

# DV Unit 4 Expository: Society & Individual

Content Area: **English**  
Course(s): **English IV**  
Time Period: **April**  
Length: **2 months**  
Status: **Published**

## Unit Overview:

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This unit presents the challenge of distinguishing between appearances and reality particularly as it relates to individual's morals, culture, religion, society and tradition. This unit encourages students to translate learning to real-life contexts and problems by exploring themes of disillusionment, social deception, and the power of perception. Lessons include a major emphasis on rigorous evidence-based discourse through the study of common themes and content-rich, challenging informational and fictional texts. Students engage in activities such as Socratic seminars, literary analyses, skits, and art projects, and creative writing to understand differing perceptions of reality. Lessons include close readings with text-dependent questions, choice-based differentiated products, rubrics, formative assessments, and ELA tasks that require students to analyze texts for rhetorical features, literary elements, and themes through argument, explanatory, and prose-constructed writing.

## Essential Questions:

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1. Is there a difference between reality and truth?
2. How is a writer both empowered and limited by writing from personal voice and experience?
3. How does memory and perspective complicate truth?
4. How do online appearance and reality differ and how do you portray yourself online?

## Enduring Understandings:

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- To incorporate new knowledge to adjust their world view.
- To identify use of stylistic choices and literary devices which blur the lines between memory, truth, and fiction.
- To identify key factors that contribute to the appearance of people based on their ethnicity, gender, or gender expression.
- To speak and write reflexively about one's own experience with appearance and reality.

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

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LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
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.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

## **Lesson Titles:**

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1. Defining Appearance, Truth and Reality
2. Cultural Verisimilitude
3. Memory & Perspective
4. Your Online Appearance vs Your Real Truth

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

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TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **Inter-Disciplinary Connections:**

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WL.7.1.IH.B.C.4	Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
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## **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
- Group and independent research: Students will investigate the qualities of the epic hero and compare those values to values and traits of modern heroes. -ANALYZING
- Teacher led discussion in large groups: on diverse values (gender, race, religion, ability) during the lecture and discussion- UNDERSTANDING
- Student led discussion in small groups: comparing and contrasting texts. - ANALYZING
- Writing Conference: Teacher and students will conference one-on-one for literary analysis.- EVALUATING
- Writing: Students will develop MLA style literary analysis paper---CREATING

Learning activities:

Journal Reflection

Values Portfolio

## **Modifications**

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### **ELL Modifications:**

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- Continue practicing vocabulary
- Provide study guides prior to tests
- Provide texts in native language, if possible
- Read test passages aloud (for comprehension assessment)

### **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
- Opportunities for cooperative partner work
- Preferential Seating
- Provide reteach pages if necessary
- Use of a graphic organizer

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

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- Extension activities
- 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

## **Equity Considerations**

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## **Amistad Mandate**

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Topic:

Materials Used:

Between The Word & Me by Coates

Addresses the Following Component of the Mandate:

Contributions of African Americans and Vestiges of Slavery

- Contributions of African Americans to our Society
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic:

Materials Used:

Never Mind the Goldbergs by Roth

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:

Addresses the Following Component of the Mandate:

- 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:

Addresses the Following Component of the Mandate:

- Political
- Social

## **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

### **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
- JamBoard on Values
- Values Assessment Quiz

### **Closure:**

- Journaling: Reflection
- Ticket Out the Door:
- Self-Assessments
- Post Surveys
- "I've Learned That.."

- Anticipatory Set
- Closure
- Warm-Up

## **Summative Assessment:**

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MLA Lit Analysis Paper

- Marking Period Assessment

## **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

The Sisters Are Alright by Winfrey Harris

I'm Telling the Truth but I'm Lying by Bassey Ipki

Adulting 101 by Burnette & Hardesty

RealWorld101

## **Technology Materials and Standards**

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

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