English II
Curriculum

Francis Howell
School District

HOME · SCHOOL · COMMUNITY

LEARNING TOGETHER

Board Approved: May 18, 2017

Curriculum Committee

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Francis Howell School District
Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

Values

Francis Howell School District is committed to:
- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:
1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Communication Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Communication Arts Rationale for English II

One of the goals of English II is to reinforce the literacy skills taught in English I while beginning to prepare students for the challenging reading and writing they will encounter in English III, English IV, college and beyond. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will study a wide variety of literature that focuses on self-exploration and expanding students' knowledge and acceptance of the variety of human experiences and cultures. They will also practice effectively communicating their ideas and experiences to others through both speaking and writing.

Course Description for English II

This skills-based course will focus on the literacy skills necessary to be college and career ready: reading, writing, listening/speaking and research. Emphasis will be placed on approaching reading and writing as processes. Expository, narrative, descriptive and persuasive writing will be addressed. Research will be integrated throughout the course. Students will read and respond to literature from a variety of cultures.

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the Rigor and Relevance Framework and 21st Century Skills. Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.
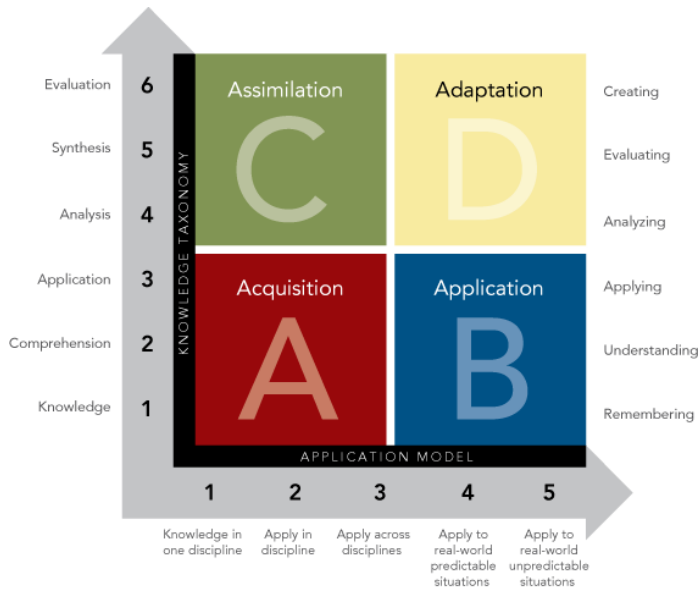
The Rigor/Relevance Framework has four quadrants.
Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs.   The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards Expectations for English Language Arts
https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-6-12-sboe-2016.pdf

National Educational Technology Standards
http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_one-sheet_final.pdf?sfvrsn=0.23432948779836327

English II Units & Standards Overview

Semester 1   Semester 2

Unit A: Relationships	Unit B: Human Struggle	Unit C: Argument	Unit D: Success	Unit E: The Impact of Technology
6 weeks	6 weeks	6 weeks	5 weeks	5 weeks
PE Assessment: **RL1D, RL2D,** W3b	PE Assessment: **RL1A, RL1D, RL2D, W2A**	PE Assessment: **W2A,** W3A	PE Assessment: **RI1A**, **RI1D**, RI2B, RI3D, SL2A, SL2B, SL2C	PE Assessment: **RI1A**, RI2B, W2b, **W2A,**
RL1A　　**RL1D** **RL2D**　　RL2C RL2A RL3B　　RL3D **RI1A**　　**RI1D** RI 3　　RI2C RI2A　　RI2B RI3A　　RI10 W3c　　W3d **W2A** SL1A ISTE-S 1b, 3b, 5b, 6a, 6b	**RL1A**　　**RL1D** RL2D　　RL2C RL2A　　RL2B **RI1A**　　RI1D RI 3　　**RI2B** RI3A **W2A**　　**W2A** W3a　　**W2A** W1A　　W1A SL1A ISTE-S3abcd	**RL1A**　　**RL1D** **RL2D**　　RL2A **RI1A** RI2B W1A　　**W2A** W3A SL1A ISTE-3d	**RL1A**　　RL1B RL3D　　**RL1D** **RL2D**　　RL2C **RI1A**　　RI1D RI2C　　RI2B RI3A W1A SL2B　　SL 2A ISTE-3A	**RL2D**　　RL3D **RI1A**　　**RI1D** RI3A　　RI2C RI2A　　RI2B **RI2D** RI3D **W2A**　　**W2A** W1A SL1A ISTE-S1b, 2b, 3abcd, 5a

*bolded standards are priority standards

English II Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Semester 1	*Unit A: Relationships:* This unit focuses on relationships, in particular, conflicts and character motivation. This unit has been designed around the play, *A Raisin in the Sun*, but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section. Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, analysis of both print and non-print media, and writing.	6 weeks	Students will track themes within a focus text throughout the reading, then use their knowledge of the "Six Flavors" of figurative, language, connotation, denotation, diction, and theme to create a blackout poem based on an assigned text.Students will analyze their own poem and reflect on these elements, then publish their work (via gallery walk or electronically via Padlet, Google Classroom, VoiceThread, etc). After reading a peer's work and providing commentary via a structure such as P.M.I. (Plus, Minus, Interesting), students will complete an analysis of that poem and create micro-argument which analyzes the theme and connects it to the focus text.	**RL1D**, RL2C, **RL2D,** RL3D W3Aa-e
Semester 1	*Unit B: Human Struggle:* This unit focuses on the human experience and, in particular, the struggles (both internal and external) that people face. This unit has been designed around the novel *Night*, but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section. Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, analysis of both print and non-print media, and writing.	6 weeks	As a final unit assessment, students will complete an essay identifying a theme from the novel *Night* and describing how the author develops it throughout the course of the text. This assessment will require students to complete all steps of the writing process. To make it an authentic audience, we would have the students submit on Google Drive and share and offer feedback to students from another school or from a different class	**RL1A, RL1D, RL2D, W2A,**

Semester 2	*Unit C Argument:* Throughout this unit, students will engage in the analysis and creation of argumentative texts. By the end of the unit, students will have a clear understanding of ethos, pathos, logos and rhetorical devices, and be able to utilize such devices in their own writing as they craft an argumentative research essay on a specific topic. There is no specified novel associated with this unit. Rather, the unit references a variety of non-fiction articles and non-print media.		Students will identify a research topic/question in response to a teacher directed prompt (the performance event topics are simply suggestions—any argumentative essay topic of the teacher's choosing will work for this Performance Event). Students will engage in all steps of the writing process to develop a fully edited and polished, MLA formatted argumentative research essay utilizing a minimum of three outside sources.	**W2A,** W3A
Semester 2	*Unit D Success:* This unit focuses on how one defines success. There is no specified novel associated with this unit. Rather, the unit references a variety of texts and non-print media. Throughout the unit, students will take part in a variety of activities, presentations, and discussions aimed to facilitate cooperatively working in teams and building communication skills. Students will use technology to enhance presentation and to publish presentation.	5 weeks	Students will be creating a research question about success, interviewing two credible sources who could help provide information to answer their research question, researching to find an outside source to help answer their research question, and using some form of multimedia to present their findings to the class	**RI1A, RI1D**, RI2B, RI3D, SL2A, SL2B, SL2C
Semester 2	*Unit E The Impact of Technology:* Throughout this unit, students will examine various facets of social media and its impact on our society. Students will closely read and evaluate a variety of fiction and nonfiction texts in combination with process writing, free writing, and journaling to explore their connections to fiction and nonfiction literature. Through civil discourse (collaboration, discussions about literature and responses to reading,) students will deepen their understanding of how to effectively communicate.	4-5 weeks	Students will be given two nonfiction readings outlining different perspectives in regards to the impact of social media on teens. Students will then complete an analysis identifying which choice would present the best option as support (based on validity and appeal. Finally, students will complete an essay response identifying and supporting their personal stance on the effects of social networking on teens. In addition to the articles examined earlier in this assessment, students will be given three additional sources and will be required to use any 3 sources as support for their argument.	**RI1A,** RI2B, RI8, **W2A**

Content Area: English	Course: English II	UNIT A: Relationships
Unit Description: This unit focuses on relationships, in particular, conflicts, character motivation. This unit has been designed around the play, *A Raisin in the Sun*, but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section. Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, analysis of both print and non-print media, and writing.	**Unit Timeline:** Approximately 6 weeks	

DESIRED RESULTS

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings – *Students will understand that…*
1. the English language has many nuances dependent on both denotation and connotation.
2. various genres (poetry, art, play, informational texts) can communicate similar themes through use of figurative language and word choice.
3. writers make choices that affect the meaning and interpretation of their works for readers.
4. effective readers make predictions and inferences to fuel their reading comprehension.
5. analyzing print and non-print allows readers to enhance their comprehension of a text and an author's choices.
6. participating in discussion with peers enhances reading comprehension.

Essential Question: How do relationships impact us?

Students Will Know/Understand…	Standard	Students Will Be Able to …	Standard
Reading Literature The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	**RL1A**	**Reading Literature** **Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.	**RL1D**	**Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.**	**RL1D**
The definition of dialogue, the definition of plot (including parts of the plot), characterization, conflict (person vs. person, etc. internal & external), and setting.	**RL2D**	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	**RL2D**
The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C
Authors make deliberate choices regarding text structure to hold readers' attention, create meaning, and convey overall meaning in a text.	RL2A	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	RL2A
The definition of theme and allusion. Authors draw upon past works to enhance their writing and to generate new perspectives.	RL3B	Explain how and why an author alludes to or transforms source material within his or her text.	RL3B

Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text. **Reading Informational Texts** The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	RL3D **RI1A**	Read and comprehend literature, including stories, dramas and poems, independently and proficiently. **Reading Informational Texts** **Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	RL3D **RI1A**
The definitions of central idea, supporting ideas, and summary and how the central idea is supported by other ideas.	**RI1D**	**Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.**	**RI1D**
The characteristics of different mediums (e.g. print or digital text, video, multimedia), as well as the definitions of medium, print, digital text, and video.	RI3A	Analyze how similar ideas or topics are portrayed in different media formats	RI3A
Text from various sources can convey a similar event or topic differently; therefore, they should be compared and contrasted using specific comparison criteria	RI3B	Evaluate how effectively two or more texts develop similar ideas/topics.	RI3B
Elements of history including both the political atmosphere and the cultural climate impact how text is presented.	RI3C	Analyze how multiple texts reflect the historical and/or cultural contexts.	RI3C
Readers use a multitude of strategies to comprehend various types of non-fiction including news articles, speeches, and informational texts. Readers chose different strategies for different types of text.	RI3D	Read and comprehend informational text independently and proficiently.	RI3D

How paragraphs are structured and organized, and how one sentence or word affects the overall meaning and tone of a paragraph.	RI2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RI2C
The definitions of figurative language, including simile, metaphor, hyperbole, alliteration, personification and onomatopoeia. The difference between connotative and technical (denotative) meanings of words and how word choice affects meaning and tone. The definitions of tone, analogy, and illusion.	RI2A	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.	RI2A
How paragraphs are structured and organized, and how one sentence affects the overall paragraph.	RI2B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI2B
Writing the audience, purpose and task for their writing and review, revise, and edit their work with these elements in mind. c.work should be edited to maintain correct standard English grammar, including correct spelling and punctuation. c. Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation. d. Transitions make the writing cohesive. A variety of appropriate transitions should help to clarify relationships, connect ideas, claims, and signal time shifts.	W3c,d	**Writing** Review, revise, and edit writing with consideration for the task, purpose, and audience. c. conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts	W3c,d
Appropriate development, organization, and style for specific tasks, purposes, and audiences.	**W2A**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.** **Speaking and Listening**	**W2A**

Speaking and Listening How to respectfully participate in a meaningful discussion, with a clear purpose, to develop and refine questions to come to a conclusion or consensus. The use of a protocol to actively listen and process ideas. The use of verbal strategies to clarify and expand on ideas.	SL1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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.	SL1c
The various forms of multimedia they can use to enhance their presentations.	SL2c	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence to add interest.	SL2c
ISTE-S There are a variety of technological platforms to help students achieve their learning goals. Students use technology to gain feedback, improve, and demonstrate learning.	1C	**ISTE-S** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Students: c. use technology to seek feedback that informs and improves their practice and demonstrate their learning in a variety of ways.	1C
There are a variety of resources available to construct knowledge, produce creative artifacts, and make learning meaningful. c. Students will be able to collect information from digital resources using a variety of tools and methods in order to show meaningful connections.	3C	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	3C

		EVIDENCE of LEARNING	
Understanding 1	Standards **RL1D** RL2C **RL2D** RL3D **W2A** ISTE-1c	**Unit Performance Assessment**: **Description of Assessment Performance Task(s):** (Look at: http://tinyurl.com/plceng2) Students will track themes within a focus text throughout the reading, then use their knowledge of the "Six Flavors" of figurative, language, connotation, denotation, diction, and theme to create a blackout poem based on an assigned text. Students will analyze their own poem and reflect on these elements, then publish their work (via gallery walk or electronically via Padlet, Google Classroom, VoiceThread, etc). After reading a peer's work and providing commentary via a structure such as P.M.I (Plus, Minus, Interesting), students will complete an analysis of that poem and create micro-argument which analyzes the theme and connects it to the focus text. (FHSD English II Unit 1 Performance Event) **Teacher will assess:** 1. the student's ability to identify accurate denotation and connotation of two different words. 2. the student's ability to showcase the connotation and denotation of each of the two words through images. 3. the student's ability to create two accurate and unique examples of figurative language. 4. the student's ability to showcase the literal meaning of each of their figurative examples through images.	**R/R Quadrant:** C **21C:** Critical Thinking Creativity

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SAMPLE LEARNING PLAN					
Understanding	**Standards**	**Major Learning Activities:**		**Instructional Strategy:**	**R/R Quadrant:**
					21C:
4	RL3D ISTE-3c	1. Students will complete a webquest as well as view movie clips in order to develop understanding for the context of the play. (Appendix A-1, A-2, A-3, A-4)		Advance Organizer	B
					Critical Thinking
1, 2	RL2C	2. Students will view and take notes on a figurative language Prezi. By the completion of the Prezi, they will use a cooperative learning structure such as All Write Round Robin, Rally Coach or Fan and Pick to check for understanding to make sure they know the difference between figurative and literal language and the definitions of personification, simile, metaphor, hyperbole, allusion, idiom (Appendix A-5, A-6)		Summarizing & Note taking Cooperative Learning	A Collaboration
1, 2, 3, 5	RI2C, RI3A, RI3D, **W2A**	3. Students will read "The Split Level Years" and annotate the text for examples of figurative language. The students will then create their own piece of writing that identifies memorable parts of the decade they are living in. To get students started, the teacher can help them pull main ideas from both "The Split Level Years" and the movie clips from the Webquest regarding the 1950s. Then, students can brainstorm as a class of individually what they would include from their own decade. (Appendix A-7, A-8)		Cues & Questions	B Creativity
4	**RL1A,** SL1c	4. Students will make predictions about the play, *A Raisin in the Sun,* based on character quotes and props. They will jot down information as it is presented in a graphic organizer. Students will return to this chart periodically to discuss the changes in their predictions as the play unfolds. (Appendix A-9)		Advance Organizer	C Communication
2	W3c,d	5. Students will write a brief expository journal entry regarding dreams they themselves or their family has for the future. Connections will be made between this entry and the characters' dreams that develop throughout the play. (Appendix A-10)		Similarities & Differences	B Communication
2, 5	RL2C	6. Students will use Google Docs to keep a collection of examples of figurative language found in the play with 3 other students. They will identify and interpret the impact of specific word choices and syntax on meaning and tone. (Appendix A-11)		Providing Practice	C Communication
3, 4	**RL2D,** RL2A	7. Students will complete a "family tree" organizer as they are reading/listening to Act 1. This will note character traits and plots points related to each particular character. (Appendix A-12)		Summarizing & Note taking	A Critical Thinking
5	**RL2D,** RL2A	8. Students will analyze direct quotes from the play at the conclusion of each act. They will identify the conflict taking place as well as the character traits that can be determined within that		Providing Practice &	C

		particular conflict. These assignments could be used as homework assignments. At the conclusion of each act, students will answer questions for a reading quiz to show that they have been reading/listening to the play. (Appendix A-19, A-20, A-21) (Appendix A-13, A-14, A-15, A-16, A-17, A-18)	Assigning Homework	Critical Thinking
4, 5, 6	SL1	10. Students will participate in class discussion in large and/or small groups. They will come prepared for conversation and be an effective member of the discussion. Structures for discussion include Fishbowl, Socratic Seminar, Timed Pair Share, Round Robin. In some cases, student leaders could be selected to moderate a Twitter Chat, including creating discussion questions of their own, to take place during a class period or in the evening. (Appendix A-22, A-23, A-24)	Cooperative Learning	B Collaboration
5	**RL1A, RL1D**,	11. Students will keep track of concepts/themes being addressed in the play ("Concept Tracker"). Students could complete this for Act I in small groups for 1 particular concept in a jigsaw activity and then share out, so all students will be able to record information on each concept for Act I. Students will also track concepts for both Acts II and III. (Appendix A-25)	Cooperative learning	B Collaboration
2, 4, 5	**RL1A-**4, RL3B, RL3D, RL1B**,**	12. After Act I, students will read the poem, "Dream Deferred," and complete the chart analyzing devices and ways the figurative language is enhancing the poem's meaning. Students will also make connections between the poem and Act I of *ARITS* by answering the question "why do you think the playwright was inspired by this poem and used it in her title?". (Appendix A-26)	Identifying Similarities & Differences	C Critical Thinking
2, 4, 5	**RL1A-**5, RL3D, RL1B**, W2A**	13. After Act II, students will read the poem, "Mother to Son," and answer the questions related to the poet's use of extended metaphor as well as make connections between the poem and Act II. Students will work in groups of 2-4 to create a micro-argument answering the question: What theme from ARITS is best represented by this poem? This will be preparation for the performance event. (Appendix A-27)	Identifying Similarities & Differences	C Critical Thinking
2, 4, 5	**RL 1-**4, RL3D,	14. After Act III, students will read the poem, "Incident", by Countee Cullen. They will respond to the short answer questions related to the poem to prepare for a small group discussion the next day. Structures for the discussion could be Talking Chips, Round Robin, Fan & Pick. (Appendix A-28)	Cooperative Learning	C Critical Thinking
2, 5, 6	**RI1A-**7, RI3D, SL1,	16. Students will read and discuss excerpts from the two articles, "When A Negro Moves Next Door" and "Confessions of a Block Buster". Students will identify SOAPSTone, then participate in a Socratic Seminar. (Appendix A-29, A-30)	Cues & Questions	D Communication
2, 3	**W2A**, **RL2D**	17. Students will choose a character from the play and write a brief narrative regarding the move the character (and the family) decide to make at the end of the play. Students will write from the	Providing Practice	C Creativity

		character's perspective and use figurative language. Students will then use the narrative to create a poem. (Appendix A-31)		
2, 3, 5	**RL1D**, **RL2D**, RL3D, **W2A**, L1	18. Students will respond to a final test of their reading/viewing of ARITS. They will be asked to answer constructed response questions as well as analyze an artistic rendering of the play's characters, conflicts, and motifs.(Appendix A-32, A-33)	Generating & Testing Hypothesis	C Critical Thinking

UNIT RESOURCES

Suggested Texts: (Texts used in this unit are bolded)

Novel:
Funny in Farsi (memoir)
When I was Puerto Rican (memoir)
Parrot in the Oven (fiction)
Kaffir Boy (memoir)
The Other Wes Moore (memoir)
The Glass Castle (memoir)
Lord of the Flies (fiction)
God Grew Tired of Us (memoir)
Night (memoir)
***A Raisin in the Sun* (Play)**
Antigone (Play)
The Pigman (fiction)
The Pact (nonfiction)

Poetry:
"Dream Deferred" Langston Hughes
"Mother to Son" by Langston Hughes
"Incident" by Countee Cullen

Informational Texts:
"When a Negro Moves in Next Door" by Ellsworth E. Rosen from The Saturday Evening Post
"Confessions of a Block-Buster" by Norris Vitchek from The Saturday Evening Post

Films/Media Clips:
Pleasantville Clip directed by Gary Ross 1998
"Leave it to Beaver" Clip
A Raisin in the Sun (various versions- the version with Puff Daddy may not be a good choice given it is filmed more like a movie and not a play)

Teacher Resources:
Webquest
Prezi: http://prezi.com/x-f1mxiko1su/?utm_campaign=share&utm_medium=copy
SOAPSTone: http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html
Final Assessment Example: http://tinyurl.com/plceng2
Socratic Seminars: http://www.authenticeducation.org/documents/WhatSeminar04.pdf
Think-Pair Share: http://www.readingquest.org/strat/tps.html
Fishbowl: http://www.edchange.org/multicultural/activities/fishbowl.html

<u>**Vocabulary:**</u>
- **alliteration**: the repetition of an initial sound in a line of poetry or in a sentence in prose
- **allusion**: a reference to a person, place, event or thing in history, myth, or another work of literature
- **analysis:** separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose
- **annotate:** an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- **anticipation guide**: a pre-reading strategy which prepares students to consider the major themes and concepts of a written work through a series of statements that address the concepts, rather than the story.
- **argument:** a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic
- **book discussions**: small groups of students who gather together to discuss, in depth, a piece of literature. The discussion is guided by students' responses to what they have read. Book discussions provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books.
- **central idea**: a main idea in an informational text
- **central message**: In the CCSS at lower grades, central message is the main point or essence of the text. Central message becomes theme in the upper grades.
- **character traits:** aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.
- **close reading**: independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion
- **connotation:** attitude and emotional feelings associated with a word or idea
- **denotation:** a word's literal or dictionary meaning
- **dialect:** the language spoken by the people of a particular place, time or social group 1)regional dialect: spoken in a specific geographic region 2)social dialect: spoken by members of a specific social group or class

- **figurative language:** word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: hyperbole, idiom, metaphor, personification, simile
- **figurative meaning**: non-literal meaning of a word or phrase; usually involves figurative language
- **hyperbole:** literary technique in which exaggeration is used to convey meaning (e.g., ―I've told you a million times.)
- **idiom:** term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., ―I am pulling your leg.‖ or ―You're skating on thin ice.)
- **inference:** a conclusion about the unknown, based on the known
- **literal language:** the denotative meaning of a word or phrase
- **metaphor:** literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that does not use the connective words ―like‖ or ―as‖ (e.g., ―Love is a rose.)
- **non-literal language**: language that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought; figurative language
- **nuance:** subtle differences or shades of meaning
- **personification:** literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., ―a happy home)
- **plot:** the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
- **quote:** to restate, word for word, a portion of a text; a written quote requires quotation marks
- **reading strategies:** approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text
- **scene:** division of a drama or film, usually representing what passes between certain of the actors in one place or setting
- **script:** written version of a drama or film used in preparing for a performance
- **setting:** geographic location and time period of a story
- **simile:** literary technique in which two unlike things in different classes are compared, using the words ―like‖ or ―as‖ (e.g., ―Ice is smooth as glass.)
- **technical meaning:** literal or denotative meaning
- **text features**: parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, sub-headings, indexes, key words, sidebars)
- **textual evidence:** specific support found in a text; see evidence
- **theme:** the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.
- **tone:** a writer or speaker's attitude toward the material or audience

Content Area: English	Course: English II	UNIT: Human Struggle (Unit B)

Unit Description:	Unit Timeline:

This unit focuses on the human experience and, in particular, the struggles (both internal and external) that people face. This unit has been designed around the novel *Night*, but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section.
 	
Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, analysis of both print and non-print media, and writing.
	Approximately 6 weeks.
	Pre-Reading (1 week)
	   1. Non-Print Media: Hotel Rwanda
	   1. Book jacket analysis
	During Reading (2-3 weeks)
	   2. Bell-ringer and Sentence of the Week Work
	   3. Fishbowl Discussion Questions
	   4. News Watch Project
	   5. Characterization Activities
	   6. Conflict
	   7. Poetry Analysis
	   8. Non-Fiction Article Analysis
	Post Reading (1-2 weeks)
	   9. Poetry Analysis
	   10. Short Narrative Response
	   11. Unit Assessment: Expository Essay (utilizing the writing process)

DESIRED RESULTS

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings – Students will understand that
1. using various resources to develop background knowledge and make inferences about the topic of study enhances reading comprehension.
2. exemplar sentences in the text to note punctuation and stylistic choices of the author and use these sentences as mentor texts in their own writing.
3. writers use elements of fiction (figurative language, characterization, plot, conflict and theme) to enhance meaning throughout the course of the text.
4. effective readers connect themes within the text to current events.
5. summarizing enhances their understanding of the text.
6. analyzing a variety of mediums and genres allows readers to enhance their comprehension of a text and an author's choices..
7. participating in discussion with peers enhances reading comprehension.
8. each step of the writing process for expository essay writing and how to identify how theme (s) is/are developed using the basic elements of literature.

Students Will Know…	Standard	Students Will Be Able to …	Standard
		Reading Literature	
The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	**RL1A**	**Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.	RL1B	**Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials**.	RL1B
The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.	**RL1D**	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	**RL1D**
The definition of characterization and how to trace the development of a character throughout the course of a text. The ways in which conflicts (external and internal) help to shape characterization and impact the plot or theme.	**RL2D**	Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme	**RL2D**
The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C

Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text. Literature reflects a wide range of point of views and cultural experiences from outside the United States.	RL2A RL2B	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader. Analyze how points of view is reflected in the characters, setting, and plot	RL2A RL2B
		Reading Informational Texts	
The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	**RI1A**	**Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RI1A**
Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.	RI1B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI1B
The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.	**RI1D**	**Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.**	**RI1D**
Authors are intentional about the structure of ideas in order to effectively convey the overall message.	RI3A	Analyze how similar ideas or topics are portrayed in different media formats.	RI3A
The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author's use specific rhetoric deliberately to convey their overall purpose.	RI2B	**Analyze how an author uses rhetoric to advance point of view or purpose.**	RI2B

Different accounts of the same subject can vary depending on the medium in which they are told.	RI3A	Analyze how multiple texts reflect the historical and/or cultural contexts.	RI3C
Primary sources from historical time periods can provide valuable insight to related texts.	**RI2D**	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**RI2D**
Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.	**W2A**	**Writing** **Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.**	**W2A**
The definition of plagiarism and the proper format for citations. An evaluation process to determine the credibility of digital, print, and other sources. The definitions of primary and secondary sources. Use of keywords.	W1A	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.	W1A
Technology is an important and useful tool for producing, publishing, and updating writing projects. It is an important tool for working collaboratively, linking to other information, and displaying information in creative ways.	W3A.e	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	W3A.e
Writing should be organized. The topic should be introduced, a clear focus should be presented and maintained, and an appropriate conclusion should follow.	W3A	**Review, revise, & edit writing with consideration for the task, purpose, & audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization & content.**	W3A

Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation.	W3Ac	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	W3A.c
Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.	SL1A	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles needed.	SL1A
There are a variety of technological platforms to help students achieve their learning goals. Students use technology to gain feedback, improve, and demonstrate learning. There are a variety of resources available to construct knowledge, produce creative artifacts, and make learning meaningful.	ISTE-S1c	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Students: c. use technology to seek feedback that informs and improves their practice and demonstrate their learning in a variety of ways.	ISTE-S 1c
Where to look online and on databases to find information pertaining to a real-world issue.	ISTE-S3a	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE-S3a
	ISTE-S6a	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students: a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication	ISTE-S6a

EVIDENCE of LEARNING

Understandings	Standards	Unit Performance Assessment:	R/R Quadrant:
3, 8	**RL1A, RL1D, RL2D, RI1A W2A**, ISTE-S1c	As a final unit assessment, students will complete an on-demand essay identifying a theme from the novel *Night* and showing the relevance of that theme in today's world. In the essay, students will integrate evidence from *Night* as well as two other nonfiction sources (sources can be found here, or teachers can curate their own collection of relevant, timely sources). Students will have two days to compose essay. While reading *Night*, they should keep track of quotes using the quote tracker. They will be able to use the handout, the articles, and their book to compose the essay. This assessment will require students to complete all steps of the writing process and will be scored using the DESE blended-genre essay scoring guide. Students will upload and share their essay via Google Drive. Students will participate in a peer revision process via Google docs to create an authentic audience.	C **21C:** Critical Thinking

SAMPLE LEARNING PLAN				

Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy:**	**R/R Quadrant:** **21C:**
3, 6	**RL1A, RL1D, RL2D**, RL2B	1. Teacher will explain that authors use characterization, conflict, and major plot points to develop themes. Teacher will provide some examples from familiar stories, novels, or movies. Students will choose which one they would like to focus on while viewing the film *Hotel Rwanda*. Groups of students will use Today's Meet, a Google Classroom, or Padlet to identify examples of either characterization, conflict, or plot. After, the groups should work together to categorize their notes to establish three possible themes and provide support each possible theme with evidence. (Appendix B1)	Advance Organizer Providing Practice	C Critical Thinking
1, 6	**RL1A, W2A**	2. Students will analyze various book jackets for the novel *Night*. Based on the appearance and content of the book jacket, students will make predictions about the novel. Students will then determine which book jacket they find most effective and/or appealing, and complete a constructed response in defense of that selection.	Advance Organizer Argumentative Writing	C Critical Thinking
2	W3A.c	3. Students will look at mentor sentences from *Night* to analyze parallelism, capitalization, compound sentences, using semicolons and FANBOYS based on individual student need assess through a grammar pre-assessment. Students will be expected to use and highlight these sentence types in their academic and narrative writing throughout the unit. (Appendix B3, B9, B11, and B14)	Mentor Sentences	B Critical Thinking

3	**RL1A, RL2D,**	4. Students will analyze ways characters are developed through direct and indirect characterization after reading chapter one (Appendix B4). Later, students will identify and analyze changes in personality, faith and relationships. Students will then synthesize all the information and create a representation of the change. Students can choose to represent it any way they want; however, options include Recipe/Poem, Play-doh rendering, multi-media slide, artwork. Students should display their work in the classroom or virtually with written artist statement explaining the piece and how it connects to them personally. (Appendix B8)	Non-linguistic Representation	C Critical Thinking Creativity
4, 5, 6	**RI1A, RI1D,** W1A, W1A ISTE-S3a ISTE-S6a	5. Throughout their reading of the text, students will find current event articles dealing with human rights issues. Students will summarize the article, identify the issue at hand, and, provide a reflection which identifies a common theme and relates these findings to the book *Night*. (Appendix B5) At the culmination, students will use Generation Global or EPals to connect with other students to discuss current oppression and its relation to literature. These discussion might take place via Skype or by written communication.	Identifying Similarities & Differences	D Critical Thinking Communication
3, 7	W3A.e, SL1A, RL2B ISTE-S6a	6. Throughout their reading of the text, students will demonstrate their understanding of various skills such as inference, drawing conclusions, characterization, and other literary techniques. Students will come to fishbowl or socratic discussions having read and prepared to respond thoughtfully to peers' perspectives. Teachers could also have students complete some response through a blog or class discussion board via Schoology or Google Classroom. (Appendix B6, B12, B13, and B17)	Generating & Testing Hypothesis Cues & Questions	C Communication
3	**RL1A, RL2D**	7. Students will analyze internal and external conflicts in the novel and how those conflicts develop complex characters who advance the plot and develop the theme. (Appendix B7)	Cues & Questions	C Critical Thinking
1, 3, 6	**RL1A, RL1D,** RL2C	8. Students will listen to and read Remedy's song "Never Again" multiple times. The first time to focus on specific word choice used by the author, maybe via sound devices and figurative language, but not limited to. Small groups will use Round Robin or Talking Chips to discuss the cumulative impact of those words using teacher-provided, scaffolded questions (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating). Through these upper level questions, students will discuss two or more themes in the song and how word choice impacted that theme and	Cues & Questions	C Critical Thinking

		the overall tone. Questions will be such that students will cite evidence to support their answers to the questions. ([Appendix B10](#))		
1, 3, 6	**RI1D**, RI3, RI2B**, RI2D**	9. Students will read and analyze three newspaper articles printed in the *New York Times* during the Holocaust. They will complete a graphic organizer so they can compare and contrast the three pieces. They will also identify and explain the authors' use of euphemistic language. Lastly, students will imagine what their reaction would have been if they had read the articles during the time they were printed. ([Appendix B15](#), [B 16](#))	Identifying Similarities & Differences	C

Critical Thinking |
| 3, 6 | **RL1A, RL1D,** RL2A, RL2B RL2C **W2A,** | 10. Students will read and analyze a poem written by Martin Niemöller. Students will make observations about the poem's word choice and syntax, specifically, repetition and parallel structure. Based on their observations, they will draw conclusions about the poet's use of poetic devices. Students will also determine the theme and provide evidence to support that theme. Lastly, students will create their own poem that uses both repetition and parallel structure. ([Appendix B17](#)) | Providing Practice | C/D

Critical Thinking

Creativity |
| 3, 5 | W3A | 11. After reading the novel, students will imagine they are Elie Wiesel, who self-imposed a ten-year vow of silence regarding his experience during the Holocaust. Students will explain why he may have done this and the ways in which this may have influenced his story. ([Appendix B18](#)) | Generating Hypothesis | C

Critical Thinking |
| 1, 3, 6 | **RI1A, RI1D**, RI2B**, RI3A** | 12. After reading the novel, students will watch a You Tube video of Elie Wiesel's Speech "Universal Lessons of the Holocaust." They will then complete a guided note-taking assignment and graphic organizer analyzing tone, theme, making inferences and comparing/contrasting Wiesel's experiences as presented in both the speech and the novel ([Appendix B19](#)) | Identifying Similarities & Differences | C

Critical Thinking |
| 2 | **W2A** | 13. During the course of completing the unit assessment, students will complete an activity geared towards helping them embed quotations in their writing. Students will use the Niemöller poem to review examples of embedding quotations and then use his biography to complete an activity requiring them to practice embedding quotations themselves by using Rally Coach. ([Appendix B22](#)) | Feedback

Cooperative Learning | B

Collaboration |

UNIT RESOURCES

Suggested Texts (Texts used in this unit are bolded)

Novel:
God Grew Tired of Us by John Bul Dau
Life of Pi by Yann Martel
Lord of the Flies by William Golding
***Night* by Elie Wiesel**
The Hiding Place by Corrie ten Boom
The Odyssey by Homer

Poetry:
"First They Came" by Martin Niemoller
"Never Again" by Remedy

Films/Media Clips:
Auschwitz Oprah Interview with Elie Wiesel (Available via Teacher Tube)
***Hotel Rwanda* directed by Terry George**
The Boy in the Striped Pajamas directed by Mark Herman
The Lost Boys of Sudan directed by Megan Mylan and Terry Shenk
Survivors of the Holocaust directed by Steven Spielberg
"Universal Lessons of the Holocaust" by Elie Wiesel (via You Tube)
    http://www.youtube.com/results?search_query=Universal+lessons+of+the+Holocaust&sm=3&safe=active
"Witness: Voices from the Holocaust" Yale University (via You Tube)
    http://www.youtube.com/watch?v=leqkGOqyWMI&safe=active

Teacher Resources:
Guest Speaker: Rachel Miller, Holocaust Survivor
***Mechanically Inclined* by Jeff Anderson**
Witness: Voices from the Holocaust Discovery Education

Vocabulary:

Alliteration: the repetition of an initial sound in a line of poetry or in a sentence in prose

Annotate: an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

Assonance: Rhyme in which the same vowel sounds are used with different consonants in the stressed syllables of the rhyming words

Analysis: separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

Character Traits: aspects of a character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

Cite: to identify the source of information, including quotes, facts, statistics, and ideas included in a text

Close Reading: independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

Compare: to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities

Conventions: a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

Euphemism: mild or indirect word or expression substituted for one considered to be too harsh or blunt

Evaluate: to make a judgment of quality based on evidence

Figurative Language: word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: adage, euphemism, hyperbole, idiom, metaphor, oxymoron, paradox, personification, pun, simile, symbol

First Person: a point of view in which the narrator participating in the action tells the story

Fishbowl: an instructional strategy in which a small group of students engages in a process of discussion while the other students surround them to watch and comment on what is taking place in the "fishbowl"

Inference: a conclusion about the unknown, based on the known

Mentor Text: text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author

Metaphor: Literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that *does not* use the connective words "like" or "as" (e.g., "Love is a rose.")

Narrator: the person telling a story; narrative viewpoints include: first person, third-person omniscient, third-person limited

Parallel Structure: deliberate repetition of similar or identical words and phrases in successive lines, sentences, or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession.

Plot: the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution.

Point of View: chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

Quote: to restate, word for word, a portion of a text; a written quote requires quotation marks

Resolution: a conclusion that resolves the conflicts or issues presented in a text.

Rhyme: repetition of an identical or similarly accented sound found at the middle and end of words.

Simile: literary technique in which two unlike things in different classes are compared, using the words, "like" or "as" (e.g., "Ice is smooth as glass.")

Textual Evidence: specific support found in a text

Theme: The abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text.

Tone: a writer's or speaker's attitude toward the material or audience

Content Area: English	Course: English II	UNIT: Argument Writing (Unit C)

Unit Description: Throughout this unit, students will engage in the analysis and creation of argumentative texts. By the end of the unit, students will have a clear understanding of ethos, pathos, logos and rhetorical devices, and be able to utilize such devices in their own writing as they craft an argumentative research essay on a specific topic. There is no specified novel associated with this unit. Rather, the unit references a variety of non-fiction articles and non-print media.	Unit Timeline: approximately 6 weeks.
	Frontloading/Introduction (approximately one week)
	   1.Analysis of arguments in advertising/everyday life (multiple activities)
	
	Analyzing Argumentative Writings
	  2.Non-Print Media clips
	  3.Guided note-taking
	  4.Analysis of persuasive writing & literature
	  5.Review of rhetorical devices
	Argumentative Research Essay/Writer's Workshop
	   6.Background/research activities
	   7.The Writing Process-micro-arguments and an argumentative essay

DESIRED RESULTS

Transfer Goal -
Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings –
1. Students will be able to understand how the use of rhetorical devices can be powerful persuasive tools.
2. Students will be able to understand and fully engage in each step of the writing process
3. Students will understand a self-generated research question helps to guide research and generates more interest.
4. Students will understand informational texts, if credible, can offer them information to support their claim.
5. Students will understand how to conduct research and organize research into writing.
6. Students will understand how to apply research to writing.

Essential Questions: *Students will keep considering…*
   How can language be a powerful tool? In what ways can rhetorical devices aid a writer in communicating their ideas on a specific issue? How can persuasive pieces serve as a vehicle for social change?

Students Will Know/Understand…	Standard	Students Will Be Able to …	Standard
The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	**RL1A**	**Reading Literature** **Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.	**RL1D**	**Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.**	**RL1D**
The definition of characterization and how to trace the development of a character throughout the course of a text. The ways in which conflicts (external and internal) help to shape characterization and impact the plot or theme.	**RL2D**	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	**RL2D**
The techniques that encompass author's choices and the various ways a text can be organized.	RL2A	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	RL2A
The definitions of infer and draw conclusions. Also how to identify effective textual evidence that will support their claim.	**RI1A**	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.	**RI1A**
What emcompasses rhetoric and how to idenitfy point of view and purpose.	RI2B	**Analyze how an author uses rhetoric to advance point of view or purpose.**	R12B

	W1A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.	W1A
How to identify and include appropriate text features, research a variety of sources and use multiple ways to include appropriate evidence, correctly cite sources, appropriate use of transition words, use pertinent language, write in a formal style, and provide a supportive concluding statement or section.			
The steps in the writing process and the components of an argument essay.	**W2A**	Follow a writing process to produce clear and coherent writing in which the development, organization, style and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	**W2A**

The difference between editing and revising.
 	
Good writers revise for multiple different purposes and try out different moves on a piece of writing to achieve a certain goal.
	W3A	Review, revise, and edit writing with consideration for the task, purpose, and audience.
		  a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
		  b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
		  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
			W3A

		d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
		e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

		Speaking & Listening	SL1A
How to respectfully participate in a meaningful discussion, with a clear purpose, to develop and refine questions to come to a conclusion or consensus. The use of a protocol to actively listen and process ideas. The use of verbal strategies to clarify and expand on ideas.

Where to look online and on databases to find information pertaining to a real-world issues. | ISTE-3d | Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

ISTE-S
   d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. | ISTE-3d |

EVIDENCE of LEARNING			
<u>Understanding</u>	<u>Standards</u>	**Unit Performance Assessment**:	**R/R Quadrant**
1, 2, 3, 4, 5, 6	W1A, **W2A,** W3A, ISTE-3d	**Description of Assessment Performance Task(s):**
Students will choose a research topic/question in response to a teacher directed prompt (the performance event topics are simply suggestions—any argumentative essay topic of the teacher's or student's choosing will work for this Performance Event). Students will engage in all steps of the research and writing process to develop a fully edited and polished, MLA-formatted argumentative research essay utilizing a minimum of three teacher-provided sources and one source they find on their own. (Use Argumentative Scoring Guide and Prompt Sheets). There are also source packets provided   if a teacher wants to provide the students with some sources.

Teacher will assess: | C

21C:

Critical Thinking |

		1. Evidence of completion of all steps of the writing process.		
		2. Students' final drafts of the argumentative research essay.		
		Performance:		
		Mastery: An overall essay score of 3 or higher (according to the district Argumentative Essay Rubric)		

		SAMPLE LEARNING PLAN		

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant: 21C:
1, 4	RI2B, **RI2D**	1. Magazines & Persuasion: In groups, students are given a magazine and asked to complete a series of questions intended to help them analyze advertising and persuasive techniques, target audience, types of advertising, and audience appeal. This activity is designed to bring students to an awareness of the amount of advertising with which they are inundated in their everyday lives, and is a good segue into a more specialized focus of persuasive/rhetorical devices. (appendix C1)	Advance Organizer	B Communication
1, 3	SL1A **W2A**, W1A ISTE-S4	2. Battle of the Candy Bars: Students will work in groups to advertise the merits of their assigned product. Students will create a list of 10 reasons why their product is the best consumer choice. Students should be allowed time to conduct brief, informal research (using their phones or iPads) to assist them in developing their lists. Students will then trade lists with the other group where they will perform the Is It Safe strategy on each piece of evidence provided. Students will then create two paragraphs to support that claim, and one paragraph to refute the counterclaim. (appendix C2, C3)	Argumentative Writing	C Creativity
1, 3	RI2C, RI2B, W1a-e	3. Persuasive Writing Introductory Notes: Students will watch a short (appx 3 minutes) You Tube clip which delineates the purpose and process for persuasive writing. The video will introduce the concepts of ethos, pathos and logos. While watching the clip, students will answer a series of teacher-crafted questions and have an online discuss via Google Classroom, Padlet, or Today's Meet. At the end of the clip, students should rank ethos, pathos, and logos in order of their understanding of each term. (appendix C4)	Setting Objectives	A Communication
1, 4	**RI1A, RI1D**, RI3, RI2C,	4. Analysis of an Argument: Students will read an article about the use of cellphones while driving and complete a SOAPSTone chart and focused response questions. This activity will highlight the use of the three appeals (ethos, pathos, logos), and the way an author utilizes rhetoric to convince his/her audience. (appendix C5)	Cues & Questions	C Critical Thinking

	RI2A, RI2B			
1	RI2C, **W2A**	5. Students will take detailed notes on various rhetorical devices. Though they have been previously introduced to the three basic appeals, further rhetorical devices and terminology will be introduced. All information will be directly related to crafting successful argumentative pieces. At the end of the presentation, students will work with a partner via Google Docs to write a letter to a parent, teacher, principal or some other authority figure in an attempt to gain a specific privilege. Students will be asked to utilize the appeals learned in the day's presentation. (appendix C6) Teachers should make every effort to provide prompts and authentic audiences for students and submit their letter to that audience. An extension activity can be used to practice applying these skills. (appendix C7)	Summarizing & Note-Taking Providing Practice	B Communication
1, 4, 5, 6	RI2B, , **W2A, W2a-b,**	6. Do You Buy It?: This Nextpert activity requires students to review advertisements for a specific product the student may wish to purchase and analyze point of view, purpose, fallacious reasoning, and rhetoric. Students will then draft a brief letter to the editor explaining whether or not they would purchase the product over a similar product. (appendix C8)	Providing Practice	C Critical Thinking
1, 3, 4, 5, 6	**RI1A, RI1D**, RI3, RI2C, RI2B**,** W1A**,** ISTE-S3	7. Pro/Con Analysis: Students will be required to find two separate articles presenting opposing viewpoints on the same stance. Students will determine their own stance on the issue by completing a PMI (Plus, Minus, Interesting) for each side. Then complete a close reading/analysis of the articles. Students will then complete a graphic organizer and paragraphs fully analyzing the information presented. (appendix C9)	Argumentative Writing	C Critical Thinking
1	RI2B SL1A ISTE-S3	8. Digital People Search: This activity can be used as a quick review of rhetorical devices. Students will review the vocabulary they have learned throughout the unit by first working with a partner to become an expert in one device and discuss the best way to teach it to the others: nonlinguistic representation, examples, etc. Then, students will walk about the room taking pictures or videos of the experts' information and posting on Google Classroom. After, students will work together to create a class set of notes with the pictures and videos. (appendix C10)	Cooperative Learning	B Collaboration
1, 4	**RI1D**, RI3, RI2B	9. Sample Essays: Students will read a sample persuasive essay and complete a graphic organizer identifying the basic elements of the persuasive argument. Students will then	Providing Practice	C Critical

				Thinking
1, 2, 3	W1A, ,	10. K-W-L: Students will be given the Performance Event assessment essay topic. The appendix document offers a sample prompt, but teachers can select any argumentative essay topic of their choosing to use for this assessment. Students will select at least two potential topics and work in small groups to complete K-W-L charts for each to gain a better perspective of the topics and to help narrow their research focus. (appendix C13)	Advance Organizer	B Communication
1, 4	**RI1A, RI1D**, RI3A, RI2C, RI2A, RI2B,	11. Opposing Viewpoints: Students will read two articles presenting opposing views in regards to violence in videogames. Students will complete an analysis worksheet (which includes questions focused on analyzing the author's use of rhetoric, validity and appeal of the argument, and SOAPStone). Students will then determine which author presents the most persuasive argument and explain their choice. (appendix C14 and C15)	Cues & Questions	C Critical Thinking
4, 5	**W1A**	12. 5 W's: The teacher will review the 5 W's of website reliability with the students (guided notes). The teacher will then give students websites to examine (as a class, in groups, or independently—see teacher resources for a list of suggested websites to use for this activity). Students will then complete an evaluative chart to determine source reliability. (appendix C16 and C17)	Provding Practice	B Critical Thinking
4, 5, 6	**W2A,** W1A, ISTE-S3	13. Credible Websites: Students will conduct their own research to find sources to support their stance in regards to the effect of video games on the brain. Students will examine the websites' credibility and determine whether or not this would be an appropriate source for their purposes. (appendix C18)	Identifying Similarities & Differences	C Critical Thinking
1, 2, 3, 4	RI3A, W1b, W1A, ISTE-S3	14. Website Comparison Activity: This Nextpert lesson has been slightly modified to use as part of the argumentative essay research process. Students will compare three websites or sources on the same topic (e.g. the student's essay topic) and analyze the sources' effectiveness. They will take notes and then complete a constructed response identifying which source they found to most effective and why. (appendix C19)	Identifying Similarities & Differences	C Critical Thinking
1, 2, 5, 6	W1a-e	15. Essay Writing: Students will complete an argumentative essay outline in response to the performance event essay topic. Students will follow the writing process by gaining feedback from peers regarding their claim, evidence, and warrants.	Argumentative Writing	C Critical Thinking
1,2, 4, 5, 6	**W2A** W1a-e	16. Writer's Workshop: Students will first complete an argumentative essay outline in response to the performance event essay topic. Students will engage in a variety of writer's workshops activities designed to aid them in utilizing the writing process.	Argumentative Writing	C Critical

