

Unit 4: Literacy & Rhetorical Analysis (Weeks 27-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 4: Literacy & Rhetorical Analysis (Weeks 27-36)

Unit 4 Rationale:

In this unit, students will continue to practice reading content with an awareness of the audience. In addition, they will read texts with the author's point of view in mind. Using their close reading and annotation skills, students will finish off the school year practicing various reading comprehension strategies for different texts. They will learn about methods of persuasion as well as purpose in reading and writing. Students will also learn about different types of sentences used in writing; they will practice using these types in their own writing as well. While practicing punctuation grammatical concepts, they will also review their final set of academic vocabulary and prefixes and suffixes.

Pre-Assessments

To begin this unit, the teacher will use the following pre-assessments to gather data about the students taking this course:

Reading Comprehension:

- Warm ups
- Commonlit Pre-Assessment Data

Writing & Composition:

- Warm-up 4-5 sentence paragraph Writing Response to the prompt:
"Why to we analyze and break down texts and media in schools?"
- RACE review Reference Sheet

Vocabulary Acquisition & Use :

- Scholastic Inventory Data
- Units 1 and 2 Quiz Data

Grammar & Standards of English:

- Noredink Planning Diagnostic for 8th/9th Grade

-Noredink Units 1 and 2 and 3 Data

Instructional Plan

Unit 4 Instructional Plan:

For this course, the teacher will be sharing a new unit of study and practice throughout each of the four Marking Periods during the school year. Students will have nine weeks throughout each marking period to complete elements of practice and review.

Throughout the week, the rotating schedule will help guide each day's emphasis and goal. The following structure will be used for practice and pacing throughout the school year:

A Day- Grammar Practice

B Day- Vocabulary / Prefixes / Suffixes Practice

C Day- Reading Practice

D Day- Writing / Analysis Practice

Throughout each Marking Period, in addition to the content introduced throughout the week, students will also be given structured class time to complete course work from their English Class. These work-day's will be built in at the teacher's discretion to allow students extra time to complete long-term or summative assignments given in their Content-Level English class.

Unit 4 will focus on the following Target Goals:

Overall Goals:

- **Accelerate Literacy Skills:** Help students make significant progress in reading comprehension, writing proficiency, critical thinking, and communication skills.
- **Foster Lifelong Learning:** Equip students with skills and strategies that support continued growth in literacy and language arts beyond the classroom.
- **Promote Engagement and Inquiry:** Encourage curiosity, creativity, and a passion for exploring language, literature, and media in depth.

Students will be able to:

- Read texts and identify the author’s purpose, voice, style, and credibility
- Continue to use reading strategies (such as annotating and close reading) to build comprehension
- Identify and use various methods of rhetorical analysis
- Demonstrate understanding of simple, compound, and complex sentences and use them in their own writing.
- Recognize and use additional academic vocabulary.
- Utilize prefixes and suffixes in identifying new words.

Unit 4: Grammar Lessons

Student Learning Intentions or We are learning to ...

- We are learning to recognize author's purpose in writing
- We are learning to identify voice in writing and analyze the author's word choice in a text
- We are learning to correct and edit our commonly confused words
- We are learning to identify spelling errors and correct them
- We are learning to adhere to the standard grammatical rules of Punctuation
- We are learning to write using different sentence types and variation

Student Success Criteria ... “I can statements”

- I can Identify the author's purpose and writing
- I can choose effective word choice to use that fit the context of writing
- I can correct spelling errors in all types of writing
- I can use punctuation correctly
- I can use various types of sentences in my writing to add complexity

Instructional Strategies and Activities

- Assign the following NoredInk Units for students to complete throughout the Marking Period
 - Avoiding Wordiness
 - Parallel Structure
 - Vague Pronouns
 - Commas for clarity
 - Compound / Complex sentences (for variation)
- Grammar Lesson 1-7:

