

ENGLISH IV | UNIT 1: Forging a Hero

INSTRUCTIONAL MODEL

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

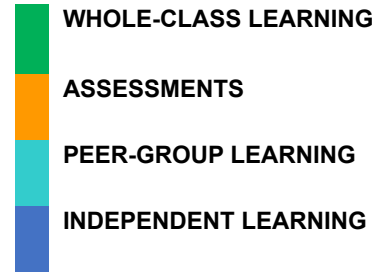
 Audio |  Video |  Downloadable / Printable Document |  Online Assessment |  EL Highlights

Page **PAGE 1** of
NUMPAGES 1

ESSENTIAL QUESTION: ***How important are heroes to the world?***

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:



Unit 1 Overview

In this unit, students will read about how people, both ordinary and extraordinary, become heroes.

Unit Goals

Students will be able to:

- Read texts that explore the idea of heroism in literature and in life, and develop my own perspective.
- Understand and use academic vocabulary related to argumentative texts.
- Recognize and analyze elements of different genres, including epic poetry and speeches.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a focused and structured argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, set meaningful goals, offer purposeful ideas, and communicate effectively.
- Prepare and deliver an effective, well-argued speech.

Selections & Media

Mentor Text

- A World of Heroes (1050L)

Whole-Class Learning

- Historical Perspectives: Focus Period 750-1066: *Ancient Warriors*
- Epic Poetry: *from Beowulf*, translated by Burton Raffel (NP)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

- Media, Graphic Novel: *from Beowulf*: Gareth Hinds
- Magazine Article, *Beowulf is Back!*, James Parker (1200L)

Peer-Group Learning

- Poetry: *To Lucasta • Dulce et Decorum Est • The Song of the Mud*, Richard Lovelace • Wilfred Owen • Mary Borden (NP)
- Novel Excerpt: *from The Once and Future King*, T.H. White (920L)
- Narrative Poetry: *Morte d'Arthur*, Alfred, Lord Tennyson (NP)
- Speech: *from "We shall fight on the beaches"* Winston Churchill
- Speech: *Defending Nonviolent Resistance*, Mohandas K. Gandhi (1390L)

Independent Learning

- Media: Interactive Website: *How Did Harry Patch Become an Unlikely WWI Hero*, BBC/Wonder
- Science Article: *The New Psychology of Leadership*, Stephen D Reicher, Michael J. Platow, S. Alexander Haslam (1360L)
- Speech: *Speech Before Her Troops*, Queen Elizabeth I (1150L)
- Poetry: *The Battle of Maldon • The Charge of the Light Brigade*, translated by Burton Raffel • Alfred, Lord Tennyson (NP)
- Essay: *Accidental Hero*, Zadie Smith (830L)
- Speech: *Pericles' Funeral Oration*, Thucydides, translated by Rex Warner (1240L)

Performance-Based Assessment to Sources: Argument

Part 1 – Argumentative Essay

Students will write an argumentative essay in response to the Essential Question:







How important are heroes to the world?

Unit Reflection





Students will reflect on the unit goals, learning strategies, the text and how important heroes are to the world.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
CLASS INTROS & COLLEGE ESSAY UNIT INTRODUCTION	COLLEGE ESSAY UNIT	COLLEGE ESSAY UNIT	SELECTION BOY Testing	SELECTION BOY Testing
INTRODUCE Motivate and Engage Students engage in a discussion based on the	WHOLE-CLASS LEARNING Essential Question <i>How are we all different and alike?</i>	INDEPENDENT LEARNING The students will write college application essays for their prospective colleges.	PREPARE TO READ Concept Vocabulary resonance; hypnotic; enthralling	PREPARE TO READ Concept Vocabulary resonance; hypnotic; enthralling








SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

<p>following questions: “What makes me special?”</p> <p>Whole-Class Learning <i>How are we all different and alike?</i></p> <p>Performance-Based Assessment <i>Tell us your story. What unique opportunities or challenges have you experienced throughout your high school career that have shaped who you are today?</i></p> <p>Unit Goals Students will deepen their understanding of themselves and their goals.</p> <p>Academic/Concept Vocabulary unique, challenge, anecdote</p> <p>Icebreaker Students participate in an activity related to the unit theme.</p>	<p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> review college essay requirements and tips <p>Concept Vocabulary unique, challenge, anecdote</p>		<p>Comprehension Strategy Generate Questions</p> <p> Close Read Guide: Nonfiction</p> <p>READ</p> <p>Read the Selection</p> <p> Beowulf Is Back!: Selection Audio</p> <p> Beowulf Is Back!: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> Response Comprehension Analysis EQ Notes 	<p>Comprehension Strategy Generate Questions</p> <p> Close Read Guide: Nonfiction</p> <p>READ</p> <p>Read the Selection</p> <p> Beowulf Is Back!: Selection Audio</p> <p> Beowulf Is Back!: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> Response Comprehension Analysis EQ Notes
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
COLLEGE ESSAY UNIT	COLLEGE ESSAY UNIT	UNIT INTRODUCTION	<p>OVERVIEW Whole-Class Learning Historical Perspectives Focus Period: 750-1066</p> <p>SELECTION From Beowulf Burton Raffel</p> <p>SE pp 10-22</p>	<p>SELECTION <i>from</i> Beowulf Burton Raffel</p> <p>SE pp 23-31</p>
INDEPENDENT LEARNING	INDEPENDENT LEARNING	INTRODUCE	WHOLE-CLASS LEARNING	READ

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

<p>The students will write college application essays for their prospective colleges.</p>	<p>The students will write college application essays for their prospective colleges.</p>	<p>Motivate and Engage Students engage in a discussion based on the following questions: ““Why would the word forging be used in a discussion of how an individual becomes a hero?”</p> <p>Watch the Video/Discuss It Students will watch the video “ Before the Battle” and discuss the question:</p> <p><i>What inspires warriors to make such personal sacrifices?</i></p> <p> Watch the Video</p> <p>Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts:</p> <p>Whole-Class Learning <i>Is heroism a component of human nature that we all share?</i></p> <p>Peer-Group Learning <i>Are leaders born or made? What is the ideal relationship between a leader and the people who follow him or her? What is the difference between a leader and a hero?</i></p> <p>Performance-Based Assessment</p>	<p>Essential Question <i>How important are heroes to the world?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>ANCIENT WARRIORS</p> <p>Voices of the Period Students read quotations and state main ideas and details about the voices of the time .</p> <p>History of the Period Students read about invasion and conquest and how the language, social norms, religions, and government changed and revolved after each wave.</p> <p>Literature Selections Students preview the selections titles and note how they reflect the hopes and fears of the people of the time.</p>	<p>Read the Selection</p> <p> from Beowulf: Selection Audio</p> <p> from Beowulf: Accessible Leveled Text</p>
---	---	--	---	--

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

		<p><i>How important are heroes to the world?</i></p> <p>Unit Goals Students will deepen their understanding of heroism by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary purport; credible; assertion; presume; contradictory</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 1 Answer Key</p> <p>Mentor Text Students will read “<i>Totally Free?</i>” They will then be able to participate in discussions about freedom.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Mentor Text.</p> <p>Icebreaker Students participate in an activity related to the unit theme.</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary lair; stalked; gorge; gruesome; writhing; loathsome</p> <p>Comprehension Strategy Paraphrase</p> <p>READ</p> <p>Read the Selection</p> <p> <i>from</i> Beowulf: Selection Audio</p> <p> <i>from</i> Beowulf: Accessible Levelled Text</p>	
--	--	--	---	--

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

		<p>QuickWrite Students write a response to the QuickWrite prompt: <i>How important are heroes to the world?</i></p> <p>EQ Notes Students add thoughts and observations about the reading</p>		
--	--	--	--	--

