

Unit Map 2010-2011

 Bronx Academy High School X560 (CFN 551) 
[Heilman, Katherine](#) / [Research Skills](#) / High School (Bronx Academy Senior High)

Unit: Nonfiction - From a Current Events Lens. (Week 8, 6 Weeks)  

Stage 1: Desired Results

Standards

CCSS: English Language Arts 6–12, CCSS: Grade 6, 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 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 how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6. Assess how point of view or purpose shapes the content and style of a text.

- 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS: English Language Arts 6–12, CCSS: Grades 11-12, Writing

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.

- 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

Enduring Understandings at BASH

People who understand the world around them can not only present their voice articulately, but they can also combat ignorance by spreading accurate and responsible information.

Essential Questions

How does deeply analyzing current events broaden your world perspective?

Why is it important to make text-to-self, text-to-world, & text-to-text connections to non-fiction?
 How can a Public Service Announcement educate people to make informed and healthy decisions?

Content

"Ground Zero Mosque Project Fuels Heated Debate" - Associated Press

"Utah Police Investigate Plural Family" - Associated Press

"Law Curbs McDonald's Happy Meal Toys" - Associated Press

"Maker Halts Distribution of Alcoholic Energy Drink" - Associated Press

**Topics chosen by students -

 [Law Curbs McDonald's Happy Meal Toys - WKST](#)

 [Law Curbs McDonalds Happy Meal Toys - Article](#)

 [Plural Family - Article](#)

 [Plural Family WKST](#)

 [Four Loko - Article](#)

 [Four Loko - WKST](#)

Skills

Reading Comprehension - Identifying and Analyzing factual information from text.

Internet Researching - Choosing reliable sources and documenting references.

Writing - Responding to nonfiction in writing with proper grammar and structure.

Presentation - Discussing and reporting factual information in a small group setting.

 [The Write Way - D.B. Reeves](#)

 [BASH ESL Data & Strategies](#)

Stage 2: Assessment Evidence

[Assessments](#)

Reading Response Series

Formative: Written: Informative Essay

After reading and discussing the various Associated Press articles, students will repond in writing to three types of questions: Comprehension, Analytical, and Inference.

Buy Nothing Day! - Essay

Formative: Written: Persuasive Essay

Students will discuss the idea of "over consumption" and orally share their perspectives in a small-group setting. After formulating a solid topic sentence, they will individually write a brief essay that contains 3 paragraphs to support the topic.

PSA - Public Service Announcement

Summative: Project: Visual Arts

Students will choose a topic on which to educate their fellow students. They will create a poster or a pamphlet that contains factual

information and a positive message that sells a positive and healthy life practices.
The presentation must have visuals, written facts, and it MUST cite reliable sources.

Stage 3: Learning Plan

Differentiated Instruction/Student Engagement

I will differentiate by:

Content: students to choose individual high interest topics for the final PSA project.

Product: students will decide between creating a pamphlet or poster (created digitally)

Process: Based on readiness level, students will choose between MS Publisher or MS Word to complete their projects. MS Publisher is necessitates a higher level of technical ability than MS Word.

Please use the text-box above ↑ to explain how differentiation was achieved

Use of Data

IEP & ARIS - I use this information to determine past scores and academic performance levels. In addition, I can also learn various modifications and learning needs indicated in the IEP.

Resources

Associated Press Database

Microsoft Publisher

Microsoft Word

Google News - Search Engine

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