

ENGLISH 4: LITERACY FOR CAREER PREP -- UNIT 2

UNIT 2 – Real-World Choices: Impact on Personal Legacy (M.P. 2)

Unit Summary: *This unit addresses the wide-reaching effects of personal responsibility through the analysis of literature. This unit encourages students to apply their understanding of archetypes, trace character development, and analyze themes in literature. There will be additional emphasis on literary analysis writing, which will build on students’ writing skills. Students will engage in annotated close reading of a variety of fiction and non-fiction to cultivate critical reading and garner text evidence to support literary analysis; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer’s Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when analyzing texts and composing a literary argument essay.*

ESSENTIAL QUESTIONS: How do I want to be remembered? How do I want others to remember me? How do my choices impact my legacy?

ASSESSMENTS:

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

1. Writing Workshop (15%): Literary-based argument (RL 12.6) using evidence from class reading of the novel and research of texts that link thematically to offer evidence to support the paper’s argument/thesis and counterarguments. **See description/options in curriculum unit document*
2. Performance Assessment (20%): Read a news story about discriminatory behavior and watch a news clip covering the same story. Write a critique concerning the effectiveness of both mediums and how this changes how an audience views the event. **RI.11-12.7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question
3. Vocabulary (10%): Cumulative MC Test
4. Mid-Year Benchmark (5%) – Informational Text with an OER that includes an image

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).

TEXTS:

Class novel such as *Pay It Forward*

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> ● How do multiple themes interact with one another in a piece of literature? ● What kind of archetypes are present in literature? ● How can reading non-fiction enhance our understanding of fiction? ● How do different text mediums, including Art, expand our understanding of the world? 	<ul style="list-style-type: none"> ● How does one effectively read a text to prepare to write literary analysis? ● How does engaging in the writing process improve the quality of writing overall? ● How does one transfer annotations into coherent literary analysis? 	<ul style="list-style-type: none"> ● How do we effectively discuss themes, conflict and craft to create better understanding of literature, ourselves, and our world? ● How can we synthesize views to achieve consensus in collaborative discussions? ● How do peer discussions enhance learning? 	<ul style="list-style-type: none"> ● How does word choice affect a writer’s message? ● Which literary and rhetorical devices best support literary analysis writing? ● How does connotation affect meaning? ● How does imagery help achieve purpose? ●

ENGLISH 4: LITERACY FOR CAREER PREP -- UNIT 2

STANDARDS for Learning Targets			
Reading (Fiction & Nonfiction)	Writing Workshop	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL.12.1-2/RI.12.1-2 – Themes & Central Conflicts: Analyze contributing factors to their development as well as they interact with one another; cite textual evidence to support such analysis; analyze thematic connections in fiction and non-fiction studied</p> <p>RL/RI.12.3/RI.12.3 Development: Analyze how an author sequences the events in a conflict and the affect of those choices; identify motifs and trace development of themes</p> <p>RL/RI.12.5 – Author Intention/Style Choices: Analysis of author’s structural choices and effect on the reader; analysis of how author’s use of style reflects genre and impacts tone, mood, and theme.</p> <p>RL/RI.12.4 - Imagery, Diction: Evaluate its impact on the tone, style, voice, and mood of a work.</p> <p>RL/RI.12.6 - Irony, Rhetoric, Symbolism: Analyze effect on style, voice, theme.</p> <p>RL.12.9: Historical Texts: Analyze and interpret historical and fictional texts for cultural perspectives; evaluate how two or more texts from the same period treat similar themes or topics</p>	<p><u>Text Types & Purposes</u> W.12.2 a-f –Literary Analysis Writing: Literary analysis essay that focuses on how literary devices contribute to theme in a text, or argument that presents the answer to an essential question about why men love war. This essay must document primary and secondary sources</p> <p>CHOICE: Expository or Argument</p> <p>Writing Workshop: Use mentor text essays to note structure of literary analysis writing; use notebooks entries to make connections among texts in this unit. Include figurative language and devices; demonstrate effective use of sentence structure & precise word choice (revise to eliminate wordiness)</p> <p>W12.4, W.12.5, & W.12.6 – Plan, 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><i>See curriculum document for suggested texts for analysis.</i></p>	<p><u>Comprehension & Collaboration</u> SL.12.1a & b – Continued Practice of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.12.1a -- *Mini- Seminars: Engage students in partner 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 or two texts that allow 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><i>Suggested Seminar Texts – “Why Men Love War” “The Archetypal Roots of War” (Hoyte); “How to Tell a True War Story,” “War can Warp Even Your Conscience;” “The End for Now”</i></p>	<p><u>Conventions of Standard English</u> L.12.1, L.12.2, L.12.3 -- Use of punctuation and sentence structures to create a desired effect; use of parallelism; Demonstrate use of hyphens and understanding of correct spelling.</p> <p><u>Knowledge of Language</u> L.12.3a -- Revise for content, organization, and precise word choice; vary syntax</p>
<p><u>Range of Reading RL.12.10</u> Poetry Short Stories Novels Mentor Texts: Literary Analysis Independent Reading Choice: conflict/effects of conflict analysis</p>	<p><u>Range of Writing W.12.10</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.12.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions, including Socratic Seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> L.12.4, L.12.5, L.12.6 Use context clues to determine meaning; understand nuances of words; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

ENGLISH 4: LITERACY FOR CAREER PREP -- UNIT 2

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					
Avid	Utopian				
Distraught	Disarray				
Altruism	Reconnaissance				
Affront	Surveillance				
irrevocable	Depraved				
Benign	Eulogy				
Coup	Exacerbate				
Avarice	Mandate				
Accost	Decimate				
Sacrilege	Raze				

TIER 3 words: Point of View, Thesis, Diction, Theme, Flashback, Irony, Rhetoric, Symbolism, Style, Voice