

Unit 05 Literature/Informational: Integration of Ideas (research)

Content Area: **English**
Course(s): **English 2**
Time Period: **Semester 2**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Students will read texts and view media that are related. Students will then think across the texts and media, making connections and comparisons. Preceding units have helped students to read deeply so the integration of knowledge and ideas across texts is possible. Students' writing and speaking will reflect the synthesis and integration of information from multiple sources.

Progress Indicators For Reading Literature

LA.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Progress Indicators For Reading Informational Text

LA.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Progress Indicators For Writing

LA.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.W.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.

LA.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LA.W.9-10.2.E 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.

LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.7	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.

Progress Indicators For Speaking and Listening

LA.SL.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.
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Progress Indicators For Language

LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

Essential Questions

How does vocabulary help people communicate effectively?

How is the development of our language influenced by other cultures?

How do writers effectively communicate ideas, thoughts, and opinions using formal academic writing skills?

How do the conventions of formal research result in an effective written product?

Why is it important to research different materials including information in various formats?

Content

Research May Come From:

Professional Journals

Reference Books

Magazines and/or Periodicals

Databases and/or Websites