

English II

[Implement start year (2012-2013)]

[Revision Committee Members, email, extension]

Renee Delguercio, rdelguercio@lrhsd.org, x8114

Laura Hoy, lhoy@lrhsd.org, x8995

Bill Wiegand, wwiegand@lrhsd.org, x8910

Angela Miller, amiller@lrhsd.org, x8835

Unit #2: Voices of Self Exploration

Transfer Goal –

Students will be able to independently apply their learning to explore an individual's personal journey as experienced in literature, media, and society.

Students will be able to independently apply their learning to compare and contrast topics in their own writing and oral communication.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English

(<http://www.corestandards.org/>)

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability

<p>needed at the high end of the range.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4. 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.)</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>	<p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>
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<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Close reading and analysis of both past and contemporary American literature reveal critical truths about American individualism.</p> <p><i>EU2</i> Close reading and analysis of American literature illuminates the reader's personal beliefs about the quest for identity.</p> <p><i>EU 3</i> American writers illustrate the individual's development of self perception through journey – spiritual, physical (often in nature), and psychological.</p> <p><i>EU4</i> Comparing and contrasting individual journeys through discussion and writing reveals unique perspectives.</p> <p><i>EU5</i> The study of vocabulary and the conventions of standard English are necessary for textual analysis and effective writing.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can readers better understand American individualism? • What does American literature reveal about American culture and history? <p><i>EU2</i></p> <ul style="list-style-type: none"> • How can readers better understand their own self exploration? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What types of journeys do individuals take? What do American writers convey through these journeys? <p><i>EU4</i></p> <ul style="list-style-type: none"> • Why is comparing/contrasting individual journeys through discussion and writing a valuable consideration? <p><i>EU5</i></p> <ul style="list-style-type: none"> • How can the study of vocabulary and the conventions of standard English make better readers and writers?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • reading comprehension strategies and annotation strategies • writing strategies and figurative language • the definition of American individualism • American culture and history pertaining to American individualism for selected texts, including key American Romantic authors and works • where to find credible information 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • annotate and actively read; identify claims and textual support • identify and interpret writing strategies and elements of figurative language in a variety of texts • identify and interpret American cultural truths and history related to American individualism in various texts • assess the credibility of various sources.

<p><i>EU2</i></p> <ul style="list-style-type: none"> • their own beliefs regarding self exploration reading comprehension strategies and annotation strategies <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the role of the protagonist or speaker • that self perception can be clear or ambiguous; positive or negative • the characteristics of individual journeys (mental, physical and spiritual) <p><i>EU 4</i></p> <ul style="list-style-type: none"> • compare/contrast strategies • the elements of a compare/contrast composition • MLA format • the components of effective oral communication • the conventions of standard English <p><i>EU5</i></p> <ul style="list-style-type: none"> • definitions, synonyms and antonyms of higher level vocabulary from various texts • domain specific vocabulary for compare/contrast essay • tone, connotation, denotation • that effective word choice improves style • the conventions of standard English 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • compare their own beliefs to those reflected in the text • annotate and actively read <p><i>EU3</i></p> <ul style="list-style-type: none"> • evaluate how journey affects the protagonist's or speaker's self perception • apply characteristics of individual journeys to new texts compare individual journeys in various genres from various time periods. <p><i>EU4</i></p> <ul style="list-style-type: none"> • compare and contrast the journeys of protagonists or speakers through discussion and writing • identify and apply elements of a compare/contrast composition to a formal essay and select topics worthy of comparison. • format an essay according to MLA guidelines <p><i>EU5</i></p> <ul style="list-style-type: none"> • define and use vocabulary words as well as their synonyms and antonyms • use appropriate vocabulary to create effective style • use correct grammar and mechanics
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Describe your performance tasks here (in bulleted format if more than one).

- Students will write a revised compare/contrast essay that supports an assertive/persuasive thesis using parenthetical documentation and MLA guidelines on two works which illustrate individual journey (EU3, EU4, EU5)
- Students will write a frame and case piece related to American individualism and journey. Students will select one piece to be the “frame,” identify an important claim(s) to explore, and relate other studied texts to that claim(s). The context can vary: essay, letter, etc.(EU1, EU3, EU5)
- Students will discuss their personal beliefs related to self exploration in a teacher selected forum: cooperative learning groups, small group, large group/teacher led, Socratic seminar.(EU2)

