

Unit 5 Expository (Informative) Writing 2R, 2023

Content Area: **English**
Course(s): **English II**
Time Period: **March**
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 learn how to discern the purpose, craft, and structure of expository writing. Students will evaluate an author's language and intent as well as analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students will be able to assess how point of view and purpose shape the content and style of a text while further analyzing how the structure of the text, including how specific sentences, paragraphs, and larger portions of the text, relate to each other and the whole.

Essential Questions:

1. How are central ideas and themes developed over the course of a text?
2. How do individuals, events, and ideas develop and interact over the course of a text?
3. How do words and phrases function in a text, including both connotative and technical meanings?
4. How does the structure of texts, including specific sentences, paragraphs, and larger portions of the text relate to each other and the whole?

Enduring Understandings:

Students are learning that

- expository means to explain by breaking the topic down into parts for clearer understanding
- authors use structure, tools, and techniques to deliver their message
- their writing must consider audience and message

Standards/Indicators/Student Learning Objectives (SLOs):

LA.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).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
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.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.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.

Lesson Titles:

1. Essential Elements of Exposition (Main idea, audience, purpose, style, organization,
2. Reading and analyzing Expository articles
3. Writing an analysis of an expository text
4. Reading and analyzing visual text (charts, graphs, cartoons, etc)
5. Writing an expository text

Career Readiness, Life Literacies, & Key Skills:

Inter-Disciplinary Connections:

Equity Considerations

Amistad Mandate

Topic: Vestiges of slavery

Materials Used: Black Men and Public Spaces by Brent Staples

Addresses the Following Component of the Mandate: Vestiges of Slavery in this Country

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

Holocaust Mandate

Topic: Apathy in America

Materials Used: The Perils of Indifference by Elie Weisel

Addresses the Following Component of the Mandate: Holocaust, Bias, Prejudice

- Bias
- Bigotry
- Bullying

- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

The Land Ethic by Aldo Leopold (a stance on the ethics of conservation)

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Prejudice

Materials Used: The Struggle to Be an All American Girl by Elizabeth Wong

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

Formative Assessment:

- 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. Analysis of expository essay
4. Writing an expository essay

- 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

Resources & Materials:

Themes: Society & Pop Culture

Potential Readings:

"Self Reliance" by Ralph Waldo Emerson

"Civil Disobedience" by Henry David Thoreau

"Fifty Years Ago, the Beatles Changed Our Music, Culture" by Leonard Pitts

"My Daughter's Homework is Killing Me" by Karl Taro Greenfield

"How One Stupid Tweet Blow Up Justine Sacco's Life" by Jon Ronson

"On The Decay of Friendship" by Samuel Johnson

"The Struggle to be an All American Girl" by Elizabeth Wong (AAPI)

"Black Men and Public Spaces" by Brent Staples (African American)

"The Land Ethic" by Aldo Leopold (climate change)

"The Perils of Indifference" by Elie Wiesel (holocaust) <https://www.historyplace.com/speeches/wiesel.htm>

"Something to Declare" by Julia Alvarez (Dominican)
<https://static1.squarespace.com/static/5d4ecb414ff6c3000104ca87/t/5d508f54567c8a0001acc883/1565560663490/4256-Something+to+Declare.pdf>

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

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

- 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

Computer Science and Design Thinking Standards