		Possible sample activities for revising the hook, thesis, conclusion and voice have been provided. [appendix C21 (hook), C22 (thesis), to be found on Schoology, C23 (conclusion), C24 (voice)]. Students will also gain peer feedback on their claim, evidence, and warrants using a variety of argument structures.	Feedback	Thinking Communication
	RL1A, RL1D, RL2D, RL2A, RL2B, RL3D SL1A	17. Novel Study: Students will read a literature circle novel and hold literature discussion groups to analyze the persuasive devices within that novel. *Julius Caesar* and *Animal Farm* are recommended.	Cues & Questions	C Critical Thinking Communication

UNIT RESOURCES

Resources:
Oh Yeah! by Jeffrey Wilhelm, notes provided in this document
Persuasive Writing Video Notes: http://www.youtube.com/watch?v=jaGJNxCxB-s&safe=active
Purdue Online Writing Lab (MLA and Writing Process Resource: https://owl.english.purdue.edu/

Suggested Articles for Website Reliability Lesson:
http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/pages/media-and-children.aspx
http://www.webmd.com/parenting/raising-fit-kids/recharge/reduce-teen-screen-time
http://healthland.time.com/2013/10/28/pediatricians-limit-kids-texting-and-internet-surfing/
http://www.modernparentsmessykids.com/2012/02/we-need-to-talk-kids-screen-time.html
http://www.parent4success.com/1100/27-tips-on-how-to-reduce-your-childrens-screen-time/
http://www.cheeseslave.com/why-we-dont-limit-screen-time/
http://www.schoolfamily.com/school-family-articles/article/10831-screen-time-finding-the-right-balance-for-your-child

Suggested novels to be taught in conjunction with this unit:
Animal Farm by George Orwell
Julius Caesar by William Shakespeare

Vocabulary:

allusion: a reference to a person, place, event or thing in history, myth, or another work of literature

analogy: an expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C: D and are read "*A is to B as C is to D."*)

anecdote: a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text

ethos: credibility; ethical appeal

fallacious reasoning: a failure in logic that renders an argument weak or invalid; a misleading or unsound argument

hyperbole: literary technique in which exaggeration is used to convey meaning (e.g. "I've told you a million times.")

logos: logical; persuading by the use of reasoning

metaphor: literary technique that makes a direct comparison between two things in different classes, such as love and rose or happiness and a blue sky; a comparison that *does not* use the connective words "like" or "as" (e.g. "Love is a rose.")

parallel structure/parallelism: deliberate repetition of similar or identical words and phrases in successive lines, sentences, or paragraphs; the deliberate balance of two or more similar words, phrases, or clauses in succession.

pathos: emotional; persuading by appealing to the reader's emotions

point of view: chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.

repetition: repeated utterance; reiteration

rhetorical devices: literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: allusion, analogy, understatement, parallelism, repetition

rhetorical question: a question asked solely to produce an effect or to make an assertion and not to elicit a reply, as "What is so rare as a day in June?"

simile: literary technique in which two unlike things in different classes are compared, using the words "like" or "as" (e.g. "Ice is as smooth as glass.")

understatement: presenting something as less important than it actually is

Content Area: **English**	Course: **English 2**	UNIT D: **Success**

Unit Description:	
This unit focuses on how one defines success. There is no specified novel associated with this unit. Rather, the unit references a variety texts and non-print media. Throughout the unit, students will take part in a variety of activities, presentations, and discussions aimed to facilitate cooperatively working in teams and building communication skills. Students will use technology to enhance presentation and to publish presentation.	**Unit Timeline:** **Approximately 4-5 weeks**

DESIRED RESULTS

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings –

1. Students will cooperatively work in teams to discuss, to question, and to produce ideas, to complete assignments, and to make decisions.
2. Students will use various resources to support research.
3. Students will conduct research and organize research introduction writing and presentations.
4. Students will understand how to use technology to create and produce ideas.
5. Students will analyze a variety of mediums and genres.
6. Students will analyze the author's use of figurative language, word choice, symbolism, tone irony, rhetorical devices, characterization, point of view, plot, setting and theme.
7. Students will be able to prepare for and participate in class discussion.
8. Students will be able to give presentations and have discussions.
9. Students will write expository and narrative pieces.

Essential Question: How does one define success?

Students Will Know/Understand…	Standard	Students Will Be Able to …	Standard
Reading Literature The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	**RL1A**	**Reading Literature** **Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.	**RL1D**	**Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.**	**RL1D**
The definition of dialogue, the definition of plot (including parts of the plot), characterization, conflict (person vs. person, etc. internal & external), and setting.	**RL2D**	**Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.**	**RL2D**
The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	RL3D
Reading Informational Texts The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	**RI1A**	**Reading Informational Texts** **Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RI1A**

The definitions of central idea, supporting ideas, and summary and how the central idea is supported by other ideas.	**RI1D**	**Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.**	**RI1D**
The definitions of figurative language, including simile, metaphor, hyperbole, alliteration, personification and onomatopoeia. The difference between connotative and technical (denotative) meanings of words and how word choice affects meaning and tone. The definitions of tone, analogy, and illusion.	RI2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RI2C
The definitions of the terms perspective, viewpoints, and evidence and how those items affect a text.	RI2B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI2B
The characteristics of different mediums (e.g. print or digital text, video, multimedia), as well as the definitions of medium, print, digital text, and video.	RI3A	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI3A
The definition of nonfiction and its characteristics. How literary techniques affect the comprehension of nonfiction.	RL1B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL1B
Writing The definition of plagiarism and the proper format for citations. An evaluation process to determine the credibility of digital, print, and other sources. The definitions of primary and secondary sources. Use of keywords.	W1A	**Writing** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.	W1A

		Speaking and Listening	
What audible, articulation and pronunciation means and how to avoid verbal filler.	SL2A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	SL2A
What good eye contact looks like and what effective gestures they can use to help communicate their message.	SL2B	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.	SL2B
		ISTE-3D	
Places they can go to find information on real-world issues, so they can find answers to their research questions.	ISTE-3D	d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions	ISTE-3D

EVIDENCE of LEARNING			
<u>Understanding</u>	<u>Standards</u>	**Unit Performance Assessment**:	**R/R Quadrant**
1, 5, 6, 7, 8	W1A, SL2B, SL2C, **RI1A**	**Description of Assessment Performance Task(s):** Students will be creating a research question about success, interviewing two credible sources who could help provide information to answer their research question, researching to find an outside source to help answer their research question, and using some form of multimedia to present their findings to the class. Use the attached prompt sheet and scoring guide. **Teacher will assess:** 1. Student's ability to generate a research question	D **21C** Critical Thinking Communication

| | | 2. Student's ability to gather multiple relevant, credible sources
3. Student's ability to cite a source
4. Student's ability to present using eye contact, appropriate gestures, and effective volume and pace.
5. Student's ability to prepare of presentations | |

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant: 21C:
1, 8	SL1A	1. Students will work cooperatively in teams. Students will be placed in cooperative teams using Kagan guidelines. Teams will decide on team names and norms. Once students are in teams, the teams will use a Roundtable to complete We Love handout. Students will use Jot Thoughts to brainstorm ideas on what makes a team successful and what should be team norms. When students finish brainstorming, they will use a voting option to decide on five team norms. Appendix Documents: D1, D2, D3	Cooperative Learning	A Collaboration
1, 5, 6,7,8, 9	**RL1A, RL1D, RL2D,** RL2C, RL2B, RL3D, **RI1A, RI1D,** RI2C, RI2B, RI3A, RI3D, **W2A,** SL1A	2. Students will analyze a section of *The Pursuit of Happyness;* a passage, "Education;" a poem, "A man;" a video and informational article, "Racing Towards Inclusion." While reading and viewing each piece, students will annotate and focus on figurative language, theme, irony, jargon, slang, point of view, characterization, tone, setting, author's purpose, rhetorical devices, vocabulary, and symbolism. Students will write an expository paragraph explaining how the character achieved success in each story. Students will watch the video about the Hoyt Team. Students will write a reaction to the video. Students will then read the informational article, "Racing Towards Inclusion." Students will analyze which details were included in each medium and which medium they preferred. Students will have a discussion using Talking Chips to discuss which character demonstrated the most success. Students will then create presentation for their character. Appendix Documents: D4, D5, D6, D7, D8, D9, D10, D11, D12	Cooperative Learning Nonlinguistic Representation	C Collaboration
2, 3, 5, 7, 8, 9	SL1A, SL2, W1A, ISTE-S3	3. Students will research or interview a person who has achieved success. Students will use two different sources to answer the questions on the handout, Successful People. Students will give an oral presentation on their research. Students may also work in their groups to create an online survey using Google Forms to gain information about the definition of success. Survey can be mass distributed via social media. Appendix Documents: D13, D14	Cues & Questions	D Communication
1, 3, 4, 5, 7, 8, 9	W2b, **W2A,** , SL1B	4. Students will analyze and write *This I Believe* essays. Teams will use Jot Thoughts to brainstorm the definition of success. Each team member will read/listen to speeches from http://thisibelieve.org/. Individually, students will each choose one speech. Speeches are not to be repeated within team. Students will write discussion questions for the speech	Cooperative Learning	D Critical Thinking

		they chose. Students will come back to their team and share speech and spark discussion using Talking Chips. Once all the speeches have been read and discussed, students will use Round Robin to discuss the one that is the best example of success. Students will use Spend-A-Buck to make a decision. Once students have chosen a speech, they will individually write an expository paragraph explaining how the speech demonstrates success. Students will create a *This I Believe* narrative and submit it. Appendix Documents: D15, D16		Creativity
1, 3, 5, 7, 8, 9	**RI1D,** SL1A, **W2A,** ISTE-S3	5. Students will research an invention focusing on its success. Students will write an expository paragraph explaining how it is a success. Students will give an oral presentation on the invention. Students can videotape their presentation and with a visual (whiteboard drawing, etc.) to an online source (Google Classroom, Schoology, Blogger, etc.) for others to view. Appendix Documents: D17	Providing Practice	C Communication
4, 7, 8, 9	SL2A, **W2A**, ISTE-S6	6. Students will create an autobiography video depicting a time in their life they were successful. The video will include music and audio/written scripts to the pictures. Appendix Documents: D18	Proving Practice	B Creativity
1, 5, 6, 7, 8	SL1A	7. Students will have a Socratic Seminar over a text related to success selected by teacher as a preparation and review for the final assessment. Ideas for pieces can come from appendixes. Appendix Documents: D19, D20, D21,	Cues & Questions	D Communication

UNIT RESOURCES

Suggested Texts (resources used in this unit are bolded

 Novel:
Start Something That Matters (TOMS creator memoir)
The Pact (memoir)
Outliers (nonfiction)
***Kaffir Boy* (memoir)**
The Other Wes Moore (memoir)

 Poetry:
"A Man" by Nina Cassian

Informational Texts:
"Racing Towards Inclusion" by Ellsworth E. Rosen from The Saturday Evening Post
 "Never Give Up" by Mary Curran Hackett
"Dreams for my Children" a passage from *The Last Lecture* by Randy Pausch.

Films/Media Clips:
The Pursuit of Happyness directed by Gabriele Muccino 200**6**

Teacher Resources:
This I believe: http://thisibelieve.org/
Team Hoyt: http://www.teamhoyt.com/
Teen Ted Talk: http://www.tedxteen.com/
Ted Talk: http://www.ted.com/
Kagan: http://www.kaganonline.com/index.php
Socratic Seminars: http://www.authenticeducation.org/documents/WhatSeminar04.pdf
Socratic Seminars: http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html

Vocabulary:

alliteration: the repetition of an initial sound in a line of poetry or in a sentence in prose

allusion: a reference to a person, place, event or thing in history, myth, or another work of literature

analogy: an expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C: D and are read "*A is to B as C is to D.*")

analysis: separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

anecdote: a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text

annotate: an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

audience: the persons reached by a book, radio or television broadcast, etc.

book discussions: small groups of students who gather together to discuss, in depth, a piece of literature. The discussion is guided by students' responses to what they have read. Book discussions provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books.

central idea: a main idea in an informational text

central message: In the CCSS at lower grades, central message is the main point or essence of the text. Central message becomes theme in the upper grades.

character traits: aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

close reading: independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

collaboration: to work together in a joint intellectual and/or creative effort

collaborative instructional strategies: a method/structure in which students team together to learn content, (e.g., fishbowl, gallery walk, Socratic Seminar)

compare: to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities

constructed response (CR): as assessment item which requires students to develop a response without suggested answer choices

contrast: to explain how things are different

credible: believable, worthy of confidence; reliable

dialect: the language spoken by the people of a particular place, time or social group
    regional dialect: spoken in a specific geographic region
    social dialect: spoken by members of a specific social group or class

digital media: any form of electronic communication: wikis, blogs, nings, digital videos, digital art, YouTube, etc.

digital sources: information published and organized electronically and available over a network, typically the Internet

essential question: an overarching question which does not have a specific answer; stimulates thought and provokes additional questions

evaluate: to make a judgment of quality based on evidence

exposition: a comprehensive description and explanation to inform a reader about a specific topic

figurative language: word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: hyperbole, idiom, metaphor, personification, simile

figurative meaning: non-literal meaning of a word or phrase; usually involves figurative language

first Person: a point of view in which the narrator participating in the action tells the story

hyperbole: literary technique in which exaggeration is used to convey meaning (e.g., —I've told you a million times.)

idiom: term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., ―I am pulling your leg.‖ or ―You're skating on thin ice.)

inference: a conclusion about the unknown, based on the known

informative/explanatory: type of writing which conveys information accurately or which explains a concept or situation

irony: literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters
• situational irony involves an occurrence that contradicts the expectations of the reader or audience
• verbal irony occurs when a writer or speaker says one thing but means the opposite
• dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows

learning community: a classroom in which teacher(s) and students actively and collaboratively work to help one another learn

literal language: the denotative meaning of a word or phrase

literary techniques: techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to: euphemism, flashback , foreshadow, hyperbole, idiom, imagery, irony, jargon, metaphor, oxymoron , paradox, personification, satire, simile, slang, symbolism

main idea: the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about.

media: the means of communication, as radio and television, newspapers, and magazines, that reach or influence people widely:

metaphor: literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that does not use the connective words ―like‖ or ―as‖ (e.g., ―Love is a rose.)

narrative: writing that relates a story, personal experience

narrator: the person telling a story; narrative viewpoints include: first person, third-person omniscient, third-person limited

non-literal language: language that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought; figurative language

oral: spoken

parallel structure: deliberate repetition of similar or identical words and phrases in successive lines, sentences, or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession.

personification: literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., ―a happy home)

plot: the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution

point of view: chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

production/publishing: a step in the writing process in which the writer composes the text and presents it to the intended audience.

quote: to restate, word for word, a portion of a text; a written quote requires quotation marks

reading strategies: approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text

reflection: to think about and write or speak one's views in response to a text, presentation, or experience

repetition: repeated utterance; reiteration

rhetorical devices: literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: allusion, analogy, understatement, parallelism, repetition

rhetorical question: a question asked solely to produce an effect or to make an assertion and not to elicit a reply, as "What is so rare as a day in June?"

sensory language: language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells

setting: geographic location and time period of a story

simile: literary technique in which two unlike things in different classes are compared, using the words —like‖ or —as‖ (e.g., —Ice is smooth as glass.)

socratic seminar: a method of engaging students in intellectual discussion. Using open-ended questions, teachers prompt students to form answers using divergent thinking as opposed to searching for correct answers. The seminar method is appropriate for elementary through high school learners.

summary: an objective statement of the essential ideas or major points in a text.

supporting detail: a fact, description, example or other item of information used to back up a claim, illustrate a point, explain an idea, or otherwise support a point

technical meaning: literal or denotative meaning

text features: parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars)

textual evidence: specific support found in a text; see evidence

theme: the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

tone: a writer's or speaker's attitude toward the material or audience

understatement: presenting something as less important than it actually is

Content Area: English Language Arts	Course: English II	UNIT E: The Impact of Social Media

Unit Description: Throughout this unit, students will examine various facets of social media and its impact on our society. Students will closely read and evaluate a variety of fiction and nonfiction texts in combination with process writing, free writing, and journaling to explore their connections to fiction and nonfiction literature. Through civil discourse (collaboration, discussions about literature and responses to reading,) students will deepen their understanding of how to effectively communicate.	Unit Timeline: 4-5 weeks

DESIRED RESULTS

Transfer Goal -
Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings – Students will understand that
1. using various resources to develop background knowledge and make inferences about the topic of study enhances reading comprehension.
2. essential vocabulary specific to the task.
3. writers use elements of fiction (figurative language, characterization, plot, conflict and theme) to enhance meaning throughout the course of the text.
4. the definitions of the terms perspective, viewpoints, and evidence and how those items affect the text.
5. summarizing enhances their understanding of a text.
6. writers make choices that affect the meaning and interpretation of their works for readers.
7. analyzing a variety of mediums and genres allows readers to enhance their comprehension of a text and an author's choices..
8. participating in discussion with peers enhances reading comprehension.

Essential Questions:
How does your community impact your story? How do you impact your community and understand it? What role does social media play in your life, and how can it be beneficial and/or detrimental to our sense of self and community?

Students Will Know/Understand…	Standard	Students Will Be Able to …	Standard
The definition of characterization and how to trace the development of a character throughout the course of a text. The ways in which conflicts (external and internal) help to shape characterization and impact the plot or theme.	**RL2D**	**Reading Literature** Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	**RL2D**
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	RL3D
The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	**RI1A**	**Reading Informational Texts** **Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RI1A**
The definitions of central idea, supporting ideas, and summary and how the central idea is supported by other ideas.	**RI1D**	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	**RI1D**
The meaning of comparisons, analogies, and categories. Students need to understand text-to-world, text-to-self and text-text connections from a variety of texts.	RI3A	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RI3A,
Text from various sources can convey a similar event or topic differently; therefore, they should be compared and contrasted using specific comparison criteria.	RI3B	Evaluate how effectively two or more texts develop similar ideas/topics.	RI3B

The definitions of figurative language, including simile, metaphor, hyperbole, alliteration, personification and onomatopoeia. The difference between connotative and technical (denotative) meanings of words and how word choice affects meaning and tone. The definitions of tone, analogy, and illusion.	RI2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RI2C
How paragraphs are structured and organized, and how one sentence affects the overall paragraph.	RI2A	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.	RI2A
The definitions of the terms perspective, viewpoints, and evidence and how those items affect a text.	RI2B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI2B
The characteristics of different mediums (e.g. print or digital text, video, multimedia), as well as the definitions of medium, print, digital text, and video.	RI3A	Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which details are emphasized in each account.	RI3A
Describe and evaluate arguments, claims, and evidence for relevance and false statements.	**RI2D**	**Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**	**RI2D**
The definition of nonfiction and its characteristics. How literary techniques affect the comprehension of nonfiction.	RI3D	By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the grades 9-10 text complexity band independently and proficiently	RI3D
		Writing	

Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.	**W2A**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques**	**W2A**
How to assess information to determine if it supports or refutes an idea or answer. Identify false reasoning through evaluation of point of view, reasoning, evidence and word choice.	SL1B	**Speaking and Listening** Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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	SL1B
How to respectfully participate in a meaningful discussion, with a clear purpose, to develop and refine questions to come to a conclusion or consensus. The use of a protocol to actively listen and process ideas. The use of verbal strategies to clarify and expand on ideas.	SL1A	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.	SL1A
What it means to give a thoughtful response to another person, what it means to summarize, and how to verbally resolve differences in point of view.	SL1C	Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed. **ISTE-S** **Creative Communicator** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication	SL1C ISTE-S6

		b. create original works or responsibly repurpose or remix digital resources into new creations c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. d. publish or present content that customizes the message and medium for their intended audiences.	
		Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions	
		d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	ISTE-S4d
		Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others	
		a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
		b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources	ISTE-S3ab d
		d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
		Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital	

world, and they act and model in ways that are safe, legal and ethical.	ISTE-S2a
a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	

EVIDENCE of LEARNING			
<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment</u>:	<u>**R/R Quadrant**</u>
4, 6, 7		**Description of Assessment Performance Task(s):**	
	RI1A, RI2B, RI8**,** **W2A**, ISTE-S3a, b,d ISTE-S 2.a	Students will be given two nonfiction cold readings ("The Upside of Selfies" and "The Impact of Social Media on Children) outlining different perspectives in regards to the impact of social media on teens. Students will then complete a series of constructed response and close reading/annotation activities designed to assess their understanding of main idea and supporting details, tone, the author's stance on the issue, and use of rhetorical strategies. Students will then complete an analysis paragraph identifying which choice would present the best option as support (based on validity and appeal) for an expository essay on the subject.	C **21C** Critical Thinking
		Finally, students will complete an essay response identifying and supporting their personal stance on the effects of social networking on teens. In addition to the articles examined earlier in this assessment (Sources A and B), students will be given three additional sources (two charts and a political cartoon), and will be required to use any 3 sources as support for their argument. (See appendix E10-FHSD English II Unit 5 Performance Event)	
		Teacher will assess:	
		Students' ability to analyze cold readings to determine author's point of view, main idea, supporting details, tone, close reading skills, use of rhetorical devices, and source validity.	
		Students' ability to compose a well-constructed essay in response to a specific prompt.	
		Performance:	
		Mastery: 3 or higher (according to the provided constructed response scoring guide.	
		Scoring Guide (included in assessment, appendix E10)	
		Mastery: 3 or higher (according to the district argumentative scoring guide). NOTE: only the essay score will be put into MC.	

SAMPLE LEARNING PLAN

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant: 21C:
1	**RI1A,** SL1C ISTE-S 4.d	1. Students participate in an assumptions wall, via Padlet, in which they create a list of positive and negative effects of social networking sites. They combine to form small group, sharing and discussing their assumptions. Together, they come to a consensus on the top three positive and negative effects and record their choices on the board. The teacher uses these responses to lead a whole class discussion on the topic	Cooperative Learning	A Collaboration
1	**SL1C** ISTE-S 2.a	2. Students complete an anticipation guide responding to opinion-based statements on social networking sites. The teacher reads a statement and the students join in similarity groups and discuss the reasoning behind their responses. (Appendix E1)	Advance Organizer	A Communication
2	RI2C, RL1B RI1B	3. The students are given a list of essential vocabulary terms for the unit and are asked to complete vocabulary squares for each term. Students will also participate in a variety of vocabulary games such as Quiz, Quiz, Trade to practice. Students can take a vocabulary assessment. (Appendix E2)	Nonlinguistic Representation	B Critical Thinking
4, 7, 8	**RI1A,** RI2B	4. Each student is given a political cartoon relating to the subject of social networking sites in which they identify and explain the purpose and persuasive techniques used by the cartoonist. Students will group with students who analyzed the same political cartoon, and they will compare their responses. Each group will present their analysis to the whole class (see unit resources for links to cartoons)	Cooperative Learning	B Critical Thinking Collaboration
7	RI3A, **W2A**, W1A, ISTE-S 3.d	5. Students will study images of a blog, Facebook profile, a Twitter page, and a Pinterest profile. Students use a comparison matrix to compare and contrast the purpose, function, organizational patterns, and audience appeal of each site based on the various social media platforms. (Appendix E3)	Identifying Similarities & Differences	C Critical Thinking
4, 5, 6, 7, 8	**RI1A,** **RI1D**, RI3, RI2A, RI2B, RI8, RI3D, SL1a	6. Students will read various nonfiction texts. They will evaluate the organizational pattern, the author's point of view, the author's tone, how the author supports their argument, and the effectiveness of the argument. After students have independently completed the annotation assignment, have students group together to discuss the articles. Instruct each group to identify the author's stance on the issue at hand and their point of view. Groups should then create a graphic organizer comparing and contrasting how the two authors use rhetorical devices to convey their points of view. Finally, ask the groups to consider which author presents the most valid and	Cooperative Learning	C Communication

		appealing argument. Why? (See unit resources and Appendix E4 for possible text selections).([Appendix E4](#))		
3, 7	**RL2D**, ISTE-S 6.a,b,c,d	7. Throughout the unit, students should be reading a (fiction) book of their choice. As a reading assessment, students will complete a social media profile for one of the characters in the book. A [basic format](#) and [directions](#) is available via these links. (Appendix E6 and E7)	Nonlinguistic Representation	C Creativity
8	SL1A	8. Students participate in a fishbowl discussion, responding to the essential question: "What is the impact of technology on our world today?" Before the seminar, students prepare a detailed response along with discussion questions with their assigned coach. The teacher serves as the discussion leader, while half of the class participates in the discussion, and the other half acts as observers, recorders, and coaches ([Appendix E8](#))	Generating & Testing Hypothesis	C Communication
7, 6	**RI1A**, **RI1D**, RI3A, **W2A,**	9. Non-print media analysis. Students will view the PBS Frontline episode titled "Generation Like" (available for free viewing via the link in the resources section) and complete the accompanying analysis questions via Today's Meet or Padlet. ([Appendix E9](#))	Summarizing & Note taking	B Communication

UNIT RESOURCES

Resources:

1. Word Wall information (Assumption wall adapted from this idea) http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/

2. *New York Times* links to nonfiction articles and activities:

a. "How Facebook Use Correlates with Student Outcomes" -- http://learning.blogs.nytimes.com/2011/10/21/q-and-a-how-facebook-usecorrelates-with-student-outcomes/

b. "Tweet a Little Tweet" -- http://learning.blogs.nytimes.com/2008/12/17/tweet-a-little-tweet/

c. "To Share or Not to Share" -- http://learning.blogs.nytimes.com/2009/02/04/to-share-or-not-to-share/

d. "Would You Consider Deleting Your Facebook Account?" -- http://learning.blogs.nytimes.com/2011/12/15/would-you-consider-deleting-your-facebook-account/

e. "Resources on Bullying and Cyberbullying" -- http://learning.blogs.nytimes.com/2010/06/28/resources-on-bullying-and-cyberbullying/

f. "Rise of the Machines" - http://theweek.com/articles/443029/rise-machines
https://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/544d8250e4b0dbc1bb9e4dae/1414365776692/AoW+1415_11+Artificial+Intelligence.pdf

3. Cagle Political Cartoons Database (searchable by keyword) -- http://www.cagle.com/politicalcartoons/

4. PBS Video and Lesson Activities "Generation Like" -- http://www.pbs.org/wgbh/frontline/film/generation-like/

5. Read, Write, Think Lesson: Create a social networking profile for a fictional character or a historical person. -- http://www.readwritethink.org/classroom-resources/student-interactives/profile-publisher-30067.html

Vocabulary:

audience: the persons reached by a book, radio or television broadcast, etc.

blog: a website containing a writer's or group of writers' own experiences, observations, opinions, etc., and often having images and links to other websites.

cyberbullying: the act of harassing someone online by sending or posting mean messages, usually anonymously.

digital media: Any storage device that holds digital data. All data generated in a computer are digital. See media, digital, magnetic disk, magnetic tape, optical disc and USB drive; Any type of information stored in the computer, including data, voice and video. See media, multimedia, digital media hub and digital media server; The news from a TV network, newspaper or magazine that is presented on a Web site or blog

emoticon: a digital icon or a sequence of keyboard symbols that serves to represent a facial expression, as :-) for a smiling face. emoticons are used in a digital message or text to convey the writer's emotions or clarify intent.

hashtag: (on social-networking websites) a word or phrase preceded by a hash mark (#), used within a message to identify a keyword or topic of interest and facilitate a search for it: The hashtag #sandiegofire was used to help coordinate an emergency response to the fire.

main idea: the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about.

media: the means of communication, as radio and television, newspapers, and magazines, that reach or influence people widely:

network: any netlike combination of filaments, lines, veins, passages, or the like: a network of arteries; a network of sewers under the city.
a. a group of transmitting stations linked by wire or microwave relay so that the same program can be broadcast or telecast by all.
b. a company or organization that provides programs to be broadcast over these stations:

occasion: a particular time, especially as marked by certain circumstances or occurrences

online: by means of using a computer

point of view: chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

purpose: the reason for which something is presented; to explain or inform, to entertain, to describe, or to argue

rhetorical devices: literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: allusion, analogy, understatement, parallelism, repetition

social networking: the use of websites or other online technologies to communicate with people and share information, resources, etc.

speaker: the perspective from which a story is told

subject: that which forms a basic matter of thought, discussion, investigation, etc.:

summary: an objective statement of the essential ideas or major points in a text.

supporting detail: a fact, description, example or other item of information used to back up a claim, illustrate a point, explain an idea, or otherwise support a point

technology: the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

text features: parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)

tone: a writer's or speaker's attitude toward the material or audience

validity: the state or quality of being valid