

[Course Title] English II

[Implement start year (2012-2013)]

[Revision Committee Members, email, extension]

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Unit #4: Voices Facing Adversity

Transfer Goals –

Students will be able to independently apply their learning to explore the unique perspectives of American subgroups as experienced in literature, media, and society.

Students will be able to independently apply their understanding of narration 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.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges

21st Century Themes (www.21stcenturyskills.org)

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

and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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 such effects as mystery, tension, or surprise.

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.

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

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.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Initiative and Self-Direction
 Social and Cross-Cultural Skills
 Productivity and Accountability
 Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

Close reading and analysis of both past and contemporary American literature reveal critical truths about diverse Americans facing adversity.

EU2

Close reading and analysis of American literature illuminates the reader's personal beliefs about diverse Americans facing adversity.

EU3

American writers who redefine the norm in race, ethnicity, religion, gender, sexual orientation, mental or physical disability, or socio-economics reveal unique cultural perspectives in the struggle to fulfill universal human needs.

EU4

Writing compelling narration in various contexts (speech, letter, essay, article, short story, memoir, novel) helps the writer to achieve purpose.

EU5

The study of vocabulary and the conventions of standard English are necessary for textual analysis and effective writing.

Essential Questions:

EU 1

- How can readers better understand the American experience for diverse populations?
- What does American literature reveal about American culture and history through the diversity lens?

EU2

- How can readers better understand their own beliefs about diverse Americans facing adversity?

EU3

- What defines a diverse American writer?
- What do American writers reveal about diverse American individuals?

EU4

- Why is writing narration an important skill?
- Where is narration useful?

EU5

- How can the study of vocabulary and the conventions of standard English make better readers and writers?

Knowledge Students will know . . .

EU 1

- reading comprehension strategies and annotation strategies
- writing strategies and figurative language
- American culture and history pertaining to studied texts
- what constitutes an “American” identity or perspective
- the definition and examples of diversity
- Important cultural considerations in diverse populations: gender roles, family values, religious influences, spirituality, methods and manner of communication, high context vs. low context culture, traditions
- where to find credible information

EU2

- their own beliefs regarding diversity
- reading comprehension strategies and annotation strategies

EU3

- traditional American culture defined in earlier times
- what constitutes an “American” identity or perspective
- the definition and examples of diversity
- that diverse voices help shape America
- Maslow’s hierarchy of needs

EU4

- the required elements of narration: (exposition, rising action, climax, falling action, conclusion)
- important elements of narration: voice, point of view, dialogue that
- effective narration includes carefully crafted characters, plot structure, setting, themes, details...appropriate to the writing situation

Skills: Students will be able to . . .

EU 1

- 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 relevant American cultural truths and history related to diversity in various texts
- assess the credibility of various sources.

EU 2

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- compare their own beliefs to those reflected in the text.
- annotate and actively read.

EU3

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- identify and explain the diverse cultural perspective in a text
- evaluate the effects of the diverse cultural perspective to the work as a whole
- explain the diverse individual’s unique struggle to satisfy various human needs
- compare cultural differences in texts from various genres and time periods.

EU4

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- identify and evaluate the effectiveness of various narrative strategies in mentor texts: plot development, character development, setting, foreshadowing, suspense, description, dialogue, point of view, figurative language
- write narration to suit the writing situation and purpose (essay, letter, speech, memoir, narrative poem, short story)

<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 writing assignments • tone, connotation, denotation • that effective word choice improves style • conventions of standard English 	<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.*

- Students will read and annotate a text connected to diversity. After reading and annotating, students will write an MLA formatted reactionary paper connected to the protagonist’s or speaker’s response to adversity. (EU1, EU3, EU5)
- Students will write an original narrative in a teacher selected writing situation (a portion of a letter, speech, or essay, or as a short story, memoir, narrative poem, etc.).(EU4, EU5)
- Students will discuss their personal beliefs related to diversity 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
- student creative narrative pieces
- annotated notes on selected short stories, poems, and essays
- annotations focused on locating diverse culture in studied texts
- reading checks on teacher selected texts
- tests/quizzes/writing assignments relating works to one another with a focus on specific aspects of culture or a specific diverse population
- vocabulary quizzes based on contextual vocabulary words
- writing assignments using studied vocabulary

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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 section*)

- through discussion and writing interpret the big ideas related to diversity in American culture as reflected 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)
- research and apply Maslow's hierarchy of needs (physiological, safety, love/belonging, esteem, self-actualization) to the diverse American's struggle in a selected text. (A, M)
- employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes). (A,M)
- identify quotes/ideas in a text which support a claim about American culture (M)
- identify and evaluate effective narrative strategies in mentor texts: plot structure, character development, setting, foreshadowing, suspense, description, dialogue (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)
- acquire background information on studied texts and traditional American culture 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)
- locate and explain a text (for example, a poem, short story, novel, or song lyrics) that reveals the struggles of diverse Americans. (T)
- Reader's Café as modeled in English 1: evaluate selected text in the context of cultural diversity (T)
- select other types of media (classic and contemporary works of art, photographs, comics, songs, videos, etc.) that relate to cultural diversity.(T)
- generate a list of contextual vocabulary words (students) (A, M)

