Unit 01: All Quiet on the Western Front

Content Area: **Language Arts**
Course(s): **English 2CP**
Time Period: **Semester 1 & 2**
Length: **4 weeks**
Status: **Published**

Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
L.KL.9–10.2.A	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.
L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
W.AW.9–10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.NW.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.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.SE.9–10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.ES.9–10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Essential Questions

What is man's relationship with nature?
Why is fiction a useful tool to reassess the utility of war?
How does using the point of view of an enemy soldier reaffirm the universality of the war experience?

How are soldiers affected by war?

Enduring Understandings

Students will understand the following:

Nature can offer man both peace and adversity.

Novelists often provide insights about human experience through fictional means.

Reading a novel from the point of view of the antagonist helps the reader to gain a sense of empathy.

War can have long-lasting and devastating effects on soldiers.

Knowledge and Skills

Students will independently read and begin to interpret the novel.
Students will read aloud and analyze selections of trench poetry.
Students will practice writing their own war poems.
Students will respond in discussion, writing, and small informal group presentation to several prompts about character, plot, theme, irony, and setting.
Students will independently write a well-developed essay on a topic discussed in the unit.
Students will use primary and secondary source materials to research WWI.

Students will interpret passages of imagery and discuss how Remarque evokes emotion to create meaning.

Additional Resources

Core Text: *All Quiet on the Western Front* - Erich Maria Remarque

Core Poem: "Channel Firing" - Thomas Hardy

Poetry

"Dulce et Decorum Est" - Wilfred Owen

"The Man He Killed" - Thomas Hardy

Non-Fiction

"In the Execution Chamber, the Moral Compass Wavers" -- Benedict Carey, *The New York Times* --

http://query.nytimes.com/gst/fullpage.html?res=9906E0DA173EF934A35751C0A9609C8B63

"President Woodrow Wilson Requests a Declaration of War Against Germany" -- The Learning Network, *The New York Times*

http://learning.blogs.nytimes.com/2012/04/02/april-2-1917-woodrow-wilson-asks-for-declaration-of-war-against-germany/?_r=0

Assessment

SGO Design

English teachers' SGO pre and post-assessments follow the design of the AP Language and Composition prose analysis prompt. These assessments are scored using the department's shared scoring rubric

Uses of Assessment

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes

- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes

Each unit of study in English includes assessments that are used formatively as well as benchmark assessments that are used before planned summative, culminating experiences.

Formative assessments include low-stakes, exploratory responses written in the form of journal/learning log entries, quick writes, and free writes. Benchmark assessments also include announced and unannounced reading checks and exercises to determine the depth of students' understanding of key concepts. While formative/benchmark assessments are often graded assessments, they are typically "lower-stakes" grades, and they help teachers and students develop an informed sense of each student's progress with the knowledge and skills targeted for a particular unit of study. The aim of such assessments and teacher feedback in response is to provide students with an accurate understanding of their performance relative to unit goals as well as actionable feedback to help them strengthen their performance.

Summative assessments include such tasks as essays, extended papers, objective and constructed response tests, Socratic seminar discussions, projects, and debates. While teachers also use these assessments formatively - by providing actionable feedback on written drafts or on Socratic seminar performance to guide student revision and improvement on subsequent tasks - summative assessments typically serve as "higher-stakes" grades.

Modes of writing assessed in English classes

Argumentative

- Literary analysis / argument
- Frame and case documented essay
- Argumentative essay

Explanatory

- Synthesis essay
- Prose analysis
- Rhetorical analysis
- Poetry analysis

Narrative

- Personal essay / creative nonfiction
- Exercises in prose style
- Alternative scenes, endings for fictional narratives

Additional Forms of Performance-Based Assessment

- Socratic seminar
- Debate
- Close-reading annotations, visual note-taking, and other artifacts
- Reading log entries
- Exploratory writing
- Speeches
- Google slide/Canva Presentations
- Podcasts

Alternative Assessment

With the exception of the occasional multiple-choice quiz or test questions, each classroom assessment in English focuses on an authentic, performance-based task.

Below are the listed examples of assessment:

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes
- Google Slide Group and Independent presentations
- End of Unit Tests
- Long Essays demonstrating Synthesis of disparate ideas

Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities

- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide

- Oral testing as needed
- Test modification
- Project based learning
- Individualized instruction
- Practice exercises
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials
- Practice a variety of activities: Talk and Turn/Group work

- Pre-teach vocabulary
- Provide extended time
- Discuss alternate responses
- Plan verbal and written instructions
- Introduce and instruct students on resources including eDictionaries
- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)

- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Personalized planning/instruction
- Student-centered curriculum
- Individual activities and projects
- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input