- Lesson 1-4: Compound and Complex sentences (100 min)
 - Warm-up: Hapara the students into the noredink unit on compound and complex sentences
 - Use the Noredink topics on as the Main Lesson. Review together as a class after students complete it independently.
 - Discussion: What situations should we be able to use variations in sentences?
 - [Compound Worksheet](#)
 - [Complex Worksheet](#)
 - [Compound-Complex Worksheet](#)
- Lesson 5-7: Commas for Clarity: (100 min)
 - Warm-up: Gives students example 3 sentences with confusing wording that need commas. Have them try and correct them.
 - Have students do the noredink unit topic on Commas for Clarity
 - [Commas Worksheets \(1-6\)](#)
 - [Comma Usage Practice Worksheet](#)
- Lesson 8: Avoid Wordiness (50 min)
 - Warm-up: Put 3 incorrect sentences (with wordiness) on the board and ask students to write down what they think is wrong. Review as a class.
 - Have students complete Noredink Unit on Wordiness
- Lesson 9: Vague Pronouns (50 min)
 - Warm-up: Hapara the students into Vague Pronouns unit on noredink
 - Have students look at the NoredInk Topic "Vague Pronouns" Review the mini lesson with them together as a class.

Formative Assessments:

- Noredink Topics in Unit 3 completed
- Warm-ups
- Exit Slips
- Grammar Quizzes
- Kahoot Reviews
- Practice Worksheets

Instructional Materials and Resources

- Noredink Topics assigned by teacher online
- Printed Grammar Worksheets (linked above)
- Warm-up Slideshow
- Student Warm-up papers
- Edpuzzle
- Chromebooks
- Gimkit
- Kahoot

Reflections and Suggested Modifications

- To help with focusing with chromebook based assignments, I suggest using Hapara to lock-in students (especially for noredink or games)

Unit 4: Vocabulary & Prefix/ Suffix Lessons

Student Learning Intentions or We are learning to ...

- We are learning to understand vocabulary used in an academic context
- We are learning to use this vocabulary correctly in our writing and speaking
- We are learning to identify prefixes and suffixes in unknown words

Student Success Criteria ... “I can statements”

- I can use vocabulary correctly in various contexts
- I can identify the definitions of academic vocabulary
- I can use prefixes and suffixes to help me identify meanings of unknown words

Instructional Strategies and Activities

Unit 3: Vocabulary & Prefix/ Suffix

Lesson 1-2: Intro to Vocab & Prefixes / Suffixes (75-90 minutes)

- Review the [Unit 4: Vocabulary and Prefixes / Suffixes terms](#) with students
 - Have students take notes on Definitions of terms
 - Have students write example sentences with vocabulary words
 - Have students write prefix and suffix meanings and example words

Lesson 3: Prefix and Suffix Practice 1 (50 minutes)

- Warm- up: Have students write down 2 prefixes and suffixes they remember from Units 1 or 2 or 3
- Review the Prefixes (7) and Suffixes (7)

Lesson 4: Vocabulary Practice 1 (50 minutes)

- Warm-up: Have students write 3 sentences that have blanks. Have them identify which vocab word fits in each sentence.
- Have students review definitions of words with a practice Kahoot Quiz

Lesson 5: Prefixes and Suffixes 2 (50 minutes)

- Warm-up: Have students write 3 sentences that have blanks. Have them identify which prefix/suffix fits in each word.
- Have students review definitions of prefixes and suffixes with a practice Kahoot Quiz

Lesson 6: Vocabulary Practice 2 (50 minutes)

- Warm-up: Have students write 3 original sentences that include 3 vocabulary words.
- Have students review definitions of words with a practice Gimkit Quiz.