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- student oral responses during class discussion on the literature
- student written responses (both informal and formal) to prompts
- annotated notes on selected short stories, poems, and essays
- reading checks on teacher selected texts
- vocabulary quizzes based on contextual vocabulary words
- writing assignments using studied vocabulary
- quizzes on literary terms/figurative language/poetic devices that require students to locate and explain the impact of such devices in the passage and in the full text
- written response in which students generate their own metaphors, similes, or other literary devices that connect to the theme of individual journey
- tests/quizzes/writing assignments relating works to one another with a focus on the individual's journey

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

Reading texts and interpreting other sources (see required and recommended texts)

- through discussion and writing interpret the big ideas related to American culture and individual journey in the literature [suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, Google docs or blogs]. (M,T)
- employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes). (A,M)
- define, locate and evaluate literary devices and figurative language within various forms of texts. (A,M)
- read and annotate a larger work . (A,M)
- identify and explain the protagonist's or speaker's conflicts and relationships with society, nature or the unconscious which affect individual journey.(M)
- acquire background information on the American Romantic Era and its subgenres (Dark Romanticism and Transcendentalism) as well as foundation authors through notes and class discussion [suggested strategies: students gather notes through viewing introductory videos, completing online scavenger hunts, using Pathfinders, listening to lectures, locating biographical information on authors]. (A)
- compare the two opposing Romantic journeys: optimistic and dark (M, T)
- compare canonical pieces within American Romantic Era subgenres. (M)
- choose an element of figurative language and generate an original example that connects to individual journey. (T)
- locate and explain a text (for example, a poem, short story, novel, or song lyrics) that connects to elements of individual journey and/or its basis in the American Romantic Era. (T)
- select other types of media (classic and contemporary works of art, photographs, comics, songs, videos, etc.) that relate to individual journey and/or its basis in the American Romantic Era.(T)
- Reader's Café as modeled in English 1: evaluate selected text in the context of individual journey. (T)
- generate a list of contextual vocabulary words (students) (A, M)
- compare *Into The Wild* excerpt to Eddie Vedder's soundtrack from *Into the Wild*
- compare "Song of Myself" to Thomas Cole's "The Oxbow"

Writing

- incorporate mini-lessons on the structure of a compare/contrast essay and the writing process (A)
- writer's workshop as modeled in English 1: pre-write and draft ideas for a compare/contrast essay; write, evaluate and revise potential thesis statements (M, T)
- practice writing skills and concepts learned in English I: thesis, introduction, body paragraphs, conclusion, tone, diction, organization,; minilessons as needed (M,T)
- peer review and self review (M)
- reflective self-assessment on writing progress; goal setting (M, T)
- literary letter writing from English 1 with increased level of difficulty; mini-lessons as needed (M,T)
- use vocabulary words in writing to enhance style (A,T)
- frame and case paragraph(s): Read and annotate selected nonfiction text, distinguishing claims from examples. Select one claim. Directly quote or paraphrase the claim and apply other pieces of literature to support or refute. (A,M,T)
- write an in-class essay explaining how a new passage illustrates the individual journey (T)
- write an in-class essay explaining how an author achieves purpose through literary devices and figurative language (T)
- write an original or creative piece that includes the American Romantic Era applied to a modern context. (T)

Language

- generate a list of contextual vocabulary words (students) (A, M)
- use vocabulary words in writing and speaking to enhance style (A,T) • teach in order (as needed): (A,M,T) ○ subject/verb agreement ○ prepositional phrases, neither/nor, either/or, collective pronouns ○ pronoun/antecedent agreement
 - acceptable grammar usage as it diverges from prescriptivism in educated society - see *Writing with Style* for examples [could include beginning sentences with "But" or "And"; occasionally splitting the infinitive; occasionally ending a sentence with a preposition; singular pronouns plural in sense (*everyone has their books*); fragments to enhance style]

Speaking and listening

- identify and explain various aspects of the student's personal beliefs. (M)
- discuss topics of self exploration and journey in various contexts: cooperative learning groups, small group, large group/teacher led, Socratic seminar (A, M)
- practice active listening and student-to-student direct responses (A, T)

Required and Recommended Texts

Required texts (all district students in English II):

- *The Things They Carried* – Tim O'Brien
- Excerpts from *The Autobiography* (including the list of virtues), by Ben Franklin, and "D. H. Lawrence on Ben Franklin" from *Studies in Classic American Literature*
- Excerpts from "Song of Myself" – Walt Whitman
- "Young Goodman Brown" - Nathaniel Hawthorne
- One poem selected by the teacher

Additional suggested texts/authors:

