

ENGLISH 4: LITERACY FOR CAREER PREP - UNIT

UNIT 4 – Uncovering the Unspoken Story (M.P. 4)

Unit Summary: *This unit addresses how heroes are remembered. It is designed to assist students in connecting the past with the present and with the future through reflection of literature and its topics. The unit emphasizes the analysis of historical fiction and interpretations of the same events through other points of view and at other points in history. There will be additional emphasis on writing using narrative techniques, especially reflection.*

ESSENTIAL QUESTIONS:

- *Where am I on the hero's journey?*
- *How do I want to be remembered? How do we remember others?*
- *How do I impact the world? How did my world impact me?*

ASSESSMENTS:

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

1. Writing Workshop (15%): Personal narrative memoir; see description in curriculum unit document
2. Performance Assessment (20%): Commencement Project
3. Vocabulary (10%): Cumulative MC Test, 35 words (20 from MP4; 5 each from MPs 1, 2, and 3) with additional tier three words and teacher-added words from texts
4. Benchmark Reading Assessment (5%): Open-ended response for text and picture pairing

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*

- *The Things They Carried* by Tim O'Brien
- Vietnam War Timeline at www.pbs.org/battlefieldvietnam/timeline
- Articles on the Vietnam War
 - "The Greatest War Photographer You've Never Heard Of" by Elizabeth Herman for *The New York Times* (2017)
 - "A Frontline Nurse for the Vietcong" by Tong Thi Xuyen for *The New York Times* (2017)
 - "The Long History of the Vietnam Novel" by Maureen Ryan for *The New York Times* (2017)

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<ul style="list-style-type: none"> • How does a writer use writing style (flashback, descriptive details, dialogue, etc.) 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? 	<ul style="list-style-type: none"> • How does text structure affect the reader's understanding? • How can we effectively apply writing risks to narratives? • How do literary techniques (like dialogue, descriptive details, figurative language, etc.) enhance narrative writing? 	<ul style="list-style-type: none"> • How do we effectively discuss the features and characteristics of narrative and how it connects to content and purpose? • What can be learned by listening to the experiences of others? • How do peer discussions and presentations enhance learning? 	<ul style="list-style-type: none"> • How does word choice affect a writer's message? • Which literary and rhetorical devices best support narrative writing? • How does connotation affect meaning? • How do we use correct usage and spelling to best serve purpose &

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audience?

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Workshop: Memoir	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations: RL.12.1 -- Make relevant inferences and connections RL.12.3 -- Analyze the impact of the author's choices RL.12.5 -- Analyze the author's choices concerning how to structure specific parts of a text RI.12.3 -- Analyze a complex set of ideas or sequence of events RI.12.4 -- Determine the meaning of words and phrases as they are used in a text RI.12.6 -- Determine an author's point of view or purpose in a text, analyzing how style and content contribute to the power and persuasiveness</p>	<p><u>Text Types & Purposes</u> Memoir Writing: W.12.3-5 -- Use mentor text memoirs; 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 narrative purpose. Commencement Project: W.12.9 -- Draw evidence from literary or informational texts to support analysis, reflection, and research</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. 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 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><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. <u>Knowledge of Language</u> L.12.3a -- Revise for content, organization, and precise word choice; vary syntax</p>
<p><u>Range of Reading</u> RL.12.10 -- Read and comprehend literature at grade level</p>	<p><u>Range of Writing</u> W.12.10 -- Writing Workshop writing process, including reflections 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. *See curriculum document for additional seminar topics , texts, and/or questions</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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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.

Unit 4 Vocabulary			Unit 1 Words on Cumulative Test	Unit 2 Words on Cumulative Test	Unit 3 Words on Cumulative Test
<ol style="list-style-type: none"> 1. Histrionic 2. Figment 3. Penchant 4. Ubiquitous 5. Derelict 6. Diatribe 7. Portend 8. Luminous 9. Sporadic 10. Deprecate 11. Requite 12. Amenity 13. Coherent 14. Delectable 15. Imminent 16. Articulate 17. Shambles 18. Ludicrous 19. Aesthetic 20. Façade 			<ol style="list-style-type: none"> 1. Cognizant 2. Progeny 3. Embellish 4. Misanthrope 5. Visionary 	<ol style="list-style-type: none"> 1. Avid 2. Altruism 3. Irrevocable 4. Disarray 5. Mandate 	<ol style="list-style-type: none"> 1. Emulate 2. Garner 3. Irrefutable 4. Substantiate 5. Tenable

Tier 3 Words: academic (as in writing or sources), annotated bibliography, connotation, denotation, diction, endnotes, genre, inquiry, nuance, parallelism, primary & secondary sources, rhetoric, scholarly (as in writing or sources), syntax, synthesis, thesis, tone