Lesson 7: Prefixes and Suffixes 3 (50 minutes)

- Warm-up: Have students write 3 sentences that have blanks. Have them identify which prefix/suffix fits in each word.
- Have students review definitions of prefixes and suffixes with a practice Gimkit Quiz

Lesson 8: Vocab / Prefix / Suffix Quiz (50 minutes)

- Have students complete the [Unit 4: Vocab and Prefix/Suffix Quiz](#)

Formative Assessments

- Practice Worksheets on Prefix/Suffixes
- Warm-ups
- Exit Slips
- Kahoot Reviews
- Gimkit Reviews
- Vocabulary / Prefix/ Suffix Quiz

Instructional Materials and Resources

- Chromebooks
- Warm-up Slideshow
- Kahoot
- Gimkit
- Printed Quizzes

Reflections and Suggested Modifications

- Use consistent Vocabulary review as an extension to other lessons. For example, if students finish a Grammar Topic early and have time, allow them to practice / play review games of these vocabulary / prefixes / suffixes so that they are using their time wisely.

Unit 4: Reading Lessons

Student Learning Intentions or We are learning to ...

- We are learning to read based on context and intended audience
- We are learning to continue to close- read passages by using methods of annotating
- We are learning to examine word choice in format and informal writing
- We are learning to read "Real-life" texts

Student Success Criteria ... "I can statements"

- I can read and explain context and intended audience
- I can read a passage closely, retaining information while reading
- I can make choose words that fit informal and formal contexts
- I can use context clues to help me identify unknown words
- I can read and analyze real-life prompts (job applications and proposals)

Instructional Strategies and Activities

Unit 3: Reading Lessons

Lesson 1: Annotating for Author's Purpose (50 min)

- Warm-up: hand out paper copies of [Owl Creek by Ambrose Bierce Reading and Questions](#)
- Have students read aloud as a class or independently
- Exit-Slip: Have students review the checklist as a class without looking. What do we look for when annotating?

Lesson 2-3: Author's Voice in Reading (50-75 min)

- Warm-up: Answer the question, while we read, how can we identify author's voice? Discuss as a class.
- Have students read the [Why Summer Makes Us Lazy article](#)
- Class Discussion: What is the Author's voice in this article and how do you know?

Lesson 4-5: (50 min)

- Warm-up: Hand out printed copies of [Life Isn't Fair — Deal With It](#) article
- Have students make a prediction based on the title and Review annotation checklist
- Read together as a class or individually
- Discussion / RACE: How do readings like this apply to real-life reading

Formative Assessments

- Student notes on annotation and close reading
- Practice Worksheets
- 2 Nonfiction Article Readings
- Comprehension and Guided Questions on Commonlit
- Annotation Checklists
- Gimkit Reviews

Instructional Materials and Resources

- Chromebooks
- Commonlit Articles and Stories
- Warm-up Slideshow
- Printed Stories

Reflections and Suggested Modifications

- Pair these lessons with the Writing / Analysis Lessons for effectiveness

Unit 4: Writing & Analysis Lessons

Student Learning Intentions or We are learning to ...

- We are learning how to edit our own writing
- We are learning how to for English Class
- We are learning to use our Annotations / Close reading skills to help us gather evidence for writing
- We are learning to use our Sentence Starter Reference Sheet for writing responses
- We are learning how to code-switch based on our audience
- We are learning how to write an analysis

Student Success Criteria ... “I can statements”

- I can follow and use editing checklists for my writing
- I can write texts for an academic setting
- I can reference my annotations in reading to help cite evidence in my writing
- I can apply the sentence starter reference sheet to my writing
- I can write an analysis recognizing author's voice and purpose in writing

Instructional Strategies and Activities

Unit 4: Writing and Analysis Lessons

Lesson 1-3: RACE Response 1 (50-75 min)

- Warm-up: KWL Chart with students: What do they know about writing with a purpose in mind?
- Review the Author's purpose worksheets with students of points to look for when editing
- After reading [Owl Creek by Ambrose Bierce Reading and Questions](#) write a RACE response

Lesson 4-5: (50 min)

- Warm-up: Discuss Author's voice in the article below
- Have students complete [Why Summer Makes Us Lazy](#)
- Write a RACE response to this article
- Discuss as a Class afterwards

