

Backwards Design Unit Planning

Teacher/School:

I.S. 237 Rachel Carson Magnet School for the Arts

Essential Question:

Mini-Unit Title	How do the various components of our presentation create a song whole? (macro)	Presenting Knowledge (important Content to Know about Mini-Unit) (Micro)	Presentation Skills What should the students be able to do? your analysis. (rule of thumb - skills are verbs – knowledge is a noun)	How does this connect to the theme of your school	How do all the elements of a literary analysis poster play a role in seeing the bigger picture? Possible List of Topical Essential Questions/ Focusing Questions	Present your poster sequentially by discussing each component of your poster.	Students produce a poster with all of the components of an effective literary analysis. Benchmarks/ Scaffolding towards a culminating project
How can we employ the process of analysis to our favorite song? Why are songs so significant in people's lives?	-Music, and songs bring people together -Music bridges the gap between cultural divides	-Literary elements and poetic devices	-Extract literary elements and poetic devices from selected songs	-Arts/ Music	Why does music speak to people from all walks of life?	Multiple choice questions/ Literary elements	Literary elements and poetic devices extracted from text of song
How are songs constructed?	-What instruments do all authors share?	Literary elements and poetic devices provide artists with instruments to create and craft their songs.	Employing literary elements and poetic devices to construct deeper meaning.	-Arts/Music	What tools do all artists share?	List and describe five literary elements and their function?	Articulation of the function of literary elements and poetic devices.
What is analysis?	In order to see the larger nature of something, we must break it down into their smaller parts.	Essential components of a song. Which are?	Discern between song components.	-Arts/Music	What parts are essential to a songs success?	Identify and explain the components of a successful song.	Students demonstrate components of a literary analysis poster.
	How do the	Presenting	Presentation		How do all the	Present your poster	Students produce a

Backwards Design Unit Planning

Teacher/School:

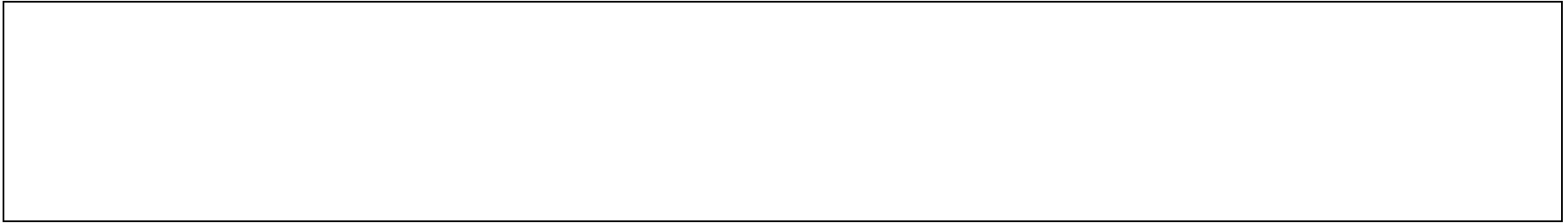
I.S. 237 Rachel Carson Magnet School for the Arts

Backwards Design Unit Planning

A Week at a Glance – Copy as Necessary

<p>WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding</p>		<p>Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement</p>		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: The role songs play in people’s lives.</p> <p>Hook: A song is presented to students, they are asked to determine what major literary element is at the center of the song. Daily Assessment: Identifying the literary element.</p>	<p>Content Focus: Selecting the appropriate song for a successful literary analysis.</p> <p>Hook: Metaphors and similes of popular songs are identified.</p> <p>Daily Assessment: Students select literary elements and show how they affect the song’s meaning.</p>	<p>Content Focus: Identifying poetic devices in songs.</p> <p>Hook: Personification models are presented.</p> <p>Daily Assessment: Students create personification examples.</p>	<p>Content Focus: The role of sensory imagery as a powerful songwriting tool.</p> <p>Hook: Teacher models sensory imagery language.</p> <p>Daily Assessment: Students demonstrate five sentences, featuring sensory imagery details.</p>	<p>Content Focus: Conflict drives the action of a story.</p> <p>Hook: Teacher describes various conflicts and discusses their nature.</p> <p>Daily Assessment: Students identify and discuss the conflict of their selected songs.</p>
<p>Weekly Assessment: Students have selected their songs and identified the title, genre, and plot. Major literary elements have been extracted and explored.</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)</p>				

Backwards Design Unit Planning

A large, empty rectangular box with a thin black border, intended for planning or writing. It occupies the upper portion of the page below the title.

Backwards Design Unit Planning

: A Week at a Glance – Copy as Necessary

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: What is the process of a songwriter?</p> <p>Hook: Teacher gives students several themes to develop.</p> <p>Daily Assessment: Students Identify prevalent themes in songs</p>	<p>Content Focus: What tools does a songwriter have at his or her disposal?</p> <p>Hook: Students are presented with “toolboxes” that they must fill with literary elements.</p> <p>Daily Assessment: Completed literary element toolboxes.</p>	<p>Content Focus: Prevalent themes of popular songs are explored.</p> <p>Hook: Lyrics of songs are put on the overhead projector and teacher models the analysis of lyrics.</p> <p>Daily Assessment: students begin deconstructing their selected songs.</p>	<p>Content Focus: The extraction of strong vocabulary words.</p> <p>Hook: Compare and contrast words based on their effectiveness. Good versus spectacular.</p> <p>Daily Assessment: Students procure new words to replace words that are not as challenging.</p>	<p>Content Focus: Why is rhyme important to structure?</p> <p>Hook: Teacher presents students with abab rhyme pattern. Students are asked to decipher the pattern.</p> <p>Daily Assessment: Students decipher the rhyme scheme of their selected songs.</p>
<p>Weekly Assessment: Students have discerned the major elements of their song on a graphic organizer.</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)</p>				

Backwards Design Unit Planning

Backwards Design Unit Planning

A Week at a Glance – Copy as Necessary

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: How can semantic webs assist us in analysis?</p> <p>Hook: Teacher models a sensory imagery thought web centered on the theme of a ballpark.</p> <p>Daily Assessment: Thought Web</p>	<p>Content Focus: Why is sensory imagery critical in poetic language?</p> <p>Hook: Teacher describes a meal using descriptive sensory imagery.</p> <p>Daily Assessment: Students write a paragraph that centers on the description and development of a sense.</p>	<p>Content Focus: How can the compilation of graphic images enhance our presentation?</p> <p>Hook: Compelling visual images</p> <p>Daily Assessment: Each student must gather 5 graphic images and or hand drawn illustrations.</p>	<p>Content Focus: Key elements of a presentation</p> <p>Hook: Strategy chart: elements of a successful presentation.</p> <p>Daily Assessment: Students develop their presentations.</p>	<p>Content Focus: Presenting posters</p> <p>Hook: Celebration of student work</p> <p>Daily Assessment: Cumulative posters</p>
<p>Weekly Assessment: Cumulative posters are presented.</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)</p>				

Backwards Design Unit Planning

Backwards Design Unit Planning

Unit Resources

Books: Lyric books, American songbooks.

Websites: www.elyrics.com, www.metrolyrics.com, www.google.com

Teacher Materials: Chart paper, overhead projector, CD player, colored pencils, markers, glue sticks, packaging tape.

Other: