

# DV Unit 3 Argumentative Writing: Beliefs & Values

Content Area: **English**  
Course(s): **English IV**  
Time Period: **February**  
Length: **3 months**  
Status: **Published**

## Unit Overview:

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This unit focuses on exposing students to values as presented through an individual's morals, culture, religion, society and tradition. This unit will help students explore their notions of the values, virtues and personality traits, both positive and negative, that are found in literary texts as well as in real life. Students will also be introduced to key terminology and concepts necessary for discourse. Students will ultimately write a compare/contrast response. The texts in this unit range from memoirs, essays, poems, excerpted fiction novels and short stories as well as movies.

## Essential Questions:

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1. How does one's culture, religion or society communicate values?
2. How do values influence our choices: career, relationship, educational, etc?
3. How can individual's understand and respect diverse values?
4. What concepts and terminology help inform an individual's understanding of these issues?

## Enduring Understandings:

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- To foster growth and understanding about of race, ethnicity, nationality, class, religion, ability and literary style within an American context.
- To speak and write reflexively about refugee/immigrant experiences in the United States in a way that acknowledges differences as well as cultural and historical connections.
- To understand influence of modern folktales and fairytales from diverse perspectives.
- To define key terminology and concepts surrounding tales.

## Standards/Indicators/Student Learning Objectives (SLOs):

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LA.RI.11-12.2

Determine two or more central ideas of a text, and analyze their development and how

	they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### **Lesson Titles:**

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1. Values in Culture, Religion & Society
2. To become an immigrant
- 3 Living as a Refugee

### **Career Readiness, Life Literacies, & Key Skills:**

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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#### Instructional Strategies/Blooms

- Independent Reading: students will read sections by themselves UNDERSTANDING
- Direct Instruction: Discovery/Inquiry Based/Group Work: Introduction to terminology RECALL
- Teacher led discussion in large groups: on how people become refugees and international law UNDERSTANDING
- Student led discussion in small groups: comparing and contrasting texts. - ANALYZING
- Writing Conference: Teacher and students will conference one-on-one for summative assessment.- EVALUATING

- Close reading: After close reading students will craft a response to refugee/immigrant---CREATING

Learning Activities:

Journal Reflections

"I've Learned That" Portfolio

Myer's Brigg's Assessment

Decision Maker Assessment

## **Equity Considerations**

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## **Amistad Mandate**

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Topic:

Materials Used:

Proud, Living My American Dream by Muhammed

Afro-Canadian Refugee <https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/history.html>

Addresses the Following Component of the Mandate:

## **Holocaust Mandate**

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Topic: Identifying as Jewish

Materials Used:

How to Be a Refugee by Simon May

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Prejudice

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## **LGBTQ and Disabilities Mandate**

Topic (Person and Contribution Addresses):

Materials Used:

Cinderella is Dead by K Bayron

A Fairy Tale for Everyone by Hungarian author

<https://mombian.com/2018/05/18/a-royal-roundup-of-lgbtq-fairy-tales/>

Addresses the Following Component of the Mandate:

Social Issues

- Social

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## **Climate Change**

Discussions on how climate disproportionately impacts the living conditions and socioeconomics of minorities and marginalized groups.

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## **Asian American Pacific Islander Mandate**

Topic (Person and Contribution Addresses):

Materials Used:

The Ungrateful Refugee by Nayeri

Fresh off the Boat by Huang

Addresses the Following Component of the Mandate:

- Social

## **Modifications**

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### **ELL Modifications:**

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- Continue practicing vocabulary
- Provide additional assistance with writing assessments
- Provide study guides prior to assessments
- Provide texts in student's native language, when possible
- Read directions to the student

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Extra time on assessments
- Highlight key directions
- Opportunities for cooperative partner work
- Preferential Seating
- Provide reteach pages if necessary
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)

### **G&T Modifications:**

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- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Extra visual and verbal cues and prompts
- Graphic organizers
- No penalty for spelling errors or sloppy handwriting
- Preferential seating
- Provision of notes or outlines
- Review of directions
- Review sessions
- Support auditory presentations with visuals

## **Inter-Disciplinary Connections:**

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SOC.6.3.12

Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## **Formative Assessment:**

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Warm-up:

- Check for Knowledge- Mini Survey
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Questions of Day - Thought-provoking questions connecting current events to content
- Terminology Implementation Games - speaking using terms and concepts in small talk
- Famous Quotes - connecting statements from notable people to content
- JamBoard-

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Point of Views
- What Would You Do? - Problem solving / Moral compass
- Song connections

Closure:

- Ticket Out the Door:
- Self-Assessments
- Post Surveys

- Anticipatory Set
- Closure
- Warm-Up

### **Summative Assessment:**

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Create a modern tale

- Benchmark

### **Benchmark Assessment (s)**

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Skills-based assessment

Reading responses

Writing responses

### **Alternative Assessment (s)**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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A Multicultural Reader, Collection 2 by Perfection Learning

Ukraine Immigrant Stories

<https://www.redcross.org/about-us/news-and-events/news/2022/voices-of-ukraine-refugees-tell-their-stories.html>

<https://www.politico.com/news/magazine/2022/04/03/7-ukrainian-refugees-escaping-russias-war-00022175>

I'm Telling the Truth But I'm Lying By Bassey Ikpi

Dia's Story Cloth: The Hmong People's Journey of Freedom. Authors Dia, Chue, and Nhia Thao Cha

Powerful Refugee stories news story

<https://www.globalgiving.org/learn/listicle/13-powerful-refugee-stories/>

<https://www.globalgiving.org/learn/listicle/13-powerful-refugee-stories/>

Powerful Immigrant Stories

<https://hdsr.mitpress.mit.edu/pub/pt9vgvq9/release/2>

<https://theimmigrantstory.org/>

Movie Connections: Netflix Series on Living Undocumented

## **Technology Materials and Standards**

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Pear Deck

Canva

Worditout.com

Youtube videos

Jamboard

Kami annotating

Netflix Series- Living Undocumented

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.



TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

## **Computer Science and Design Thinking Standards**

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