

English II - Unit V - Social Criticism and the Examined life

Content Area: **English**
Course(s):
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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Holocaust Studies	N/A

SOCIAL CRITICISM AND THE EXAMINED LIFE

Learning Objectives

- Challenge and support ideas within discussions to foster a critical thinking environment.
- 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.
- Engage in discussions that connect personal experiences and observations about social class to larger societal themes.
- Finding Forrester - Develop written pieces that reflect their understanding of the themes in the text, addressing class and educational challenges.
- Finding Forrester - Perspective Analysis and Discussion Skills: Students will engage in a group discussion about the barriers faced by the characters in "Finding Forrester," contributing at least three meaningful points and responding to peers.
- Finding Forrester - The impact of social class on education and personal growth
- Finding Forrester - The importance of voice and representation in writing.
- 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.
- Understanding social class and its implications

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.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.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.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.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.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	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; how the language of a court opinion differs from that of a newspaper).
ELA.R	Reading
ELA.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.
ELA.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.
ELA.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.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.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.

ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.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).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.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).
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.W	Writing
ELA.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.
ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.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.
ELA.W.AW.9–10.1.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.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.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.
ELA.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.
ELA.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.
ELA.W.WR.9–10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.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).
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL	Speaking and Listening
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.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.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
ELA.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.
ELA.SL.PI.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.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.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Instructional Tasks/Activities

- Academic Modeling / Note-taking and Analysis
- Academic Reading Purpose / Literary Elements, Conventions, and Critical Plot Points
- Academic Reading Skill / Highlight and Annotate text
- Class Discussion
- Collaborative Activity
- Constructing, writing, and editing drafts
- Essay / MLA Essay
- Powerful Task Design Concept (Antonetti)

- Reading Comprehension
- Research Process
- Short Quiz Assessment
- Short Written Response in response to reading(s) and viewing(s)
- Teacher Observation
- Test Assessment (Multiple Choice, Quotation Analysis, and Open-ended Response)
- Vocabulary Exercise (Content-related)

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

- a. Finding Forrester by Gus Van Sant
- a. The Other Wes Moore: One Name, Two Fates by Wes Moore
- c. Reflection: "On this Day in 2001" (Garrison Keillor)
- Excerpts from Graphic Novels and Speeches
- Poetry PDF's
- 1. Disenfranchisement and Stereotypes in Society
- a. "Nobel Acceptance Speech" (Elie Wiesel)
- b. "Harriet Tubman: The Moses of her People" (Langston Hughes)
- b. From Maus: A Survivor's Tale 1 (Art Spiegelmann)
- c. "Go Down, Moses" (Traditional Spiritual Anonymous)
- Excerpts from Nonfiction Novel / Biography
- Finding Forrester - Analysis of Writer's Purpose in Complications, Resolution, and Denouement
- Finding Forrester - Evidence in Complications, Resolutions, and Denouement
- Finding Forrester (1996)
- Finding Forrester Analytical and Critical Thinking Questions
- Google Slides

- Harriet Tubman: Moses of her People by Langston Hughes
- Identity, Influence, Heritage, and Culture
- Maus: A Survivor's Tale by Art Spiegelmann (graphic novel)
- Mirrors and Windows Textbook (EMC Publishing)
- Monologue PDF
- Night by Elie Wiesel
- Novel excerpt PDF's
- Scenes/Monologues from Tubman (HBO Max)
- The New York Times – Wiesel's 911 Full page ad (2001)
- The Other Wes Moore: One Name, Two Fates by Wes Moore
- The Path to Genocide (slides) Laws and Decrees
- The Path to Genocide (slides) Timeline of Events
- United States Holocaust Memorial Museum - <https://www.ushmm.org/learn/holocaust/the-path-to-nazi-genocide>
- YouTube
- YouTube Elie Wiesel's Interview (2001)