughts and feelings regarding Alfred's journey to become a contender. They will, at times, discuss what they would have done were they in Alfred's situation as well as what Alfred may have done differently to have better outcomes.

Technology permitting this will take place in the form of a blog on which they can receive responses and comments from classmates.

##### **Summative: DOK 4 Extended Thinking: Written: Essay**

Students will write a critical lens essay using the novel "The Contender" and another work of literature of their choosing.

11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

## Resources



Atlas Version 9.2.1

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