

Hispanic and Latin American Literature - Unit III

Content Area: **English**
Course(s):
Time Period: **Marking Period 1**
Length: **8 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

CARIBBEAN

Learning Objectives

- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Respond to assigned secondary, informational readings and/or short videos.
- Respond to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and figurative language.

Essential Skills

Writing Skills

- Determine and address the audience appropriately (W.9-10.4)
- Develop and use appropriate planning templates (W.9-10.5)
- Identify and understand the writing purpose (W.9-10.4)
- Understand and utilize revision techniques (W.9-10.5)
- Use relevant and sufficient facts, definitions, details, and quotes (W.9-10.2)
- Use sources that are appropriate to task, audience, and purpose (W.9-10.2)
- Use technology proficiently for production, publication, and collaboration (W.9-10.6)

Language Skills

- Apply knowledge of language to make effective choices to shape the meaning and style (L.9-10.3)
- Identify and use various types of phrases and clauses (L.9-10.1)
- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively (L.9-10.1)
- Use a colon to introduce a list or quotation (L.9-10.2)
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses (L.9-10.2)
- Use context clues to derive word meaning (connotation, denotation, word function and position) (L.9-10.4)
- Vary sentence structure to convey specific meaning and interest in writing and presentation (L.9-10.1)

Reading Skills

- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text (RL.9-10.3; RI.9-10.3)
- Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text (RL.9-10.1; RI.9-10.1)
- Analyze the text for inferred and literal meanings (RL.9-10.1; RI.9-10.1)
- Determine a theme and central idea (RL.9-10.2; RI.9-10.2)
- Determine how the theme/central idea emerges and is refined or strengthened by key details (RL.9-10.2; RI.9-10.2)
- Identify explicit and implicit textual evidence (RL.9-10.1; RI.9-10.1)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RI.9-10.6)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RL.9-10.6; RI.9-10.6)
- Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States (RL.9-10.6)
- Understand how word choice impacts meaning (figurative, connotative, technical meaning) (RL.9-10.4; RI.9-10.4)

Standards

ELA.R	Reading
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of

the text.

ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
ELA.RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W	Writing
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
ELA.W.AW.11–12.1.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.
ELA.W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.AW.11–12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Instructional Tasks/Activities

- “Cold War Rivals: Cuba and the United States” CommonLit
- “Recalling Castro's Ascension — and CIA reaction” NPR
- “The Little Fidel in All of Us” by Achy Obejas NY Times

- “The Many Confrontations of Jean Rhys” The New Yorker
- “Trujillo & The Mirabal Sisters” CommonLit
- Clap When You Land Elizabeth Acevedo
- In the Time of the Butterflies
- Wide Sargasso Sea Jean Rhys

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson

- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- "Cold War Rivals: Cuba and the United States" CommonLit
- "Recalling Castro's Ascension — and CIA reaction" NPR
- "The Little Fidel in All of Us" by Achy Obejas NY Times
- "The Many Confrontations of Jean Rhys" The New Yorker
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