Formative Assessments

- Practice Worksheets with Written Responses
- 2 Nonfiction Article Readings with RACE Responses
- 2 Short Story Readings with RACE Responses
- Discussion Questions on Commonlit

- Annotation Checklists

Instructional Materials and Resources

- Chromebooks
- Commonlit Articles and Stories
- RACE Response Reference Sheet
- Gimkit Games

Reflections and Suggested Modifications

- Pair these lessons with the Reading Lessons for effective learning

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

Integration of Diversity, Equity, and Inclusion, Climate Change, Informational and Media Literacy:

Reading Comprehension:

[-Why Summer Makes Us Lazy](#)

- The article can be used to discuss how different communities experience and perceive seasonal changes, including summer.
- Discussing the impact of summer heat and its effects on productivity and health can lead to discussions about health disparities.
- The article provides an opportunity to discuss how individuals' responses to summer's effects might vary based on their unique life circumstances and cultural backgrounds, promoting a more inclusive understanding of the topic.

- The effects of summer heat on human behavior, as discussed in the article, can be linked to discussions on how climate change intensifies these effects and what adaptations might be necessary to cope with increasingly extreme temperatures.
- The article provides a platform for practicing critical reading skills. Students can analyze the arguments presented, identify any potential biases, and discuss how the information might be received by different audiences.

- [Life Isn't Fair — Deal With It](#)

- The article deals with the concept of fairness and how it varies across different people's experiences.
- The article can be used to discuss the difference between equity and equality. Students can examine how providing equal resources or opportunities doesn't always result in equitable outcomes and how understanding this distinction is crucial for addressing systemic inequalities.
- Although the article itself might not directly address climate change, it can be a springboard for discussing how the impacts of climate change are not felt equally by all people.
- Discussions can also touch on how climate change exacerbates existing inequalities in resource distribution and how addressing these issues requires a fair and equitable approach.

Writing & Composition:

- Writing RACE Responses to the Readings listed above

- Students can use discussion points from the topics listed above to write stronger RACE responses
- Students will complete structured annotated checklists, asking various questions and engaging with the text in their own, personal ways.
- Students will use Editing checklists to review their own RACE response

- Writing Warm-up Responses at the beginning of class

- Students are answering Warm-up questions related to literacy skills like annotation and close reading
- Using methods of annotation, students will develop their own strengths of writing
- Students will equally have access to resources for learning, including: Chromebooks, and reference sheets.

Vocabulary Acquisition & Use:

- Students will learn about academic vocabulary words and how can I use them in and outside of school

- Vocabulary learned in this unit can be used in the real-world, helping students gain access to various jobs and careers
- Students will integrate these vocabulary words into their school and academic writing
- Students will practice informal and formal writing, which allows for home-languages and non-academic writing.
- Students will be able to discuss how all writing has value, regardless of its status as "grammatically correct"

- Students will learn about prefixes and suffixes and how use they can use them to identify the meanings of unknown words

- Students will read various articles and practice identifying words

- Students will see the diversity of language because prefixes and suffixes carry over into many different languages, not just English.

Grammar & Standards of English:

- Students will identify complete and incomplete sentences
 - Students will be able to discuss informal and formal writing can be effective in communication in diverse formats
 - Students will practice using commonly confused words so that they can develop their writing for future careers
 - Students will use Noredink, a digital platform, to practice their sentence construction
- Students will identify common grammatical errors and fix them in their writing
 - Students will discuss the value of learning how to fix errors in their own writing for academic and real-world contexts
 - Students will talk about "Code-Switching" and how using formal language in writing/speaking in various contexts can benefit their communication skills
 - Students will use checklists for their writing to practice revising informal writing into formal writing

New Jersey Student Learning Standards: Content Area

Reading Comprehension State Standards:

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing and Composition:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Vocabulary Acquisition and Use:

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grammar and Standards of English:

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Integration of Career Readiness, Life Literacies and Key Skills

Unit 4 Career Readiness, Life Literacies and Key Skills:

Career Readiness:

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- Students are practicing their Reading Comprehension so that in whatever career they pursue they are able to read and comprehend directions and various texts
- Students are preparing for various writing in future careers, including skills of summary and answering questions
- By practicing close-reading and annotating, students are learning how to properly engage with materials in order to learn and gather information
- Students are learning how to decipher language through prefixes and suffixes, allowing them to become stronger overall readers
- Students are learning vocabulary from various contexts, so throughout their academic careers they are able to identify and use strong vocabulary
- Students will use these Reading, Writing, Vocabulary, and Grammar skills in future careers, allowing them to be successful in whatever interests they pursue
- Students are practicing interview and job-related writing
- Students are developing their understanding of editing in professional contexts

Life Literacies and Key Skills:

- Students are developing the close-reading and annotation skills, allowing them to become stronger readers
- Students are practicing their RACE response writing, which encourages critical thinking and evidence based writing
- Students are preparing for their futures by reading various fiction and nonfiction texts while analyzing elements of writing and reading
- Students are applying their understanding of reading and writing to professional settings outside the classroom

Integration of Computer Science and Design Thinking

Unit 4: Integration of Computer Science and Design Thinking

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Students are utilizing Chromebooks to do reading, writing, and grammar practice in class
- Students are reading articles digitally and annotating them for close-reading

- Students are reviewing vocabulary and prefixes/suffixes through digital platforms including: Gimkit, Kahoot, and Quizlet
- Students are watching practice Videos on Youtube that cover RACE and Annotation tips
- Students are playing interactive games that review Grammar Concepts
- Students are using Noredink, a digital grammar software for online lessons and review

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

Unit 4: Interdisciplinary Connections

- Students will be making connections to their own interests for possible career related writing (including math and sciences)
- Students are reading articles from current events in financial literacy
- Students are reading current, nonfiction texts that discuss issues of Bias and inequality
- Students are evaluating vocabulary and prefixes/suffixes that are used in various Math and Science classes

MA.K-12.1	Make sense of problems and persevere in solving them. Systems in the natural and designed world have parts that work together. Systems in the natural and designed world have parts that work together. Events have causes that generate observable patterns.
SOC.6.2.12.6	Contemporary Issues
SOC.6.2.12.A.6	Civics, Government, and Human Rights
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

21st Century Life and Career

Unit 4: Century Life and Career

- Students are learning how to effectively increase their reading comprehension, which will be used in almost any future career and job
- Students are learning how to critically think, using evidence to back-up their beliefs
- Students are learning vocabulary and prefixes/suffixes that are cross-disciplinary and widely used in various Career Contexts
- Students are learning about the issues of Bias in Media
- Students are learning how to write for an employer
- Students are learning what language is appropriate depending on the context (including settings outside the classroom)

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Essential Questions

The Essential Questions for Unit 4: Literacy & Rhetorical Analysis

Reading Comprehension:

- How can annotating help with our analysis of authors?
- How does increasing our reading skills apply to the real world? Why is it important?
- What is author's purpose, voice, and style, and how does it help us comprehend a text to know identify them?

Writing & Composition:

- How can we craft clear and coherent writing for jobs and work-related contexts?
- How can writing be helpful for interview practice?
- What is "Code-Switching" and how can we use it in our writing?
- What strategies can be used for writing proposals and applications?

Vocabulary Acquisition & Use:

- What are English Class vocabulary words and how can I use them in and outside of school?
- What are prefixes and suffixes and how can I use them to identify the meanings of unknown words?

Grammar & Standards of English:

- What are the different sentence types and how do I write them?
- What is "wordiness" and how do I avoid using it in my writing?
- What are common grammatical errors and how can I fix them in my writing?- How do we use punctuation while also using quotation marks?

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways