

Glen Ridge Board of Education
English 10: American Literature
Grade 10
Required
Full Year

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

American literature emphasizes the diversity and cultural richness of the American experience. Reading selections are organized chronologically to present the literature of the United States in an historical context. The number and variety of selections, from traditional to contemporary, offer choice and flexibility in meeting curriculum requirements, as well as student needs and interests. Students are given the opportunity to express themselves as American thinkers within the context of the rich American heritage. The curriculum stresses critical thinking, problem solving, personal expression, cooperative learning, awareness of the changing American character and an understanding of the challenges of the past and present.

Curriculum Note: This course is designed with no preconceived sequential order and is deployed based on the nature of the students' learning needs, as well as current events. To that end, units are indicated by letters rather than numbers (Unit A instead of Unit 1).

Name of Course
Unit A: Summer Reading - Cultural Identity and <i>The Namesake</i>
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLS)
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3. 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.
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do we define our own cultural identities? ● How do characters in fiction represent a range of values, beliefs, assumptions, biases and cultural norms? ● What complications can and do exist in attempting to define one’s own cultural identity? ● How can the concept of cultural relativism keep one away from ethnocentric thinking? 	<p>Students will be able to compose an analytical essay examining themes identified in class by completing the following:</p> <ul style="list-style-type: none"> ● Using class discussions, close readings, and supplemental narratives to gain exposure to analytical thought. ● Completing a read check assessment regarding their summer read. ● Taking insights from class Socratic Seminar and quote analysis to compose a grade-level analysis of the novel. 	<ul style="list-style-type: none"> ● Read check quizzes will be given to assess the completion and comprehension of the summer reading. ● Varied activities (padlet, interviews, etc.) conducted by students to identify themselves culturally. ● Basic terms of the year (theme, symbol, characterization, etc.) reviewed and applies to the novel. ● Read “Fish Cheeks” by Amy Tan to develop the idea of cultural relativism. ● Short passage annotation used to start Socratic seminars. ● Full review of expectations surrounding a grade level analytical essay. ● In-class completion of a full analytical essay used as an assessment of writing skills.

Resources/Materials	<p><i>The Namesake</i> by Jhumpa Lahiri* “Fish Cheeks” by Amy Tan Access to Padlet</p> <p>*The core text assigned for summer reading is subject to change, but the effort of the unit - namely to study cultural identification and the concept of Americanness - will remain as a driving initiative of instruction.</p>
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<p>The central text, written by a Bengali woman, chronicles the story of a character struggling to come to terms with his own cultural identity, facing troubles with his self-perceived “otherness” and racial oppression. The unit focus is directly about personal cultural identity. Both <i>The Namesake</i> and “Fish Cheeks” can be used to scaffold a classroom conversation about inclusivity.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class discussion ● Participation ● Padlet completion of cultural descriptors ● “Fish Cheeks” read check ● Socratic Seminars 	<ul style="list-style-type: none"> ● Read check of summer reading. ● Analytical essay 	<ul style="list-style-type: none"> ● Unit notes ● Essay will be benchmarked for all five days of in-class writing 	<ul style="list-style-type: none"> ● Individual discussions on reading comprehension ● Shorten essay

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments 	<ul style="list-style-type: none"> ● Audio books ● Notes provided ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Alternative essay topics can be provided at teacher’s discretion. ● Extra supplemental and mentor texts as fit.

<ul style="list-style-type: none"> ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Determine key concepts for the unit and define language and content objects for each lesson. ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Block 9 for reinforcement 	
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Name of Course
Unit B: Modernism, Disillusionment, and Capitalism: <i>The Great Gatsby</i>
Time Allotted (days of instruction): 6 weeks
<p>New Jersey Student Learning Standards (NJSLS)</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. 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.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • How did modernization result in isolation and disillusionment in the early American twentieth century? • How does this development in the writing progress the American voice we see today? • How does the rise of capitalism become a major feature of American literature? • How can we best analyze the moral complications of the novel’s characters through modern day understandings? 	<p>Students will be able to complete a character or symbol study by combining their skills of novel examination and by the following:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will continue their examination of language, examining diction and syntax as a contributor to a narrative. • Students will use the grouping of texts to examine symbol development as a development in diction skills. • Students will be able to develop skills of direct and indirect characterization to more closely understand the setting of the novel. 	<ul style="list-style-type: none"> • Class activity: Define and discuss “The Lost Generation” in American literary history. Cite at least three sources from <i>The Great Gatsby</i> to illustrate your point of view, then present your findings to the class. Have the class compile its list to produce a working definition of “The Lost Generation.” Finally, includes six other characters from poems or art who embody “The Lost Generation.” • Journal: Explore and examine modern art online through the MOMA website. Select two pieces of art that demonstrate the modern sense of disillusionment and dislocation. Write a journal discussing how each piece of art captures the modernist sensibility. • A more specific analytical study of the artwork of Edward Hopper. • Complete the Jazz Age Webquest through GAFE in order to better understand the specific cultural aspects of the time period and historical figures discussed in the unit. • Conduct a PARCC-like close reading putting a contemporary article in conversation with an excerpt from <i>The Great Gatsby</i> prior to reading the book.

- Identify characteristics of and about the Modern woman through readings of Sherwood Anderson and Zelda Fitzgerald.
- Comparative study: view excerpts of the 2013 Baz Lurhman adaptation of *The Great Gatsby* in order to draw contrast with the original novel and solidify thoughts on characters.
- Write an essay by drafting, revising, peer editing, then publishing the essay online.
- Seminar: Complete a socratic seminar on the essential passages from the work, with a special eye toward the larger symbols such as Eckleberg and the green light.
- Vocabulary: guided exercise and quiz on words culled from the novel.
- Write a brief exchange using Hemingway's "Iceberg Theory" and see if classmates can guess the unnamed topic of conversation.
- Create a list of 10 rules the Modern Woman would live by (according to Zelda Fitzgerald's "Original Follies Girl")
- View images of "the flapper" in Modern art (focus on Edward Hopper).
- Seminar on the unnamed topic and characters in Hemingway's "Hills Like White Elephants".
- Extended focus on the treatment of and empowerment of female characters in literature.
- Socratic Seminar regarding the socioeconomic complications of the novel ("How the Other Half Lives" and *Time Magazine's* "Portrait of Willit's Point Queens").
- Analyze poetry such as "I, too, sing America" by Langston Hughes, "Let America be America Again" by Langston Hughes, "America" sonnet by Claude McKay, and "American Sonnets" by Terrence Hayes (list from

		Disrupt Texts) in order to examine aspects of class and privilege absent in the novel.
Resources/Materials	<i>The Great Gatsby</i> by F. Scott Fitzgerald Assorted short stories (Some from Sherwood Anderson, Ernest Hemingway, Zelda Sayre Fitzgerald) Artwork of Edward Hopper Both film versions of the novel	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	Present is the role of the female characters (name Daisy) in the novel, and how to read these characters as agents of change in the narrative. Empowerment and the independence of Daisy can be looked at through a modern lens and analyzed. <i>Gatsby</i> allows for the class to examine the concept of the American Dream, placed against modern day topics such as wealth, greed, privilege, and systemic oppression, viewable through class discussion and mentor texts.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● WebQuest ● Film Comparison Writing ● Socratic Seminar ● Discussion ● In-class writing ● Vocabulary quiz 	<ul style="list-style-type: none"> ● Analytical Essay ● Padlet Infographic Character Study 	<ul style="list-style-type: none"> ● Read checks benchmarking comprehension ● Essay benchmarks 	<ul style="list-style-type: none"> ● Individual discussions on reading comprehension ● Shorten essay or padlet expectations

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments 	<ul style="list-style-type: none"> ● Audio books ● Notes provided ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Alternative essay topics can be provided at teacher's discretion. ● Extra supplemental and mentor texts as fit.

<ul style="list-style-type: none"> ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Determine key concepts for the unit and define language and content objects for each lesson. ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Block 9 for reinforcement 	<ul style="list-style-type: none"> ● Collaborative design of projects and essays to fit ambition and skill set.
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Name of Course

Unit C: Drama

Time Allotted (days of instruction): 5 weeks

New Jersey Student Learning Standards (NJSLS)

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. 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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics,

texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How can a play be understood as a social critique in context? How can students use movement, stage direction, vocal variety, acting, and reading comprehension skills to bring new light to the written word in drama? How are character arcs impacted by the drama genre? How can a playwright use the drama form to maximize their intention of voice and message? 	<p>Students will be able to do a deep analysis of a scene from a piece of drama through either a written scene analysis or a dramatic scene recreation.</p> <ul style="list-style-type: none"> Students will be able to practice and display reading comprehension techniques through in class acting of the drama. Students will be able to analyze larger statements made by playwrights, including the questionable redemptive arc of a protagonist or the issues surrounding political correctness. Students will be pushed to track themes from a piece of drama to make modern, personal connections to a piece of drama. 	<p>Re: "The Crucible" by Arthur Miller</p> <ul style="list-style-type: none"> Group Work: Students complete anchor charts of historical context, author information, Salem facts and figures, and research misinformation regarding early American settlements. Students will design research questions and perform basic research studies to determine areas of interest regarding Indigenous cultures. Students perform a "15-minute Crucible". A class game of a witch hunt. Students are secretly designated as "towns folk" or "witches" and must converse to discover the witches. Read and perform the play as a class. Students will be assigned parts and use a performance rubric to track progress. Listen to audio clips of the recording of the play in an effort to bolster acting skills. Compare the play with the accounts of hysteria surrounding the shaking girls in Le Roy, N.Y. in 2011. <ul style="list-style-type: none"> Pair the play with Megan Abbott's, <i>The Fever</i>.

