

**Course: English 1**  
**Unit #: 1 Windows and Mirrors**

**Year of Implementation: 2023-2024**

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - RL.9-10.1. Cite strong and thorough textual evidence are 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.9-10.5. 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.9-10.10. 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.
- **21st Century Life & Career Standards**
  - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
  - • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
  - • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
  - • 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
- **Interdisciplinary Content Standards**
  - 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
  - • 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
  - • 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.
  - • 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
  - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
  - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to make connections between characters' choices when confronting personal struggles universal to people of all cultures and experiences and effectively create, articulate, and support an argument.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Enduring Understandings

Students will understand that. . .

EU 1

- texts, regardless of genre, provide windows into other cultures and lives and provide mirrors in which students can see themselves, allowing them to reflect on their experiences, values, and life situations.

EU 2

- empathy is essential in relating to characters and real people represented in these texts.

Essential Questions

EU1:

- How does the way we deal with conflict help create who we are?
- How is conflict essential to growth?
- How do similarities and differences with other texts and/or characters help us understand motives and/or purposes of events or behaviors?

EU 2:

- How do characters' choices help us when we are faced with decisions?

<p>EU 3</p> <ul style="list-style-type: none"> <li>• effective writers identify audience and purpose before writing and employ a variety of literary and rhetorical devices to engage readers and create meaning.</li> </ul> <p>EU 4</p> <ul style="list-style-type: none"> <li>• studying different styles of texts and writing can help to inform and develop our own voices when writing.</li> </ul> <p>EU 5.</p> <ul style="list-style-type: none"> <li>• effective use of grammar and mechanics is vital when creating a focused thesis statement and a fluent piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to explore the differences and similarities between ourselves and the characters we study?</li> </ul> <p>EU 3:</p> <ul style="list-style-type: none"> <li>• Why should I be conscious of who I am writing for?</li> <li>• What impact does a writer's choice have on me as a reader? Conversely, what do my choices as a writer communicate to my audience?</li> </ul> <p>EU 4:</p> <ul style="list-style-type: none"> <li>• How does reading shape our writing, and vice versa?</li> <li>• Why is it important to identify the reason for writing before actually writing?</li> <li>• How does a thesis statement guide your writing?</li> <li>• How does reading enhance my own writing?</li> </ul> <p>EU 5:</p> <ul style="list-style-type: none"> <li>• How do I know a good thesis statement when I see one?</li> <li>• How can I create strong thesis statements?</li> <li>• How do I begin to see grammar and mechanics as tools for writing rather than as rules?</li> <li>• Why is grammar necessary to convey meaning?</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> <li>• how cultural differences can lead to conflict. (RL.9-10.2, RL.9-10.3)</li> <li>• types of conflict (internal, external). (RL. 9-10.5)</li> </ul>	<p><u>Skills</u> Students will be able to. . .</p> <p>EU1:</p> <ul style="list-style-type: none"> <li>• read, discuss, and write about a variety of short stories and poems. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5)</li> </ul>

- that characters in short stories help us to understand ourselves and our choices. (RL.9-10.1, RL.9-10.3)
- short story term definitions/meanings. (RL.9-10.1, RL.9-10.5)
- poetry term definitions/meanings. (RL.9-10.1, RL.9-10.5)

EU2:

- that writers employ literary devices to create conflict. (RL.9-10.5)
- that conflict is essential to growth.(RL.9-10.2, RL.9-10.3)
- why defining and identifying dramatic and literary devices such as elements of plot development (plot pyramid i.e. exposition, conflict, climax, resolution, etc), symbolism (archetypes), foreshadowing, theme; dramatic, situational & verbal irony, methods of characterization (direct and indirect) figurative language (metaphor, simile, personification, hyperbole), narration (point of view), sound devices (onomatopoeia, assonance, alliteration, irony (basic), allusion, dialogue, imagery, diction , pun, paradox, oxymoron, mood/tone, poetic devices (meter, iambs, rhyme scheme, rhythm, form, line/stanza, speaker) can affect understanding of a written work. (RL.9-10.1, RL9-10.2, RL9-10.3, RL9-10.5)