Writing

- writer's workshop as modeled in English 1: pre-write and draft ideas for writing assignments; write, evaluate and revise (M, T)
- practice writing skills and concepts learned in English I: thesis, introduction, body paragraphs, conclusion, tone, diction, organization, paraphrasing; mini-lessons as needed (M,T)
- use textual support in writing with paraphrases and direct quotes (M,T)
- write narration of varying lengths including required and important story elements
- 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)
- write an in-class essay explaining how a new passage illustrates the struggles of the diverse American (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)
 - commas, semicolons
 - 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)
- In cooperative learning groups, small groups, large group/teacher led, or Socratic seminar, discuss (A,M):
 - various important components of culture: gender roles, family values, religious influences, methods and manner of communication, high context vs. low context culture, traditions
 - traditional American culture defined in earlier times ○ what constitutes "American" identity and perspective ○ the definition and examples of diversity
 - Maslow's Hierarchy of Needs
- practice active listening and student-to-student direct responses (A, T)

Required and Recommended Texts

Required texts (all district students in English II):

- *Their Eyes Were Watching God* - Hurston
- "White Privilege: Unpacking the Invisible Knapsack" - Peggy McIntosh
- "This is What it Means to Say Phoenix, Arizona" – Sherman Alexie
- "Heaven" - Cathy Song
- One poem selected by the teacher

Additional suggested texts/authors:

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

- *American Born Chinese*- Gene Luen Yang
- *The Secret Life of Bees*- Sue Monk Kidd
- *The Help* – Kathryn Stockett
- *The Piano Lesson* – August Wilson
- *The House on Mango Street*- Sandra Cisneros
- *The Joy Luck Club*- Amy Tan
- *Native Son*- Richard Wright
- *The Glass Castle*- Jeanette Walls
- A Lesson Before Dying – Ernest Gaines
- *Easy Writer* – Andrea Lunsford (EU4 & EU5)
- Independent reading selection

Essays, speeches, and other documents: Supporting EU1 & EU3:

- "I Want a Wife" - Judy Brady
- "Leaving Identity Issues to Other Folks" - Phyllis Allen
- "A Journey Towards Acceptance and Love" - Greg Chapman
- "Superman and Me" - Sherman Alexie
- "A Duty to Heal" - Pius Kamau
- "The Bright Lights of Freedom" - Harold Hongju Koh
- "Mother Tongue" - Amy Tan

- “Talking with the Sun” - Joy Harjo
- “Getting Angry Can Be a Good Thing” - Cecelia Munoz
- “The Myth of the Latin Woman” - Judith Ortiz Cofer
- “Complexion” Richard Rodriguez
- “Just Walk on By...” Brent Staples
- “In Search of Our Mother’s Gardens” - Alice Walker
- “Seeing in Beautiful, Precise Pictures” – Temple Grandin
- “What is Poverty?” Jo Goodwin Parker
- “Don’t Just Stand There” Diane Cole
- “Causes of Prejudice” Vincent N. Parillo

Articles:

Supporting EU1 & EU3:

- “Colorblind Ideology is a Form of Racism” - Monica Williams, Ph.D.
- “Human Diversity and American Exceptionalism” - George Davis
- “Beyond Cultural Identity: Reflections on Multiculturalism” - Peter Adler

Poems: *Supporting EU1 & EU3:*

- “The Missing Wife” Diane Lockward
- “The Young Housewife” William Carlos Williams
- “What Do Women Want?” Kim Addonizio
- “Pity Me Not” Edna St. Vincent Millay
- “Heart we will forget him,” “The soul selects her own society,” “Nature rarer uses yellow” Dickinson
- “She Had Some Horses”; “Remember” Joy Harjo
- “Lost Sister” Cathy Song
- “Eating Together” Li-Young Lee
- “Refugio’s Hair”; “Day of the Refugios”; “The Chair She Sits In” Alberto Rios
- “Blood”; “Words Under the Words” Naomi Shihab Nye
- “A Supermarket in California” Allen Ginsberg
- “Gender Issue” Diane Lockward
- “Song of Myself #11” Whitman
- “Still I Rise” Angelou
- “For Sophie” Rita Dove
- “Theme for English B” ; “The Negro Speaks of Rivers” Langston Hughes
- “Yet Do I Marvel” Countee Cullen

Short stories: *Supporting EU1 & EU3:*

- “Girl” Jamaica Kincaid
- “Everyday Use” Alice Walker

- “My Lucy Friend who Smells like Corn” Sandra Cisneros
- “Barbie-Q” Sandra Cisneros
- “Daughter of Invention” Julia Alvarez
- “The Rules of the Game” Amy Tan
- “A Good Scent from a Strange Mountain” Robert Olen Butler
- “Fleur” Louise Erdrich
- “Amusement” from *The Lone Ranger...*– Sherman Alexie
- “Lullaby” Leslie Marmon Silko
- “A Jury of Her Peers (or drama version *Trifles*)” Susan Glaspell
- “The Story of an Hour” Kate Chopin

Other related sources

Film clips: *Brighton Beach Memoirs*, *My Big Fat Greek Wedding*, *The Joy Luck Club*