Unit 4 Informative Literary Analysis 2R 2023

Content Area: **English**
Course(s): **English II**
Time Period: **September**
Length: **2 months**
Status: **Published**

Unit Overview:

Curriculum Modifications for English II Resource

All sophomores require The English II course which is aligned with the New Jersey Student Learning Standards for ELA.

The English II curriculum provides varied tracking levels to meet the needs and abilities of the students. Although course

content mirrors that of Honors and A levels, the Resource program is differentiated by the depth of studies, student

expectations, reading selections, and percentage of time allotted to each significant unit of study. The program is designed

to maintain the sequential development of the essential communication and literacy skills found in the New Jersey Student

Learning Standards for ELA and address the associated skills required by the New Jersey state assessment.

Students will be able to analyze the craft and structure of a text. Students will interpret connotative, and figurative meanings of words and phrases in a text, and analyze how specific word choices shape meaning or tone. Students develop their understanding of and ability to identify the development of themes over the course of a text. Students will be able to provide concise claims regarding a text that is supported by cited textual evidence and sufficient reasoning including an explanation and analysis of a text. Students will engage in close readings of text to comprehend what is explicit and analyze the text to make inferences and relevant connections. Students will be able to cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Essential Questions:

1. How do you identify the theme or central idea of the text using textual evidence to make concrete and inferentially relevant connections over the course of the narrative including how complex characters evolved, interacted with other characters, and advanced the theme?

2. How does the author's word choice/phrases, syntax, figurative, and connotative language reflect the informal/formal tone and sequencing of the text?

3. How does the structure of the text, order of events, and manipulation of time create specific effects?

Enduring Understandings:

Students are learning that

- every text has a central idea and related theme and that authors make decisions regarding diction, structure, syntax and tone.

- words and phrases have figurative, connotative and technical meanings that influence the text and establish theme and tone.

- relevant connections must be made between textual support and inferences when analyzing texts

Standards/Indicators/Student Learning Objectives (SLOs):

LA.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.
LA.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 and is shaped and refined by specific details and provide an objective summary of the text.
LA.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).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson Titles:

1. Introduction to informative/literary analysis: Annotation, Active Readers, Literary terms

2. Reading for style, tone, and interpretation

3. Essential Elements of Poetry

4. Poetry Analysis/Explication

5. Writing using figurative language and literary terms

6. Essentials Elements of Mythology/ Creation Myths

7. Reading & Analyzing Creation Myths

8. Writing the literary analysis essay

Career Readiness, Life Literacies, & Key Skills:

TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Inter-Disciplinary Connections:

Science

SCI.9-12.5.3.12.C	All animals and most plants depend on both other organisms and their environment to meet their basic needs.
SCI.9-12.5.3.12.C.b	Stability in an ecosystem can be disrupted by natural or human interactions.
SCI.9-12.5.4.12.C	Earth's composition is unique, is related to the origin of our solar system, and provides us with the raw resources needed to sustain life.

Equity Considerations

Amistad Mandate

Topic: African Creation Myths

Materials Used: West African Creation Myth

https://www.gateway-africa.com/stories/Yoruba_Creation_Myth.html

Addresses the Following Component of the Mandate: Contributions of African Americans...

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

Holocaust Mandate

Topic: Holocaust

Materials Used: Never Shall I Forget by Elie Wiesel

https://www.hmd.org.uk/wp-content/uploads/2018/06/Never-Shall-I-Forget.pdf

Addresses the Following Component of the Mandate: Holocaust Studies

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Autism;

LGBTQ

Materials Used: Curious Incident of the Dog in the Night-Time by Mark Haddon

Poem: I Invite My Parents to a Dinner Party by Chen Chen https://poets.org/poem/i-invite-my-parents-

dinner-party

Addresses the Following Component of the Mandate: Social/Education

- Economic
- Political
- Social

Climate Change

For a Coming Extinction by WS Werwin

https://www.poetryfoundation.org/poems/57936/for-a-coming-extinction-56d23be1c33a8

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Identifying as Asian American

Materials Used: Dwight Okita: "Notes for a Poem on Being Asian American"

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

Resources & Materials:

Themes---Relationships (to Environment; to People)

Possible Readings:

Poetry

"Calendar Fragments"

"I Went to Kill the Deer/ I Have Killed the Deer"

"Funeral Oration"

"Song of the Sky Loom" by Tewa

"Eagle Poem" by Joy Harjo

"Earth, Teach Me" by Ojibwa

New England Primer (Puritan alphabet)

"The Tide Rises, The Tide Falls" by Henry Longfellow

"To My Dear and Loving Husband" by Anne Bradstreet

"Upon the Burning of Our House" by Anne Bradstreet

"Psalm of Life" by Henry Longfellow

"The Tide Rises, The Tide Falls" by Henry Longfellow

"Thanatopsis" William Cullen Bryant

"The First Snowfall"   by James Russell Lowell

"Old Ironsides" Oliver Wendell Holmes

"Huswifery" by Edward Taylor

"Happy Family" by Jane Shore

"How Do I Love Thee" Elizabeth Barrett Browning

"Pinon Nuts" Dixie Salazar

"Nikki-Rosa" by Nikki Giovanni

"Notes on for a Poem on being Asian American" by Dwight Okita

Creation Myths

Walam Olum

Earth on Turtle's Back Native American

Navajo Creation Myth

Yoruba Creation Myth, West African

Pan Gu Creation Myth, Chinese

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

Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

Formative Assessment:

Recommended formative assessments include:

- Do-Nows
- Vocab Warm ups
- Grammar Edit the Sentence
- Effective questioning
- DOK questioning
- Class polls
- Lesson exit tickets
- Self-assessments
- Peer-assessments
- Think-Pair-Share
- Debriefing
- Constructed response
- Hand-signals
- Misconception check
- Conferencing

- Anticipatory Set
- Closure

- Warm-Up

Summative Assessment:

Recommended:

1. Critical reading assessments

2. Skills based assessments

3. Informative lit analys essay- symbolism or fig lang

4. Lit Term assessment

5 Biopoem assessment

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Modifications

ELL Modifications:

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

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists

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

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

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

- Provide visual aids and anchor charts

- Test in alternative site

- Tiered lessons and assignments

- Use of a graphic organizer

- Use of concrete materials and objects (manipulatives)

- Use of word processor

Technology Materials and Standards

- Google Suite (Docs, Forms, Slides, and Google Classroom)
- CommonLit
- Achieve3000
- ActivelyLearn
- IXL
- Quizlet
- Turnitin
- YouTube
- Read&Write
- Peardeck
- Blooket
- Jamboard
- GoGuardian
- YouTube
- Canva
- Padlet
- Kahoot
- Edpuzzle
- NoodleTools
- Delsea High School Media Center Databases
- Owl Purdue Writing Lab

Computer Science and Design Thinking Standards