EU3:

- the essential components that make up a compare/contrast argument. (W.9-10.1, W.9-10.4)
- that audience and purpose need to be identified early in the writing process. (W.9-10.4)

EU4:

- use knowledge of short story terms to explore the surface and deeper meanings to be found in short stories and poems, the perspective the writer is giving us. (RL.9-10.2)
- examine characters' and their own lives and identify points at which conflict helped them grow. (RL.9-10.2, RL9-10.3, RL.9-10.5)

EU2:

- evaluate how literary devices contribute to the meaning of a text. (RL.9-10.5)

EU3:

- compare and contrast themselves to characters in stories and poems. (RL.9-10.3)
- select voice and style appropriate to audience and purpose. (W.9-10.4)
- apply reading strategies in their writing process and pieces. (RL.9-10.5, W.9-10.4)
- read like writers and write like readers (RL.9-10.5, W.9-10.4, W.9-10.5)

EU4:

- effective strategies for writing a compare/contrast essay. (W.9-10.1, W.9-10.5)
- that a focused thesis statement guides both reader and writer. (W.9-10.4)

EU5:

- rules of writing in relation to grammar and mechanics. (W.9-10.5)
- that creating a focused thesis statement is essential to constructing a solid argument. (W.9-10.4)

- create confident claims, support with appropriate evidence, and analyze with relevant, precise explanation (CEA/CSE guide for writing). (W.9-10.1)
- identify and create thesis statements that specify arguments. (W.9-10.4)
- write a compare/contrast essay. (W.9-10.4)
- create clear claims, cite relevant evidence, and develop organized analysis, particularly in regards to cause and effect relationships. (W.9-10.1, W.9-10.4, W.9-10.5)

EU5:

- apply new grammatical and mechanical skills in writing. (W.9-10.5)
- identify and then apply both revising and editing skills with purposeful intent. (W.9-10.4, W.9-10.5)
- demonstrate their use of grammar and mechanics learned, and justify their choices. (W.9-10.5)
- create a focused thesis statement. (W.9-10.4)

**Stage Two - Assessment**

**Stage Three - Instruction**

***Learning Plan:*** Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Text specific vocabulary (A, EU 3)
- Medium-Sized Circle- Identify students' prior knowledge about cultural context of a short story (see Activator book, pg. 22) (A EU 1,2 )
- Conduct mini-lessons on thesis statement construction (e.g. placemat activity in small groups, class discussion, read essay models). (A EU 5)
- Conduct mini-lessons on introductory paragraph construction (e.g. give one-get one activity, think-pair-share, teacher-generated examples, etc). (A EU 3, 5)
- Bio-Poem -compare/contrast one's life with that of a short story character (see RBT Summarizer book, pg. 6) (A,M EU 2)
- Estimation Line-Up- examine personal beliefs regarding various social/cultural norms to activate student thinking/interest in text (see Activators book, pg. 12) (A,M EU 1, 2)
- The Most Important Thing- synthesize a story's conflict by composing an original paragraph in which one defends his/her selection about what is most relevant to the conflict's resolution (see Summarizer book, pg. 19) (A,M EU 3, 4)
- Companion Poetry- write a poem that is inspired by and/or written with the intention of alluding to another poem. This can be a sequel to a famous poem, a poem that tells a similar story (but from a different point of view), a poem that responds to the theme of another poem. See samples. (A,M EU 1, 2, 3, 4)
- Character Tweet- create brief contextual tweets from a character's point of view at various points in a short story (note-taking strategy) (A,M EU)
- Read & discuss exemplar thesis statements (e.g. examine student-created thesis statements as a class, in small groups, etc, to create mastery examples). (A,M EU 3, 5)