Large works (titles and quantity to be determined by school) : support EU1 & EU3 unless specified

- *Into the Wild* – Jon Krakauer
- *Their Eyes Were Watching God* – Zora Neale Hurston
- *The Glass Castle* – Jeanette Walls
- *Huckleberry Finn* – Mark Twain
- *Pilgrim at Tinker Creek* - Annie Dillard
- *Easy Writer* – Andrea Lunsford (EU 4 & EU5)
- Independent reading selection

Essay and speeches: support EU1 & EU3 unless specified

- Excerpts from *Outliers* – Malcolm Gladwell
- "Nature" & "The Transcendentalist" – Ralph Waldo Emerson
- Excerpts from *Walden* - Henry David Thoreau
- "Life on the Mississippi" - Mark Twain
- "Childhood Dreams" - Randi Pausch
- "Life, Liberty and the Pursuit of Happiness" - *This I Believe* - Andrew Sullivan

Excerpts or chapters:

- *Eat Pray Love* - Elizabeth Gilbert
- *Between a Rock and a Hard Place* - Aaron Ralston
- *Into the Wild* – Jon Krakauer
- *Pilgrim at Tinker Creek* - Annie Dillard
- *Huckleberry Finn* – Mark Twain

Articles: support EU1 & EU3 unless specified

LRHSD (2011) Adapted from **ASCD**

- “Journeys: Exploring Your World Inside and Out” Abigail Brenner, M.D.

Poems: support EU1 or EU3

- Allen Ginsberg - "A Supermarket in California"
- Diane Lockward - "The Missing Wife"
- Naomi Shihab Nye - "Making a Fist"
- Billy Collins - "Traveling Alone"
- Aron Wormser – "Labor"
- Gary Snyder – "August on Sourdough, A Visit from Dick Brewer" and "Mid-August at Sourdough Mountain Lookout"
- Theodore Roethke - "Journey to the Interior"; "The Rose"
- Excerpts from Galway Kinnell's *Selected Poems*
- A.R. Ammons - "Corson's Inlet"
- T.S. Eliot - "The Love Song of J. Alfred Prufrock"
- Wallace Stevens - "Notes Toward a Supreme Fiction"; "An Ordinary Evening in New Haven"; "The Sail of Ulysses"
- Langston Hughes - "Theme for English B" ; "The Negro Speaks of Rivers"
- Edgar Allan Poe - "The Raven"
- Walt Whitman - "Song of Myself" #1, # 8, #10, #46, #52, "I Heard the Learn'd Astronomer"; "Facing West"
- Emily Dickinson - "Because I could not stop for Death-" and "I heard a Fly buzz – when I died-"
- William Cullen Bryant - "Thanatopsis" and "Inscription for the Entrance to a Wood"
- Henry Wadsworth Longfellow - "The Tide Rises"

Short stories: support EU1 or EU3

- "This is What it Means to Say Phoenix, Arizona" - Sherman Alexie
- "A &P," "Poker Night," "Learn a Trade" - John Updike
- "The Minister's Black Veil" and "The Birthmark" - Nathaniel Hawthorne
- "The Cask of Amontillado" and "The Tell-Tale Heart" - Edgar Allan Poe
- "A Good Man is Hard to Find" and "Good Country People" - Flannery O'Connor
- "A Rose for Emily" - William Faulkner
- "Rip Van Winkle" - Washington Irving

Other related resources:

Film clips (EU1 & EU3): *Into the Wild*; *Eat Pray Love*; *Almost Famous*; *Star Wars*; *Twilight*; *Harry Potter*; *Stand by Me*

Songs (EU1 & EU3): "Life is a Highway" Rascal Flatts; "America" Simon and Garfunkel; "Climb" Miley Cyrus

Videos available online:

*Randi Pausch "Achieving Your Childhood Dreams" Youtube, start 16 minutes into the lecture – 14 minute clip about becoming a Disney Imagineer

*Steve Jobs "Follow Your Heart and Intuition" (Stanford commencement address June 12, 2005) Youtube: 15 minutes

* Clip from Aaron Ralston *Dateline* video (Youtube) or clip from the movie about Ralston , *127 Hours*

TV Shows

*The Simpsons –

Lisa the Vegetarian (Season 7: Episode 3F03)—Transcendentalism

"*The Raven*" *Treehouse of Horror* (Season 2: Episode 7F04)-"The Raven"

The Tell Tale Head (Season 1: Episode 7G07)-"The Tell-Tale Heart"