

Unit 7 - This I Believe

Content Area: **English**
Course(s): **Advanced Placement English IV**
Time Period: **May**
Length: **4 Weeks**
Status: **Published**

Enduring Understandings

- Effective communication relies on proper form
- Writing is a reflective process
- Writing is a multi-stage process
- Language captures and records human aspirations and imagination, evoking both imagination and reason

Essential Questions

- How does the writing process refine skills, increase confidence, and shape ideas?
- How do writers/presenters purposefully and clearly with an intended audience?
- How do effective writers/presenters hook their audiences and make information easy to follow?

Lesson Titles

This I Believe introduction and examples (2 days)
Writing/editing/rewriting (5 days)
Presentation Construction (5 days)
Formal Presentations (5 days)

21st Century Skills and Career Ready Practices

Global perspectives

Civic Literacy

Health Literacy

Creativity & Innovation

Critical Thinking & Problem Solving

Media Literacy

Life and Career Skills

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

History/Sociology

SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Explanation and examples of "This I Believe" as a unique writing format with personalize content

Discussion of previous student samples and formats for final product

One-to-one workshop sessions with me to assess progress and direction of work

Delsea One tutoring

SWAG

- Analyzing
- Applying
- Creating
- Evaluating
- Remembering
- Understanding

At-Risk Modifications

Discuss challenges noticed in the student's work/behavior to assess the underlying issues

Develop a personalized plan between the teacher and student for late work/incorrect work

Refer the student to the appropriate services within the school system if the teacher-led modifications do not show results or changes.

Delsea One

SWAG

Formative Assessment

Warmup:

Reading of and discussion on various "This I Believe" essays from the thisibelieve.org site

Anticipatory Set:

Question of the day (What are some common themes among the essays you've read? How does each author approach these themes?).

Closure: 1 minute response related to question of the day to include information from the lesson to ensure assimilation of content and skills.

- Video progress

Summative Assessment

Final copy of "This I Believe" essay

Final presentation of all five "This I Believe" core values

Benchmark (Assessments)

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Print versions of This I Believe essays from the official website and past student samples. These are revised and rechosen each year.

Student samples of final products. These are revised and rechosen each year