

# 12R Unit 4 Narrative 2023-2024

Content Area: **English**  
Course(s): **English IV**  
Time Period: **March**  
Length: **70 days**  
Status: **Published**

## Unit Overview:

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In this unit, students will interact with fiction and non-fiction texts on the theme of their beliefs and will relate the texts to their own futures. They will focus on close reading and in-depth analysis, The Last Lecture, This I Believe, and influential US documents with a focus on rhetorical features. The final summative assessment will be the Senior Memoir Project.

## Essential Questions:

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What do you believe?

Have your beliefs changed through the years?

What has influenced your beliefs?

Who has influenced your beliefs?

Are there any absolute truths that apply to everyone?

## Enduring Understandings:

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By the end of this unit, students will know:

That beliefs are the foundation of good citizenship

How one's beliefs may change over time

How the definition of the American Dream applies to their own lives

Social issues surrounding their beliefs

How to write a narrative

The impacts of setting, plot organization and development, characterization and character interaction

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

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LA.W.11-12.1.D

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.

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|----------------|---|
| 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.11-12.3   | 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.W.11-12.6   | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |
| LA.W.11-12.9.A | Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). |
| LA.W.11-12.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  |
| LA.L.11-12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.   |
| LA.L.11-12.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.11-12.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   |
| LA.L.11-12.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |

## **Lesson Titles:**

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The American Dream in Quotations

Defining the Dream- According to the NY Times

Understanding Langston Hughes's "Harlem"

Reviewing Hansberry vs. Lee? Could it happen today?

Who was Arthur Miller

"The Death of a Salesman"

President Obama speech on the fundamental threat to the American Dream? Is it still that way?

This I Believe

The Last Lecture

The Senior Memoir Project

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

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### Inter-Disciplinary Connections:

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|------------|---|
| SOC.K-12.1 | Developing Questions and Planning Inquiry |
| SOC.K-12.2 | Gathering and Evaluating Sources          |

### Resources & Materials:

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Senior Memoir Project

<https://docs.google.com/document/d/1HcQK3A7hUpMkCYL6FVq4AFcQ6IWnBLATXCxRDQMR8rI/edit>

JFK Inaugural Address

<https://docs.google.com/presentation/d/1ON7SNANVuZ1qwPbJItSdlAq-K7lqXCLxIVEcM8eNUSQ/edit#slide=id.p>

American Dream Webquest

[https://docs.google.com/document/d/1z8\\_RRgYCaGrEXgBlCy4C2WY\\_mv84j30WkJxlo9qZ7E/edit#heading=h.gjdgxs](https://docs.google.com/document/d/1z8_RRgYCaGrEXgBlCy4C2WY_mv84j30WkJxlo9qZ7E/edit#heading=h.gjdgxs)

Death of a Salesman prereading survey

[https://docs.google.com/document/d/1e-xIfLjPoVCGt\\_LNjW0q5Jo1JiNnqFKRWWMmgx711pI/edit](https://docs.google.com/document/d/1e-xIfLjPoVCGt_LNjW0q5Jo1JiNnqFKRWWMmgx711pI/edit)

Death of a Salesman Student Guide

[https://docs.google.com/document/d/1ctvdf4ovFunDfq-ugEBesm5jsQ-a7dqlTtqHfk2jA\\_k/edit](https://docs.google.com/document/d/1ctvdf4ovFunDfq-ugEBesm5jsQ-a7dqlTtqHfk2jA_k/edit)

This I Believe

The Last Lecture

## Equity Considerations

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### Amistad Mandate

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Topic: Exploring Hansberry vs. Lee

Materials Used: <https://blogs.loc.gov/law/2023/01/hansberry-v-lee-the-supreme-court-case-that-influenced-the-play-a-raisin-in-the-sun/>

Addresses the Following Component of the Mandate: Contributions of African-Americans to American Society, overcoming Bias

Topic Personal Philosophy

Materials Used This I Believe essays: The Birthright of Human Dignity; Free Minds and Hearts at Work

Addresses the Following Component of the Mandate: Contributions of African-Americans to American Society, overcoming Bias

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

### Holocaust Mandate

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Topic: Personal Philosophies

Materials Used: This I Believe essays

Addresses the Following Component of the Mandate: To infuse the history of the Jewish people in order to provide an accurate, complete, and inclusive history

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Personal Philosophy

Materials Used: This I Believe: A Walk In The Woods Together; I Believe in Acceptance; We're All Different In Our Own Ways

Addresses the Following Component of the Mandate: Contributions of LGBTQ and disable people to American Society, overcoming Bias

- Economic
- Political
- Social

## **Climate Change**

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Topic: Personal Philosophy

Materials Used: This I Believe: You Have the Power to Change Humanity's Course; Save the Rainforest Today

Addresses the Following Components of the Mandate: The impact of climate change on humanity

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Personal Philosophy

Materials Used: This I Believe (essays): Love Your Neighbor; Connecting to a Global Tribe; Rice for Thanksgiving

Addresses the Following Component of the Mandate: Social impact on AAPI heritage in America

- Economic
- Political
- Social

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

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Independent reading

Close reading and annotations

Direct instruction

Collaboration

Writing with Colors

Peer editing

Connecting between themes in non-fiction

Delsea One

SWAG

Blooms:

Remembering-defining vocabulary, defining literary terms, identifying characters and plot

Understanding-explaining point of view, explaining perspective, explaining motivation, paraphrasing

Applying: manipulate sources to prove claims, prove comprehension, develop sentences using vocabulary and grammar

Analyzing-actively categorizing findings in literary content, showing connections between textual evidence and claims

Evaluating-producing evaluative written responses to works of literature

## **Formative Assessment:**

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Lecture

Collaborative Group Work

Jigsaw

Graphic Organizers

Effective Questioning

Cooperative Learning

Conferencing

Close Reading

Individual Practice

Group Work

Class Discussion

Chunking

Modeling

Workshop

- Anticipatory Set
- Closure
- Warm-Up

## **Summative Assessment:**

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The Senior Memoir Project will be the Summative Assessment

<https://docs.google.com/document/d/1HcQK3A7hUpMkCYL6FVq4AFcQ6IWnBLATXCxRDQMR8rI/edit>

The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.

This I Believe Responses

[https://docs.google.com/document/d/1HpbckVeSvH0unJnNzmHSuq4-TVpw\\_DGK7KT92v6B9Fk/edit](https://docs.google.com/document/d/1HpbckVeSvH0unJnNzmHSuq4-TVpw_DGK7KT92v6B9Fk/edit)

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

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

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **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
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **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
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- 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)
- Use of word processor

## **Technology Materials and Standards**

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