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video|



Downloadable / Printable Document |



Online Assessment |



EL Highlights

TEKS and ELPS				
<p>ELPS 2.C.iv Learn academic vocabulary heard during classroom instruction and interactions.</p>	<p>TEKS 4.F Make inferences and use evidence to support understanding. 5.D Paraphrase texts in ways that maintain meaning and logical order.</p> <p>ELPS 4.D.i Use prereading supports to enhance comprehension of written text. 4.F.i Use visual and contextual support to read grade-appropriate content area text. 4.F.iii Use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language. 4.F.x use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language.</p>	<p>TEKS 4.F Make inferences and use evidence to support understanding. 5.D Paraphrase texts in ways that maintain meaning and logical order.</p>	<p>TEKS 4.F Make inferences and use evidence to support understanding. 5.D Paraphrase texts in ways that maintain meaning and logical order.</p>	<p>TEKS 7.B Analyze effects of sound, form, and dramatic structure in poetry. 11.A Develop questions for informal inquiry.</p>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video|




Downloadable / Printable Document |







Online Assessment |



EL Highlights

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION <i>from</i> Beowulf Burton Raffel</p> <p>SE pp 32-43</p>	<p>SELECTION <i>from</i> Beowulf Burton Raffel</p> <p>SE pp 44-45</p>	<p>SELECTION <i>from</i> Beowulf Burton Raffel</p> <p>SE pp 46-47</p>	<p>SELECTION <i>from</i> Beowulf Burton Raffel</p> <p>SE pp 48-49</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 74-79</p>
<p>READ</p> <p>Read the Selection</p> <p> <i>from</i> Beowulf: Selection Audio</p> <p> <i>from</i> Beowulf: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and discussion • EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Inquiry and Research Generate Research Questions Students generate questions to guide informal research that would help you provide an answer to the question: Who is the Beowulf of today?</p> <p>Literary/Text Elements Poetic Form and Dramatic Structure Students evaluate The use of poetic form and dramatic structures serve to intensify the drama: episodic structure, extreme conflicts. Archetypal plot patterns, dramatic diction, and poetic form</p> <p> Exit Ticket: Poetic Form and Dramatic Structure</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: lair; stalked; gorge; gruesome; writhing; loathsome</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Anglo-Saxon Suffix: -some Students complete activities related to the Anglo-Saxon Suffix: -some</p> <p> Exit Ticket: Anglo-Saxon Suffix: -some</p> <p> Reteach and Practice: Anglo-Saxon Suffix: -some (RP)</p> <p>Author's Craft Poet's Syntax</p>	<p>SHARE IDEAS</p> <p>Composition Comparison-and-Contrast Essay Students write a comparison-and-contrast essay comparing and contrasting the character of Beowulf with that of a modern hero in a television show, video game, or other medium.</p> <p>Research Research Presentation Students prepare a research presentation focusing on one aspect of the culture that told and retold the story of Beowulf—the Anglo Saxons of the eighth to eleventh centuries.</p> <p> Reteach and Practice: Research Presentation (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p>	<p>PERFORMANCE TASK</p> <p>Write an Argumentative Essay Students write an argumentative essay stating and defending a position on the following question: Is heroism a component of human nature that we all share?</p> <p>PreWriting/Planning Students freewrite, structure their argument, evaluate sources, style academic citations.</p>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

	 Reteach and Practice: Poetic Form and Dramatic Structure (RP)	Students analyze syntactic devices such as apposition and diazeugma.  Exit Ticket: Poet's Syntax  Reteach and Practice: Poet's Syntax (RP)	 Selection Test: <i>from</i> Beowulf	
TEKS and ELPS				
TEKS 8.F Evaluate how author's syntax contributes to effectiveness.	TEKS 9.B.i Develop drafts into structured writing in open-ended settings by using strategic organizational structures appropriate to topic. 10.B Compose informational texts using genre characteristics and craft. 11.G Examine sources for credibility, bias, and accuracy.	TEKS 4.E Make connections to ideas in other texts. ELPS 4.F.ii Use visual and contextual support to enhance and confirm understanding.	TEKS 5.E Interact with sources in meaningful ways such as illustrating. ELPS 3.B.ii Expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures.	TEKS 4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELPS 1.A.i Use prior knowledge to understand meanings in English. 2.I.iii Demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 80-81</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 82-85</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 74-79</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 86-87</p>	<p>HOMECOMING: HALF DAY</p>
<p>PERFORMANCE TASK</p> <p>Drafting Students organize and write a first draft.</p> <ul style="list-style-type: none"> • Read like a writer • Create coherence 	<p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft using the revision guide for argumentative essays.</p> <ul style="list-style-type: none"> • Read like a writer • Take a closer look at your draft <p>Editing Students edit for conventions and proofread for accuracies.</p> <ul style="list-style-type: none"> • Read like a writer • Focus on sentences • Focus on Usage and Punctuation <p>Publishing and Presenting Students create a final version of their argument and share with class or school community.</p>	<p>PERFORMANCE TASK</p> <p>Write an Argumentative Essay Students write an argumentative essay stating and defending a position on the following question: Is heroism a component of human nature that we all share?</p> <p>PreWriting/Planning Students freewrite, structure their argument, evaluate sources, style academic citations.</p>	<p>TEST PRACTICE</p> <p>Timed Writing: Argumentative Essay Students write an essay agreeing or disagreeing that one must be a coward in order to be a hero?</p>	<p>HOMECOMING: HALF DAY</p>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

TEKS and ELPS				
<p>TEKS 7.D Critique and evaluate characteristics and structural elements of informational texts.</p> <p>11.E Locate relevant sources. 4.B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELPS 1.A.i Use prior knowledge to understand meanings in English.</p> <p>2.I.iii Demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs.</p> <p>5.F.ii Write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired.</p>	<p>TEKS 7.F Critique and evaluate effectiveness of characteristics of multimodal texts.</p> <p>9.D Edit drafts to demonstrate command of conventions, using style guide as appropriate.</p> <p>10.B Compose informational texts using genre characteristics and craft.</p> <p>10.C Compose argumentative texts using genre characteristics and craft.</p> <p>11.F Synthesize information from a variety of sources.</p>	<p>TEKS 10.C. Compose argumentative texts using genre characteristics and craft.</p> <p>ELPS 4.C.i Develop basic sight vocabulary used routinely in written classroom materials.</p>	<p>TEKS 9.B.ii. Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> <p>ELPS 5.F.iii Write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>5.G.iii Explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>	

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 86-87</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 86-87</p>	Test Day	Test Day	Test Day
<p>TEST PRACTICE</p> <p>Timed Writing: Argumentative Essay Students write an essay agreeing or disagreeing that one must be a coward in order to be a hero?</p>	<p>TEST PRACTICE</p> <p>Timed Writing: Argumentative Essay Students write an essay agreeing or disagreeing that one must be a coward in order to be a hero?</p>			

TEKS and ELPS				
<p>TEKS 9.B.i. Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p>	<p>TEKS 1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed upon criteria.</p> <p>2.B Analyze context to draw conclusions about nuanced meanings.</p>	<p>TEKS 2.A Use print or digital resources to clarify and validate understanding of multiple meanings.</p> <p>7.B Analyze relationships among characteristics of poetry, including stanzas and line breaks, in poems across a variety of poetic forms.</p> <p>8.F Evaluate how author's diction contributes to effectiveness.</p> <p>11.I Use appropriate mode of delivery to present results.</p>	<p>TEKS 2.A Use digital resources to clarify and validate understanding of multiple meanings.</p> <p>4.C Make and correct or confirm predictions using characteristics of genre.</p> <p>ELPS 4.E.i Read linguistically accommodated content area material with a decreasing need for linguistic</p>	<p>TEKS 2.C Determine meaning of foreign words or phrases used frequently in English.</p> <p>4.C Make and correct or confirm predictions using characteristics of genre.</p> <p>ELPS 3.D.i Speak using grade-level content area vocabulary in context to internalize new English words.</p>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

	<p>4.D Create mental images to deepen understanding.</p> <p>5.C. Use text evidence and original commentary to support an evaluative response.</p> <p>5.I. Reflect on and adjust responses when valid evidence warrants.</p> <p>ELPS</p> <p>1.F.i Use accessible language and learn new and essential language in the process.</p> <p>4.F.i Use visual and contextual support to read grade-appropriate content area text .</p>	<p>ELPS</p> <p>2.C.iii Learn basic vocabulary heard during classroom instruction and interactions.</p>	<p>accommodations as more English is learned.</p> <p>4.F.ix Use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language.</p>	
--	---	---	---	--