

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

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? ●

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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 W.12.9 – Use evidence from readings to support literary analysis <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>

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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					
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

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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</p> <p><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>Range of Reading RL.12.10 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>Range of Writing W.12.10 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

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>

ENGLISH 4: LITERACY FOR CAREER PREP - UNIT

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