		<ul style="list-style-type: none">● A class study of artwork from the time period depicting life in Puritan America.● View the film version of <i>The Crucible</i> and discuss whether the film captures the characters and themes of the original text.<ul style="list-style-type: none">○ A special interest can be lent to the courtroom scene of the penultimate act in the play. Students can read the scene and then view the counterpart for comparisons.○ View a scene from the film “<i>There Will Be Blood</i>” in which Eli Sunday is delivering his sermon.● Seminar: At the end of the novel the class will discuss with text evidence provided by students the role of John Proctor throughout the novel. Students will examine his arc, with a keen eye to the concept of redemption. Students will be asked to determine if the play takes a stance on his ultimate redemption, the complications with said redemption, and the place John Proctor has in which redemption may be offered. <p>Re: <i>The Thanksgiving Play</i> by Larissa FastHorse</p> <ul style="list-style-type: none">● Review of the definition, attributes and purpose of satire in writing.● View assorted clips (<i>SNL</i>, <i>The Simpsons</i>, etc) to see modern examples of satire.● Read and perform the play as a class. Students will be assigned parts and use a performance rubric to track progress.● Group projects of designing the scene. Stage cues and performance of the roles will need preparation time. Students will be asked as a group to prepare the longer scenes and present to the class.● Seminar: A breakdown of the purpose of the play. Students can be asked what FastHorse is attempting
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		to do or say through her work. An examination of the satirized cultural subject can be covered.
Resources/Materials	<p><i>The Crucible</i> by Arthur Miller <i>Witches: Salem 1692: "The Diseases of Astonishment"</i> by Stacy Schiff Jonathan Edwards, "Sinners in the Hands of an Angry God" Mary Rowlandson captivity narrative Louise Erdrich, "Captivity" Lillian Hellman, "I cannot and Will Not Cut My Conscience to Fit This Year's Fashions" Arthur Miller, "Why I Wrote <i>The Crucible</i>" Clips from <i>There Will Be Blood</i> Logical Fallacy from text (102) Excerpts from the McCarthy hearings</p> <p>Alternative drama option: <i>The Thanksgiving Play</i> by Larissa FastHorse</p>	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<p><i>The Crucible</i> has a political backdrop that can be studied currently. McCarthyism is immediately linked, but modern day topics of equity and equality can be covered in terms of how John Proctor characterizes the potential redemption of a character made possible through his privilege and white-maleness. A link to current events is possible to tie in Inclusion. The link, as a whole, offers a strong study on the possible results from lacking inclusive thought and 'otherness'. In the words of Disrupting texts, the play provides "a view toward how modern 'McCarthyism', mass hysteria, sexism, patriarchy, and scapegoating still operate today."</p> <p><i>The Thanksgiving Play</i> will offer a unique ability to satirize current political-correctness. That said, the focus of the play is on implications and complications regarding modern standards of inclusivity. Written by a Native author.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative

<ul style="list-style-type: none"> ● Acting rubric ● Reading annotations ● Acting prep ● Seminars ● Participation ● Play Recap as a Group ● Scene studies 	<ul style="list-style-type: none"> ● Essay regarding the role of the characters in our last understanding of the time, linkage to current events, or examination of the role of drama in an artist's statement. ● Creative video submission: Student/student groups will be asked to create a video recreating an important scene from the play and compose a written reflection examining the creative choices by the group. 	<ul style="list-style-type: none"> ● Working doc notes for checks during acting ● Student stage notes for acting prep 	<ul style="list-style-type: none"> ● Varied written assignments ● Creative video can be varied in terms of scene and group numbers ● Two plays will be offered depending on the needs assessment completed by the teacher.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio resources. ● Copy of notes, when relevant. ● Benchmarking bigger assignments. ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> ● Supplemental readings and media may be offered. ● Collaborative design of projects and essays to fit ambition and skill set.

Name of Course
Unit D: Spoken Words Part I: Poetry
Time Allotted (days of instruction): 4 weeks
<p>New Jersey Student Learning Standards (NJSLS) New Jersey Student Learning Standards (NJSLS) RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. RL.9-10.3. 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. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact</p>

of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> What are the common literary devices present in American poetry and how can 	Students will be able to analyze a poem and interpret it using audio/visual means to communicate a deeper understanding to a	<ul style="list-style-type: none"> Thematic study of ‘defiance’ using Maya Angelou’s "Still I Rise", Dylan Thomas’s "Do Not Go Gentle Into

<p>they be enacted by a poet to elicit an effect?</p> <ul style="list-style-type: none"> ● How does poetry reveal what we might not otherwise recognize? ● How does American poetry capture the essential themes and ideals of American literature? ● How is Modern poetry in conversation with the American voice we see today? 	<p>viewer. OR Students will be able to create a written analysis of a singular poem, highlighting aspects of style, theme, structure, and meaning.</p> <ul style="list-style-type: none"> ● Students will come to understand a variety of poetic forms and devices and their relevance in the scheme of particular poems. ● Students will create connections between words and art that are either explicit or interpreted by the reader. ● Students will have an opportunity to select poetry from a variety of genre that explore similar themes. ● Students will extend the concept of poetry to understand rap as a poetic expression with attendant forms and themes. 	<p>That Good Night", and Bob Dylan's "Let Me Die in My Footsteps".</p> <ul style="list-style-type: none"> ● A study of and student recreation of the imagist poets using Ezra Pound's "In the Station of the Metro". ● Will Hubbard's "Untitled Poem" and Christian Wiman's "I Don't Want to Be a Spice Store" can be used to track extended metaphor. ● Assorted Ekphrasis Poetry to study the form, find art as inspiration and to create student samples. ● Langston Hughes's "Weary Blues", Li-Young Lee's "Eating Together", and more to study imagery. ● Using William Carlos Williams's "This is Just to Say" to practice writing tone and mood through student creative writing. ● The use of a poetry packet (poets listed below) for students to practice applying literary devices to selected poems based on student interest. Students annotate using the TP-CASTT model from the AP and select a total of 7-8 of the 40 possible poems to annotate over the course of the unit. ● A study of rap verses, starting with a thematic study of the rap genre and moving to studying and watching specific, teacher-selected verses to track the themes throughout the history of the genre.
<p>Resources/Materials</p>	<p>Individual poems such as Angelou: "Still I Rise", Dylan Thomas: "Do Not Go Gentle Into That Good Night", Bob Dylan: "Let Me Die in My Footsteps", Ezra Pound: "In the Station of the Metro", Will Hubbard "Untitled Poem", Christian Wiman "I Don't Want to Be a Spice Store", Assorted Ekphrasis Poetry, Langston Hughes: "I, Too, Sing America", "Weary Blues", Li-Young Lee: "Eating Together", and William Carlos Williams: "This is Just to Say" (all available on Internet).</p> <p>Assorted Poetry in a poetry packet from the following poets: Claude McKay, Robert Frost, Sylvia Plath, Robert Hayden, Elizabeth Bishop, Kenji C. Liu, Adrienne Rich, Anne Sexton, Gwendolyn Brooks, Billy Collins, Charles Bukowski, Lucille Clifton, Sandra Cisneros, Emily Dickinson, Juan Felipe Herrera, Richard Blanco, Kevin Young, Langston Hughes, Maya Angelou, Ross Gay, Walt Whitman, Amanda Gorman, Tracy K. Smith, Ada Limón, Kaveh Akbar, Danez Smith, Ross Gay, Mary Szybist, Jenny Xie, Mark Doty, Louise Glück, Natasha Trethewey, Rita Dove, Sandra Cisneros, Shane McCrae, Amy King, TC Tolbert, Chen Chen, Joy Harjo, Patricia Smith, Kevin Young, Jericho Brown, Ben Lerner, Christian Wiman, Louise Erdrich, Matt Rasmussen, Jane Hirshfield, Ocean Vuong, Li-Young Lee, Charles Simic, Claudia Rankine, Rae Armantrout, Natalie Diaz, Morgan Parker, Ilya Kaminsky, Terrance Hayes, Joshua Jennifer Espinoza, Brian Turner, and more.</p>	

	Assorted rap lyrics and videos by musicians such as Wu-Tang Clan, Kendrick Lamar, Notorious BIG, Tupac Shakur, Mos Def, Frank Ocean, Jay-Z, Earl Sweatshirt, The Roots, J. Cole, Lauryn Hill, and more.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	The poetry packet is diverse and inclusive to race, culture, sexuality and more. The diverse voices of the poets can be selected by students, and student discussion will focus on these poems when students offer participation. The study of the rap genre often can bring up both themes and discussion from diverse points of view.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Completion of activities listed above in class activities such as studies of imagery, metaphor, ekphrasis and more. ● Participation ● Socratic seminar of chosen poems. ● Annotations of poem. 	<ul style="list-style-type: none"> ● The poetry packet annotations (typically 7-8 from the packet over the course of the unit). ● Unit poetic devices terms quiz. ● Analytical essay examining a poem or poet. ● Creative multimedia video projects examining a poem through student short films. 	<ul style="list-style-type: none"> ● Sharing of poetry packets ● Sharing of creative work ● Shared poetry notes on activities to be checked throughout unit. 	<ul style="list-style-type: none"> ● Size and scope of poetry packet is flexible ● Poetic term definition packet can be completed ● Final assessment

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Translations are possible on Internet ● Text to speech ● Focus on less poems and to manually translating the work ● Find poems in diverse languages for presentation. 	<ul style="list-style-type: none"> ● Focusing on dependent practice at the start of term presentations ● Focusing on dependent practice at the start of annotation expectation samples ● Extended time for student creative work ● Lower the number of annotated poems 	<ul style="list-style-type: none"> ● TP-CASTT is an AP method of annotations, so annotation expectations using the system can be adjusted. ● End assessment: poet study with thematic look at four-to-five works from the poet and linkage to their life.

• Vary the source poems accordingly

• Direction to more difficult poems.

Name of Course

Unit E: Spoken Words Part II: Speech

Time Allotted (days of instruction): 4 weeks

New Jersey Student Learning Standards (NJSLS)

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. RI.9-10.3. 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.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How are the speakers or writers most effectively able to communicate their beliefs? ● What are common themes and rhetorical devices seen over the course of speeches from America’s beginnings to modern day speeches and writings? ● How can rhetorical appeals be used to enhance the message of a speech? ● How are the ideas set forth in foundational documents commented upon and reacted to throughout the country’s history? 	<p>Students will be able to produce a written and recorded argument, complete with personal appeals and rhetorical devices.</p> <ul style="list-style-type: none"> ● Students will be able to explore various approaches to protest in writing and speech. ● Students will have the opportunity to study satire, debate and polemic in speech. ● Students will be able to analyze how an author or speaker approaches their topic. ● Students will be able to evaluate the effectiveness of the method used to approach protest. 	<ul style="list-style-type: none"> ● Defining of personal appeals (ethos, pathos, logos) prior to the first speech. ● Application of personal appeals to the specific speeches, as well as practice applying personal appeals to individualized topics throughout the unit. ● Defining rhetorical devices such as parallelism, anaphora, rhetorical question, etc. over the course of the unit. ● Read and annotate “The Declaration of Independence” by Thomas Jefferson. ● Read and annotate “The Crisis” by Thomas Paine. ● Speech to the Second Virginia Convention by Patrick Henry is covered primarily for ethos. ● “What, to the Slave, Is the Fourth of July?” by Frederick Douglass can be strongly placed after some

		<p>of the foundational documents. Details are listed below in the Diversity and Inclusion section.</p> <ul style="list-style-type: none"> ● “Letter to Senator Obama” by Toni Morrison is read and read aloud in order to see the crossover between the written word that can gain power from reciting. ● Speech at the Brandenburg Gate by Ronald Reagan can be viewed if time remains. ● Students can practice the fundamental of finding, using, analyzing and citing reliable primary research for their eventual crafting of a personal argument. ● Lessons provided regarding finding primary, reliable research. Further lessons on using, analyzing, and citing sources. Works Cited crafting is covered. ● Student groups produce (using menti or padlet) topics of interest for student writing. ● Students write in class through benchmarked process. One step should be students involving appeals and rhetoric to their speeches and creating a color coding process to self-identify their skill application. ● Student recording or presentation of speeches is optional.
Resources/Materials	<p>All speeches are able to be found on the Internet (speeches listed above in “Activities”) Student voice recorders (Smartphones or Screencastify) Access to JSTOR, et al. for research purposes</p>	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<p>The foundational documents are read for their rhetorical strategies, but we must also involve ourselves in the</p>	

complication of said documents, in so much as they are written exclusively by white male slave owners. This complication can create class discussion regarding the complication of learning from the documents, understanding them as “foundation”, and relying on them too heavily in today’s society. Frederick Douglass’s work can be very strongly placed as a preemptive, pre-argument, or anti-argument, in that it undercuts in its message much of the second argument that may take place, and simultaneously needs to be considered before any other consideration.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Notes are checked throughout Discussion participation Verbal participation in reciting sections of speeches Annotations of speeches in homework Socratic Seminars on speeches in class. Student research documentation throughout the unit. Works cited creation 	<ul style="list-style-type: none"> Students will write a personal argument based on a topic picked by the class. Students will write the speech involving rhetorical strategies and personal appeals. Students can either record their speech (virtual learning option) or present speeches to class, if time allows. 	<ul style="list-style-type: none"> Working notes are kept on a Doc throughout the unit. Outlines provided for writing allow for a benchmarked process. Student writing is also benchmarked with students expected to color code their ideas of appeals and rhetoric in writing. 	<ul style="list-style-type: none"> Students can record their reactions to listening to the speeches in place of noted annotations. Speech variation is easy as most are accessible via Internet access. Terms and appeals end quiz assessment possible.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Audio is available for all speeches Writing and creating personal audio recordings can improve spoken speech. Translation practice on speeches Speeches from other countries and languages can always be incorporated in order to differentiate the translation pattern. 	<ul style="list-style-type: none"> Outlines to reviewed speeches can be provided. Structure guides are offered. Notes can be posted, and guided notes can be offered. Outline for writing of speeches Recordings can happen in school 	<ul style="list-style-type: none"> Student written speeches can be crafted following the specific mold set forth by one of the reviewed speeches. Higher involvement of rhetorical strategies can be expected, as they are concepts more difficult to apply to one’s work. Speech offerings can vary. Research involved in the argument can have higher expectations.

Name of Course
Unit F: Short Fiction into Independent Reading
Time Allotted (days of instruction): 6 weeks
New Jersey Student Learning Standards (NJSL)
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially,

including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. 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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">How can short fiction best utilize literary devices to enhance the impact of the narrative?	Students will be able to complete a culminating assessment gauging analysis, synthesis and understanding of grade level elements.Students	<ul style="list-style-type: none">A study entitled “What is Art?” will ask students to examine art ranging from the mid-20th century through current years (stimulus altered annually) to

<ul style="list-style-type: none"> ● What are the topics and concerns of authors writing in the present? ● How do authors interact with and push against traditional ideas of novel structure and character? ● How can students interact with fiction to gain further understandings of their own cultural identity or those that surround them in which they find interest? ● How can postmodern fiction use devices in storytelling to complicate the narrative arc and bring interest from the audience? 	<p>will be able to explore short fiction in order to create a focused study on literary elements.</p> <ul style="list-style-type: none"> ● Students will be able to focus on elements such as characterization, setting, theme, tone, and mood in order to complete an exploration of Modern and Postmodern themes ● Students will be able to study personal or cultural topics of identity through novel reads of contemporary fiction. 	<p>examine their working definitions of (and tastes in) art.</p> <ul style="list-style-type: none"> ● Novel excerpts and short stories will be paired with applicable literary elements. Students can read and annotate stories and come to class for discussions and seminars. ● A study of suspense in film. Students can look to films to identify suspense and foreshadowing, which will be mirrored in short fiction. ● Creative writing through, mimicking author style, tone, and pacing as well as recreating genre types (microfiction, suspense, etc.). ● Aspects of Modernism and Postmodernism can be covered and tracked in terms of a compliment to literary devices to look for during student reads. ● <i>We the Animals</i> quote tracking asks students to pick one single quote from each chapter to stand as a symbolic chapter summary. ● <i>Briefly Gorgeous</i> affords students an opportunity to compose personalized letters. ● <i>Annihilation</i> instruction focuses on a study of realism vs. impressionism, asking students to track quotes focusing on the two divergent concepts and pair the quotes with chosen google images to create a presentation. ● Students will keep a response journal throughout the unit in order to identify their own tastes in fiction and inform their selection of an outside reading novel. ● The second phase of the unit, that of independent reading, will be on a 'if time allows' basis. Students will be asked to use their short fiction preferences to transition into an independent read of a modern fiction novel, namely one focused on an aspect of diversity and/or inclusion. <ul style="list-style-type: none"> ○ Students can read a novel on a provided list (potential names below) that they feel personal linkage to or one that may focus on an area of interest. ○ Student journals, blogs, or audio journals will
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		<p>track reading progress.</p> <ul style="list-style-type: none"> ○ In class group cohorts will form based on novel choice. Individuals or groups will tackle identifying concepts relating to current events.
<p>Resources/Materials</p>	<p>Excerpts from:</p> <ul style="list-style-type: none"> ● <i>We the Animals</i> by Justin Torres ● <i>On Earth We're Briefly Gorgeous</i> by Ocean Vuong ● <i>Americanah</i> by Chimamanda Ngozi Adichie ● <i>Annihilation</i> by Jeff Vandermeer <p>Short Story Examples Include but are not limited to the following:</p> <ul style="list-style-type: none"> ● "Hills Like White Elephants" by Ernest Hemingway ● "The Story of an Hour" by Kate Chopin ● "An Occurrence at Owl Creek Bridge" by Ambrose Bierce <p>Full novel focus on the following:</p> <ul style="list-style-type: none"> ● <i>The Refugees</i> by Viet Thanh Nguyen ● <i>The Fever</i> by Megan Abbott ● <i>If Beale Street Could Talk</i> by James Baldwin ● Additional list of authors such as the following: <ul style="list-style-type: none"> ○ Tommy Orange, Lauren Groff, Karen Russell, George Saunders, Elif Batuman, Ottessa Moshfegh, Junot Díaz, Colson Whitehead, G. Willow Wilson, Ta-Nehisi Coates, Louise Erdrich, Laila Lalami, Jacqueline Woodson, Phil Klay, James McBride, Carmen Maria Machado, Colum McCann, Lydia Davis, Jesmyn Ward, Ted Chiang, Nicole Krauss, Jhumpa Lahiri, Elizabeth Acevedo, James Baldwin, Sandra Cisneros, Julia Alvarez, Joyce Carol Oates, and more. <p>Note regarding unit: texts will change as new works are published and read by the instructor. Updating these titles is vital to the spirit of the unit. The unit will strive to begin with shorts stories and novel extracts and, depending on time, will allow for students to choose an independent reading novel of their choice to complete their study.</p>	
<p>21st Century Life and Careers</p>	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
<p>Technology Standards</p>	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 	

	<ul style="list-style-type: none"> 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<p>Central texts include a Pulitzer Prize winning Vietnamese-American author Viet Thanh Nguyen, writing about the lives of Vietnamese refugees in America, a class story of systemic racism written by James Baldwin, and several examples from LGBTQIA+ authors who are writing based on personal experiences.</p> <p>While the initial exploration of the unit will be an inclusive look at writings focused on cultural and personal identity in terms of race, religion, and culture, students will be encouraged to choose an independent read of personal focus and interest.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Working notes Participation Response Journals Seminar and discussions of stories Story specific classwork (e.g. Impressionism photo correlation with <i>Annihilation</i>). Creative writing 	<ul style="list-style-type: none"> Essay Presentation and/or Slide Design project Terms assessment Reading Comprehension test, pairing an unread piece of short fiction with students abilities to identify and analyze literary concepts. 	<ul style="list-style-type: none"> Minimal assessments provided by each shifting short story and excerpt Outlines and benchmarks provided during creation of end assessment 	<ul style="list-style-type: none"> Personal journal reading reflection log for independent reading Group presentation (novel specific groups)

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Ability to access Google translate in native language Verbal testing for written assessments Providing texts in native language if possible Providing audiobooks for novels Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> Audio resources. Copy of notes, when relevant. Benchmarking bigger assignments. Block 9 for reinforcement. Collaboration with other teachers and case managers. Use of Graphic Organizers; scaffolding. At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> Supplemental readings and media may be offered. Collaborative design of projects and essays to fit ambition and skill set.

Name of Course
Unit G: Realism - Redeployment
Time Allotted (days of instruction): 5 weeks

New Jersey Student Learning Standards (NJSL)

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. 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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Integration of Knowledge and Ideas.

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

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. 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. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How can literary aspects and understandings of the field of realism help author's maximize their intent in narratives? What aspects of realism help a piece of writing prove to be most effective in the reading audience? What are some potential pitfalls of realism that may negatively interact with a reading or viewing audience? How can satire be most effective, and how can it place itself alongside realism? How is realism (and potentially satire) most effectively employed in current popular culture? Similarly, how does popular opinion interact with the potentials of realism? 	<ul style="list-style-type: none"> Students will be able to craft a multimedia visual analyzing an aspect of realism that can link narrative fiction to the real world. Students will be able to write, record, and produce a podcast examining the impact and maximization of realism and/or satire. Students will be able to become familiar with the genre of realism, examining the stylized impact of realistic fiction on heightened understandings and empathy by the reader. Students will analyze the complexity of genres like realism and satire by examining complications in message and impact. 	<ul style="list-style-type: none"> Aspects of realism as a fictional genre are reviewed. Short fiction examples can be provided to give historical perspective on the creation and evolution of the genre. The two Klay short stories are used as a started for seminars, with each circle having read one of the stories and ready to discuss. The stories also serve as an aspect of realism before the novel. A student debate can take place, stemming from any topic brought up through the stimulus materials. Aspects of satire are also covered, highlighting the major forms and tactics used in satire. Examples of satire are reviewed using <i>SNL</i>, <i>The Simpsons</i>, and other topical examples. The podcast from Gladwell can be used to discuss the complications in writing effective satire, as well as the concerns that exist as a byproduct of the genre. The novel is read over the course of multiple weeks, applying as many of the earlier skills developed, and with a keen eye toward studying how Klay maximizes the impact of his writing through this genre choice.
Resources/Materials	<i>Redeployment</i> by Phil Klay "Ten Kliks South" by Phil Klay "The War Prayer" by Mark Twain "Death and Memory" by Phil Klay "Revisionist History: The Satire Paradox" (podcast) by Malcolm Gladwell Assorted video examples of satire	
21st Century Life and Careers	<ul style="list-style-type: none"> 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	

	<ul style="list-style-type: none"> 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards
Technology Standards	<ul style="list-style-type: none"> 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	The focal voice of the unit, that of the veteran of foreign wars, provides an often forgotten or underrepresented voice of America. The mentor texts and media will be updated to cover topical issues, as satire will often be on the forefront of complications of race, economics, and politics in this country.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Student working notes Participation Debate Socratic Seminars Story and podcast annotations 	<ul style="list-style-type: none"> Multimedia visual analyzing an aspect of realism that can link narrative fiction to the real world. Student group podcasts, examining the impact of realism and/or satire on the audience. 	<ul style="list-style-type: none"> Short fiction is naturally benchmarked as nightly homework Novel is read by chapter by the class Summative assessments will be benchmarked as nightly assignment, outlines will be provided, and student exemplars can be played or shown. 	<ul style="list-style-type: none"> The dual summative assessments allow for alternatives here. Extending or shortening the length of the podcast is an option, as is changing expectations for the script. Padlet, Slides, and Sites allows for multiple avenues for multimedia product.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Ability to access Google translate in native language Verbal testing for written assessments Providing texts in native language if possible Providing audiobooks for novels Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> Audio resources. Copy of notes, when relevant. Benchmarking bigger assignments. Block 9 for reinforcement. Collaboration with other teachers and case managers. Use of Graphic Organizers; scaffolding. At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> Supplemental readings and media may be offered. Collaborative design of projects and essays to fit ambition and skill set.

Name of Course

Unit H: Hurricane Katrina & Reading Natural Disaster

Time Allotted (days of instruction): 5 weeks

New Jersey Student Learning Standards (NJSLS)

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. 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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. **RI.9-10.3.** 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.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective

selection, organization, and analysis of content

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">How can students use varied media (reporting, podcast, art, photography, graphic novels, fiction, narratives, children’s	Students will be able to produce a visual of their experience learning about and their current understanding of the historical events during	<ul style="list-style-type: none">"Floodlines" (podcast) by Vann R. Newkirk II can be listened to (episodes 1-4 specifically) to gather understandings of the storm.

<p>book) to gain a clearer and more full understanding of a historical event?</p> <ul style="list-style-type: none"> • What are the skills needed to perform quality research of primary, reliable resources to inform one's self regarding the happenings around a historical event? • What are the specific offerings from specific media to build one's understandings? • What role did racism play in the coverage and response to Katrina? • How and why can the events during and after Hurricane Katrina in New Orleans be used to understand concepts bigger than that one singular event? • Similarly, how can we learn from this event to better inform ourselves moving forward? 	<p>and surrounding Hurricane Katrina and New Orleans.</p> <ul style="list-style-type: none"> • Students will be able to establish a complex understanding of the before, during and after of Hurricane Katrina in New Orleans. • Students will practice honing research evaluation skills, using online resources. • Students will be asked to evaluate art, reporting and fiction of the event, as well as the capability of all three aspects in engaging and informing an audience. • Students will be exposed to a variety of stimuli surrounding the traumatic event in an effort to examine how we build our understandings of historical events and how we can use skills to gain a more accurate understanding. 	<ul style="list-style-type: none"> • Several online sources are available to study the storm, including satellite imagery offered by ventusky.com. Students can be sporadically offered insights this way or can be asked to cull their own list. • Students should listen and take notes, all while forming research questions regarding the unanswered questions they would like to research. • "Voices from the Storm: The People of New Orleans on Hurricane Katrina and Its Aftermath" edited by Laurie Lola Vollen, Chris Ying narratives by Renee and Daniel can be read and socratic seminar held. • "Drowned City: Hurricane Katrina & New Orleans" by Don Brown should be viewed as a panel study, with students selecting panels to analyze for the use of the graphic novel form. • Assorted poetry created in the aftermath of Hurricane Katrina, specifically from Patricia Smith is analyzed in terms of the poetic offering to our understandings. • Assorted art/photography created in the aftermath of Hurricane Katrina is available on Time Magazine's photo archive and can help students become informed regarding the offering of reporting, journalism, and photography to the study of the event. • "Marvelous Cornelius" by Phil Bildner is read aloud and studied as a varied offering to a new demographic. • "This American Life: Lower 9th + 10th" (podcast) is listened to and helps with the creation of anchor charts • "Beasts of the Southern Wild" (film) by Benh Zeitlin is viewed in class and studied as an allegory for the storm and the aftermath. • Pieces from <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and from <i>Salvage the Bones</i> by Jesmyn Ward are both used to understand a fictionalized approach to covering the storm. The varied voices and fictional characters help with new insights. • Further research helps in the creation of student
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		information sheets or websites answering the questions posed throughout the unit.
Resources/Materials	<p>Assorted websites for gathering information regarding the storm</p> <p>"1 Minute for Katrina" (short film) available online</p> <p>"Floodlines" (podcast) by Vann R. Newkirk II (podcast) available online and on phones</p> <p>"Voices from the Storm: The People of New Orleans on Hurricane Katrina and Its Aftermath" edited by Laurie Lola Vollen, Chris Ying</p> <p>"Drowned City: Hurricane Katrina & New Orleans" by Don Brown</p> <p>Assorted poetry created in the aftermath of Hurricane Katrina, specifically from Patricia Smith</p> <p>Assorted art/photography created in the aftermath of Hurricane Katrina (available online and on Time Magazine's photo archive)</p> <p>"Marvelous Cornelius" by Phil Bildner</p> <p>"This American Life: Lower 9th + 10th" (podcast) available online and on phones</p> <p>"Beasts of the Southern Wild" (film) by Benh Zeitlin</p> <p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p> <p><i>Salvage the Bones</i> by Jesmyn Ward</p> <p>JSTOR et al. for research gathering</p>	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<p>Author Junot Diaz, in his essay "Apocalypse" writes, "if these types of apocalyptic catastrophes have any value it is that in the process of causing things to fall apart they also give us a chance to see the aspects of our world that we as a society seek to run from, that we hide behind veils of denials."</p> <ul style="list-style-type: none"> ● Topics of race, diversity, and equity are ingrained in the cultural and historical conversation regarding the events in and around New Orleans during and after the traumatic events of Hurricane Katrina. This unit directly engages with what Hurricane Katrina revealed about our country in terms of racial, regional, and socioeconomic biases that feed into <i>disaster mything</i>. 	

Assessments			
Formative	Summative	Benchmarks	Alternative

<ul style="list-style-type: none"> Working notes with reflection on each piece, posing the question of interaction with and addition to the understanding of the event. Class participation Photo analysis Graphic novel analysis Annotations and seminars for both pieces of fiction Compilation of running research questions in response to the podcast 	<ul style="list-style-type: none"> Students will create some form of visualized reflection of their experience in the unit. The form could be an information sheet with their understandings gained, complete with research, or something tech based like the creation of a website with the same objective. 	<ul style="list-style-type: none"> The unique nature of this unit allows for benchmark check ins with reflections to each piece of stimulus. Research question building happens over the course of a week and can be benchmarked. 	<ul style="list-style-type: none"> In years where no other end assessment focuses on podcast work it is possible students can turn their information sheet or website into a conversationally-based podcast.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Podcasts and transcripts of podcasts allow for multiple forms of understanding. Translations are available or can be used as an exercise. Writing expectations on either info sheet or website can be reduced or adapted. 	<ul style="list-style-type: none"> Podcasts and transcripts of podcasts allow for multiple forms of understanding. Class notes provided Research and info sheet expectations can be adjusted, and outlines and student samples can be provided. 	<ul style="list-style-type: none"> Finish "Floodlines" podcast (episode 5-8) and use extended listening to develop research questions. Research additions to the assignment JSTOR database in place of Internet searches

Name of Course
<p align="center">Unit I: Transitioning to Modern America and Psychology in Fiction: <i>Catcher in the Rye</i></p>
<p>Time Allotted (days of instruction): 6 weeks</p>
<p>New Jersey Student Learning Standards (NJSLS)</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. 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.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of</p>

world literature.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">• What makes an authentic narrative voice last through the decades of the 20th century?• How have common psychological understandings become a part of reader participation in literature?• How does this development in the writing progress the American voice we see today?	<p>Students will be able to compose an analytical essay examining a major aspect of the novel by completing the following:</p> <ul style="list-style-type: none">• Tracking dynamic symbols through a piece of literature.• Comparing the development of symbols with the development of plot and character.• Composing biweekly journal responses.• Examining the psychological motivations and impacts on the narrator.	<ul style="list-style-type: none">• Compile a mini-notebook (or Slide Stack) chronicling the three sections of the book as defined by critic Brian Way, recording the characters, themes, symbols and events of the novel.• Compose a stream-of-consciousness journal recording reactions to specific daily prompts related to matters in the book.• Complete a journal page as would be done by Holden himself.

<ul style="list-style-type: none"> ● In what ways can current teens personally interact with the character's of a fictional narrative? 	<ul style="list-style-type: none"> ● Considering characterization and development of the narrator through a dynamic narrative. 	<ul style="list-style-type: none"> ● Compose the paper about Allie's glove as written by Holden. The criteria to follow is minimal, but the students can rewrite the paper before it was torn up by Holden. ● Apply DSM-V diagnostic criteria to a literary character, supporting with evidence from the text. ● Symbolism: Use a structure to breakdown a definable structure to understand symbolism and the symbols in the novel. Use the process to move toward independent practice. ● Seminar: Break down the most crucial moments of the novel through a seminar activity with an eye toward symbolism. ● Writing Prompt: Using a list of unused symbols, compose a short piece of writing involving the symbol into Holden's narrative. ● Watch and analyze the film "The Graduate" for a comparison in voice, tone, and symbolism.
Resources/Materials	<i>The Catcher in the Rye</i> by J.D. Salinger "The Graduate" (film) Access to Google Slides OR arts and crafts materials for student journals	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	The novel provides a strong opportunity to speak about mental health. The narrator provides a voice within proximity to that of a teenager, hence the study of how it currently speaks to readers. Students can use the character to more fully understand mental health, as well as strategies used for awareness, interventions, and recovery.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Journal upkeep throughout unit (both journaling and documenting reading). ● Discussion ● Participation ● Read checks ● Creative writing ● Socratic Seminars 	<ul style="list-style-type: none"> ● Journal Submission ● Analytical essay (topics vary) 	<ul style="list-style-type: none"> ● Daily in the form of journaling 	<ul style="list-style-type: none"> ● Adjusting prompts for journaling. ● Provide varied levels of notes for reading documentation. ● Create a Padlet character study visual.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio books ● Notes provided; extra notes provided in advance for documentation. ● Use of Graphic Organizers; scaffolding ● Determine key concepts for the unit and define language and content objects for each lesson. ● At teacher discretion, shorten assignment to focus on mastery of key concepts. ● Varied journal assignments. 	<ul style="list-style-type: none"> ● Alternative essay topics can be provided at teacher's discretion. ● Extra supplemental and mentor texts as fit. ● Varied journal assignments.