

ENGLISH 4: LITERACY FOR CAREER PREP -- UNIT 3

UNIT 3 – Personal Project Planning: Goal-Setting & Research (M.P. 3)

Unit Summary: *Often project planning is ignored in favor of “just doing it.” Many students falter in the first few years out of high school because they do not have a plan or a fall-back plan for after graduation. This project presents a simple, practical approach to project planning that will require a practical application of research skills. On completion of this research project, students should have a sound project planning approach that they can use to achieve goals in the future.*

ESSENTIAL QUESTIONS: How do we develop a question to drive inquiry and research? How do we organize and evaluate our research to prepare us to compose our multi-genre research paper? Why do writers incorporate research into different genres? How does perspective influence style and content?

ASSESSMENTS:

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

1. Writing Workshop (20%): Multi-Genre Research paper *See description in curriculum unit document
2. Inquiry-based Performance Assessment (10%): RI.12.7: *Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem, could be accomplished in a synthesis and presentation of the research garnered to answer the student-generated question or as an annotated bibliography required early in the research process*
3. Vocabulary (10%): Cumulative MC Test, 120 words (60 MP 3, 30 each from MPs 1 & 2)
4. Final Benchmark (10%) – Informational Text with 10 MC questions and a 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: see curriculum document for more expansive list

- Supplemental short texts/excerpts: “Girl” (Kincaid); “Kaffir Boy” (Mathabane); “Stolen Party” (Hecker)
- Mentor Texts: various texts for the study of different genres, Reference *Blending Genre, Altering Style; Crafting Authentic Voice; and Bedford Book of Genres*
- Poetry – “Oreo” (Bryant); “Ten Responses to the Phrase Man Up” (Guante); “A Letter to the Girl I Used to Be” (Smith); “On Learning American English” (Matam)
- Other Mediums: “Danger of a Single Story” (Adichie, TED Talk); “Stories of Who Does Not Belong” (Cook, TED Talk); *Soft Self Portrait* (Dali); *The Wounded Deer* (Kahlo); *Women of Allah Series* (Neshat)

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Multi-Genre/Expository	Speaking & Listening	Language
<ul style="list-style-type: none"> ● How does a writer use specific language/diction to establish purpose? ● Why does an author include or omit specific details in a passage? ● How does text structure influence meaning and clarity as well as audience and purpose in genre? ● How does perspective affect the story being told? 	<ul style="list-style-type: none"> ● How does organizing the results of my research help me determine the appropriate presentation format for my task and audience? ● How can we effectively apply writing risks to different genres? ● How do we determine which genres best convey specific portions of our research? 	<ul style="list-style-type: none"> ● How do we effectively discuss the features and characteristics of genre and how they connect to content and purpose? ● 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 certain genres? ● How does connotation affect meaning? ● How do we use syntax and diction to best serve purpose and audience?

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STANDARDS for Learning Targets			
Reading (Fiction & Nonfiction)	Writing Workshop: Multi-Genre	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL.12.1-2/RI12.1-2 – Themes & Central Ideas: Identify main ideas and themes and cite textual evidence to support analysis; analyze the development of ideas throughout text based on genre</p> <p>RL/RI.12.4 – Word Choice: Evaluate the effectiveness of word choice, including figurative language and connotative meanings</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/central idea.</p> <p>RL/RI.12.6 – Point of View & Perspective Analyze and evaluate the effectiveness of narrative and rhetorical techniques in achieving purpose; analyze point of view and its relationship to style and content</p> <p>RI.12.7 – Multiple Sources/Inquiry: Integrate and evaluate multiple sources in different formats to answer a student-generated question</p>	<p><u>Text Types & Purposes</u> W.12.2-3, 7-8: Multi-Genre Research Paper: Investigate a student-generated inquiry, evaluate sources, develop a thesis, and support thesis in the form of 5-7 genres that present the research in various ways.</p> <p>Writing Workshop: Use mentor text essays to note features of different types of writing with genres; use notebook entries to to experiment and imitate different text structures, techniques, and perspectives. Include figurative language and rhetorical devices; demonstrate effective use of sentence structure & precise word choice to create a tone appropriate for each genre’s purpose.</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 W.12.9 – Draw evidence from sources to support thesis</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 <i>Suggested Seminar Texts – “Girl” (Kincaid); “Kaffir Boy” (Mathabane); “Stolen Party” (Hecker)</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> Genre Study Mentor Texts: Expository (options such as resumes, how-to’s, magazine articles) Persuasive (options such as editorials, reviews, letter-to-the-editor) Visual (options such as maps, charts, graphs, photo-journalism)</p>	<p><u>Range of Writing W.12.10</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Genre Experimentation 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>

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Poetry (options such as double-voice and crot)
 Narrative (options such as letters, biographies)

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. Bold-faced words in the MP1 & 2 columns indicate words on both the CP and Accelerated cumulative tests. The other words will appear *only* on the accelerated exam.

Unit 3 Vocabulary			Unit 1 Words on Cumulative Test	Unit 2 Words on Cumulative Test
1. Belabor			1. Cognizant	1. Avid
2. Complicity			2. Progeny	2. Altruism
3. Counterpart			3. Embellish	3. Irrevocable
4. Emulate			4. Misanthrope	4. Disarray
5. Equity			5. Visionary	5. Mandate
6. Euphemism				
7. Garner				
8. Idiosyncrasy				
9. Incarcerate				
10. Increment				
11. Indictment				
12. Irrefutable				
13. Moot				
14. Nuance				
15. Paltry				
16. Paucity				
17. Substantiate				
18. Succinct				
19. Tenable				
20. Virulent				

Tier 3 Words: academic (as in writing or sources), connotation, denotation, genre, scholarly (as in writing or sources), merit, credibility, expository, portfolio, annotate