

Backward Design Three Stage Planning Process

(Yokota High School) 2003-2004

Class Title: ELA Lab

Unit/Lesson Plan Title: *Tears of a Tiger*

1. **DESIRED RESULTS:** (What do I want students to know and be able to do?)

❖ **Targeted Content Standards**

- A. E1a, E1b, E1c, E1c.1, E1c.2, E1c.3, E1c.4
- B. E2a – Ea2.6, E2b.1 - E2b.7
- C. E2d.1 – E2d.7

❖ **Enduring Understandings** (What do I want the students to leave with after they have forgotten most of the details?)

- A. To **identify** and reinforce the positive, as well as, the negative consequences of making the right choices in life.
- B. To **appreciate** the strength, power, and importance of friendship.
- C. To be able to **apply** fictional situations to real life situations.
- D. To be able to **explain** the concepts of hope and despair.

❖ **Essential Questions** (Guide the unit and focus the teaching and learning; frames, engages, links to more specific or more general questions, guides exploration and uncovers important ideas)

- A. How does language shape or identify a character?
- B. Why is it important to identify and understand cultures?
- C. How are relationships created?
- D. What is despair – atonement – hope – friendship - reconciliation?
- E. How do the situations in this novel relate to me?
- F. How can I better express my feelings?
- G. How are the mistakes and struggles of life's journey valuable?

❖ **Knowledge and Skills** (What students will need to know in order to get the big picture or enduring understanding)

Students will be able to

- A. Comprehensively read the classroom novel (E1a) – Analyze and interpret
- B. Show evidence of responsible interpretation of the text (E1c – E1c.4)
- C. Search for cause and effect
- D. Search for a pattern or form
- E. Identify the complex structuring of this particular novel text (E2a)
- F. Make connections between the novel text and real-life situations (E1c.4)
- G. Understand and appreciate colloquial English, slang, and dialect to identify persona (E1b.5)
- H. To express understanding of the selection through various forms of writing (E2) (friendly letter, poetry, newspaper articles, reader response notes, journaling, creating a chart for comparisons.)
- I. Create a vocabulary bank
- J. Define the terms character, setting, theme, style

2. **DETERMINE ACCEPTABLE EVIDENCE** (Assessments – quizzes, tests, prompts, performance tasks, unprompted evidence, and self-assessment)
 - ❖ Reading check quizzes for discussion in class
 - ❖ Journal prompts
 - ❖ Guided Reader Response prompts
 - ❖ Create a rubric for scoring a class project
 - ❖ Reading Counts! Quizzes via computer
 - ❖ Completion of one character analysis
 - ❖ Self - evaluation

3. **LEARNING EXPERIENCES AND INSTRUCTION** (sequence of learning experiences to equip students to develop and demonstrate desired effects)
 - ❖ Introduction to novel. Read aloud the opening and have students predict what they think the story will be about.
 - ❖ Journal Entry #1 and then one for each subsequent set of reading pages. See attached.
 - ❖ Mini Research Activity – Drunk Driving Laws and Teen Suicide. See attached.
 - ❖ Rating Vocabulary Form – see attached.
 - ❖ Author research in class via web.
 - ❖ Being reading in sections as outlined and complete reader response prompts.
 - ❖ Build Vocabulary bank as students read.
 - ❖ Reading Check Quizzes – Reading Counts! Computer disk
 - ❖ Character mapping – choose one character to define.
 - ❖ Discuss the author’s crafting of character development, setting, theme, and style.
 - ❖ Intertextuality – see attached.
 - ❖ Write a letter to three characters in this novel.
 - ❖ Discuss what the title means – draw/ write – express personal interpretation.
 - ❖ Review the two sequels to this novel for possible independent reading.

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