- Draft & revise various thesis statements on various topics with focus on compare/contrast (peer and teacher conference). (A,M EU 3, 5)
- Draft & revise various introductory paragraphs built around various thesis statements (peer and teacher conference). (A,M EU 3,4, 5)
- Analyze, study and imitate sentences written by professional writers (with grammar focus). (A,M EU 3, 4)
- Generate & narrow topics by considering purpose, audience, & form. (A,M EU 3, 4)
- Write your own short story using the terms studied. (A, M, T EU 3, 4)
- Picture Walk- predict conflicts that may arise in stories from different cultures based on teacher-selected pictures posted. (see RBT Activators book, pg. 38) (M EU 1, 2)
- Reflect on one's own writing, noting strengths and setting goals for improvement. (M EU 3, 4, 5)
- The goal of Reader's Café is to generate classmate interest in an independent reading selection. Each student will act as an author's agent trying to sell a text to various publishers (other students and teachers). A Café will take place each marking period, but once a year students sign up to present their independent reading texts in a creative way. Their goal is to examine their independent reading text the way in which we examine in-class reading, and then persuade potential readers to select this text as well. Products/presentation style will vary per student choice and teacher guidelines. (M, T EU 1, 2, 3, 4)
- Application of Independent Reading (M, T; EU 1, 2)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Windows and Mirrors	45
2	Empathy and Understanding	45
3	Conflicts and Consequences	45
4	The Power of Words	45

## Instructional Materials

### Suggested Readings/Texts:

1. Reading the World textbook
2. *The Other Wes Moore*
3. *Born A Crime* Young Adult version
4. *A Long Way Gone* (excerpts)
5. *I Am Malala* (excerpts)
6. *The Boy Who Harnessed the Wind* (excerpts)
7. *Dante and Aristotle Discover the Secrets of the Universe*
8. *Wizard of Earthsea*
9. *Almost All American Girl* - graphic novel

### Suggested Short Stories:

### Printable Materials

1. A Dark Brown Dog
2. A Good Man Is Hard to Find
3. A Harlem Tragedy
4. A&P
5. And Of Clay We Are Created
6. Book of Sand
7. Haircut
8. Harrison Bergeron
9. Like the Sun
10. Most Dangerous Game
11. Poison
12. Sense of Shelter
13. The Endless Streetcar Ride into the Night, and the Tinfoil Noose
14. The Handsomest Drowned Man in the World
15. The Happy Man
16. The Lady or the Tiger
17. The Lottery
18. The Moment Before The Gun Went Off
19. The Necklace
20. The Scarlet Ibis

### **Suggested Poetry:**

1. "Where I'm From" by George Ella Lyons
2. "I Ask My Mother to Sing" by Li-Young Lee

## **Accommodations**

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

### Performance Task

**Your Task:** The marketing department at a publishing company wants to engage more teens in reading. As a summer intern, create a three to five paragraph proposal to promote a text (story, novel, etc.) that would appeal to other teens with supporting evidence from the text to justify reasoning. The proposal should also detail a character from the story/novel who is relatable to teens with supporting evidence from the text to justify reasoning.

#### **Suggested Criteria for Success:**

- \_\_\_ A clear statement / thesis clarifying your position
- \_\_\_ Three to five paragraphs in length
- \_\_\_ One paragraph detailing your story and how it appeals to students
- \_\_\_ One paragraph detailing a character that you find relatable and justify reasons why
- \_\_\_ Organize and present ideas effectively
- \_\_\_ Appropriate use of grammar and mechanics (spelling, capitalization, punctuation, etc.)

**Suggested Rubric**

	<b>Exceptional (5)</b>	<b>Skilled (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Inadequate(1-0)</b>
<p><b>Focus/Purpose</b> The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</p>	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.	The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.	The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text has an unclear topic with some ideas, concepts, information, etc.	The text has an unidentifiable topic with minimal ideas, concepts, information, etc.
<p><b>Evidence</b> The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</p>	Evidence is relevant, properly cited and integrated with sophistication.	Evidence is relevant and cited, but lacks sophisticated integration.	Evidence is present and relevant, but not cited properly. OR Research is present and cited properly, but lacks relevance.	Evidence is not cited.	No evidence
<p><b>Audience</b> The author anticipates the audience's background knowledge of the topic.</p>	The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.

<p><b>Cohesion</b> The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.</p>	<p>The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.</p>	<p>The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.</p>	<p>The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.</p>	<p>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.</p>	<p>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.</p>
<p><b>Lang &amp; Style</b> The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.</p>	<p>The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.</p>