

ENGLISH 4: LITERACY FOR CAREER PREP

UNIT 1 –Qualities of a Hero (M.P. 1)

Unit Summary: *This unit addresses archetypes and hero characteristics. It is designed to assist students in learning to connect to and analyze character traits through literature as well as develop research and writing skills. The unit emphasizes the understanding of myths and folktales and the use of storytelling techniques through student-centered inquiry. There will be additional emphasis on writing using anecdote to communicate a single idea.*

ESSENTIAL QUESTIONS: What themes/values transcend time? How do past archetypes relate to present/individual conflicts? Why do people write about themselves? How does a writer best communicate personal experiences?

ASSESSMENTS:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. Summer Reading (10%): In-class Expository Essay and extra credit option (due by the end of September) (*benchmark pre-assessment for writing)
2. Writing Workshop (15%): Personal narrative writing: Snapshot Moment/Reflection *See description in curriculum unit document
3. Performance Assessment (15%): The Hero’s Journey: Partnership Analysis of text from a list of myths & folktales; **Standard RL.12.5**
4. Vocabulary (10%): Cumulative MC Test

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)

These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).

Benchmark Pre-Assessment for Reading: Non-fiction text (MC & OE responses paired with visual text =0%)

TEXTS:

This I Believe -- mentor texts for narrative writing and supplementary summer reading assignment (extra credit option)

Myths & Folktales: “How the World Was Made,” “Coyote and the Origin of Death,” “Theseus,” “Gilgamesh” “How the World Was Made,” “The White Snake,” “The Jersey Devil”

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<ul style="list-style-type: none"> ● How does a hero want to be remembered? ● How do others remember the hero? ● How can understanding symbols help identify the author’s purpose? ● Why does the hero/villain archetype persist and what do they symbolize? 	<ul style="list-style-type: none"> ● How does a writer best communicate personal experiences? ● What does it take to be a role model? 	<ul style="list-style-type: none"> ● How can we synthesize views to achieve consensus in collaborative discussions? 	<ul style="list-style-type: none"> ● How does word choice affect a writer’s message? ● Which literary and rhetorical devices best support personal narrative writing? ● How does connotation affect meaning?

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u></p> <p>Close Readings/Annotations</p> <p>RL.12.1-2/RI12.1-2 – Theme/Central Idea: Analyze contributing factors to its development; cite textual evidence to support such analysis; analyze thematic</p>	<p><u>Text Types & Purposes</u></p> <p>W.12.3 a-e -- Narrative Writing: Reflecting on and describing a personal incident that defines one’s personal identity; focus on story opening, closing & pacing.</p> <p>Writing Workshop: Use mentor text essays to</p>	<p><u>Comprehension & Collaboration</u></p> <p>SL.12.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and</p>	<p><u>Conventions of Standard English</u></p> <p>L.12.1, L.12.2, L.12.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of literary devices; Demonstrate use of hyphens.</p>

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<p>connections in literature studied</p> <p>RL.11-12.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story</p> <p>RL.12.4 Connotation: Analyze word choice</p> <p>RL.12.5 Text Choices: Beginnings & Endings of Narratives</p>	<p>note structure of narrative writing to capture personal moments; use notebooks entries to make connections among texts in this unit; writing may reflect. Include figurative language and devices; demonstrate effective use of sentence structure & word choice</p> <p>W12.4, W.12.5, & W.12.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p>W.12.10 -- Portfolio Reflections</p> <p>Research to Build & Present Knowledge</p> <p>W.12.9 -- Use evidence from readings to support literary analysis</p>	<p>questions.</p> <p>SL.12.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the development of archetypes and how fiction reflects culture/society</p> <p>SL.12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p>	<p><u>Knowledge of Language</u></p> <p>L.12.3a -- Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading RL.12.10</u></p> <p>Short Stories</p> <p>Mentor Texts: Personal Moments/Non-fiction</p>	<p><u>Range of Writing W.12.10</u></p> <p>Writing Workshop writing process, including reflections (portfolio)</p> <p>Responses to Literature</p> <p>Open-ended Questions</p> <p>Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u></p> <p>SL.12.4</p> <p>Refer to text to support presentations of original ideas and personal perspectives in group discussions, including Socratic Seminar.</p> <p>*See curriculum document for possible seminar topics , texts, questions</p>	<p><u>Vocabulary Acquisition & Use</u></p> <p>L.12.4, L.12.5, L.12.6</p> <p>Use context clues to determine meaning; understand nuances of words; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

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Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

TIER 2 WORDS						TIER 3 WORDS
Sumptuous	Progeny					Archetype
Impeccable	Banal					Myth
Ghoulish	Credence					Culture
Cognizant	Embellish					Folktale
Ethereal	Genesis					Bias
Onerous	Illusory					Origin Story
Insatiable	Misanthrope					Motif
Mundane	Manifest					Pacing
Eclectic	Visionary					Thread
Jocular	Devious					Reflection