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

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CUNY-Psychological Theories of Motivation
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- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Big Ideas / Enduring Understandings
People are motivated by intrinsic and extrinsic forces.
The task, purpose and audience must be considered when writing essays.
Success is defined and developed depending on what an individual desires and is motivated by.
There are many different psychological theories of motivation that affect the individual.

Essential Questions
Why and how do intrinsic and extrinsic motivation push us to do the things we do?
Why is it important to consider specific task, purpose and audience while writing essays?
How is success defined for individuals?
What are the different psychological theories of motivation and how do they affect people?

Common Core Standards and Indicators
NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

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, including determining where the text leaves matters uncertain.

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

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 are introduced and developed).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

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.

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

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9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

Speaking & Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Language

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 11–12 reading and content, choosing flexibly from a range of strategies.

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.

6. Acquire and use accurately 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.

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

Content

Intrinsic and Extrinsic
Power
Formal Structure
Task, audience, purpose
Motivation
Willpower
Close Reading
Complex Texts
Question Formulation Tec

Writing

1. Explanatory/Informative writing
2. Structure of a CAT-W Essay
3. Gathering Evidence

Skills / Strategies

By the end of this unit, the student will be able to:

1. identify the aspects of different psychological theories of motivation.
2. compare and contrast intrinsic and extrinsic motivation.
3. create questions based on the Question Formulation Technique protocol.
4. identify and examine task, purpose and audience for a specific writing assignment.

Key Terms / Vocabulary

Intrinsic and Extrinsic
Power
Formal Structure
Task, audience, purpose
Motivation
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Complex Texts
Question Formulation Technique

Learning Plan & Activities	Assessments
Please include Theatre Modalities when appropriate	

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Writing Activities-
Seek evidence within text to support writing.
Reading directions and prompts to understand tasks.
Determining appropriate response for task, purpose and audience.
Organize and develop writing.

Reading Activities-
Close Reading Technique
Multiple Choice practice (Regents)
Write interpretive questions.
Article Summaries
Jigsaw Reading
Shorter Focus writing prompts
Annotations

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

Special Education Mods- Differentiation
Provide extended time for writing task/ assessments.
Provide multiple templates to support students as they write essays.
Provide various media types to deepen understanding of text (video, audio, graphic organizer)

Assessments

Depth of Knowledge (DOK) Levels
CUNY AHC Workbook
Summative: DOK 2 Basic Application: Written: Informative
1. Students complete active reading strategies with non-fiction text selections to learn the difference between growth and fixed mindsets by focussing on CCLS Reading Informational Text 1 & 2.
2. All work is recorded in the student's blue CUNY workbook.
Motivation Project
Summative: DOK 4 Extended Thinking: Project: Personal

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

At Home in College Workbook:
Unit 2- Psychological Teories of Motivation

Nonfiction:
Collection of informative articles

Focus

- Whole class
- Small group
- Guided reading
- Collection

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