

Course: English I
Unit #2: Empathy & Understanding

Year of Implementation: 2023 - 2024

Curriculum Team Members : Curriculum Team Members: Emily Castor (ecastor@lrhsd.org), Jacqueline Donaldson (jacquelinedonaldson@lrhsd.org), Susan Meimbresse (smeimbresse@lrhsd.org), Jennifer Wolfson (jwolfson@lrhsd.org)

Stage One - Desired Results

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

{provide all applicable links to standards here}

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

- **Unit Standards:**

- **Content Standards**

- 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.9-10.5. 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.

- 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.

- **21st Century Life & Career Standards**

- 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.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). • 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.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)

- **Interdisciplinary Content Standards**

- 2020 New Jersey Student Learning Standards – Visual and Performing Arts**

- 1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

2020 New Jersey Student Learning Standards – Social Studies

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- ***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 employ empathy, perspective, and understanding while navigating real-world experiences--especially those choices and interactions they face in their own lives-- and use those ideas to effectively create, articulate, and support an argument.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.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 . . .

EU1.

- texts, regardless of genre, provide opportunities to develop and employ empathy, which is essential in relating to characters and real people.

EU2.

- literature provides different perspectives in which students can see themselves, allowing them to reflect on their experiences, values, and life situations.

EU3.

- studying different styles of texts and writing can help to inform and develop their own voice.

EU4.

- being conscious of how rhetoric is employed can transform our thinking, reading, and writing, making us more able communicators and more discerning citizens.
- the rhetorical choices made by an author directly influence the way we think, act, and perceive the world.

Knowledge

Students will know . . .

Essential Questions

EU1:

- Why should I read a piece of literature by an author (or about a character) who is from a culture so vastly different from my own?
- What do I do with (or how do I respond to) the empathy I have gained?

EU2:

- How can cultures/customs/characters different from my own provide opportunities for empathy rather than judgment?

EU3:

- How could we use transitions effectively to guide our reader from one idea to the next?
- How does grammar complement style?
- How does reading enhance my own writing?

EU4:

- How can we differentiate between voicing your opinion and taking a stance on an issue?
- How can participating in argumentation/debate broaden my ability to empathize with others and understand others' points of view while building and challenging my own beliefs? Why is it important to get an audience to understand what I feel?
- Why is it important to construct one's argument before arguing?
- How can my audience influence my argument?

Skills

Students will be able to . . .

EU1:

- the historical and cultural background of course readings. (RL.9-10.1, RL.9-10.10)

EU2:

- that literature can convey world views (biases, interests, etc) that inform one's sense of self and empathy for others. (RL.9-10.2, RL.9-10.3, RL.9-10.5)
- the definitions and uses of various literary devices such as- (RL.9-10.5)
 - 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)
 - Allusion
 - Dialogue & diction

EU3:

- the devices - plot structure, characterization, symbolism, theme, and point of view - employed in texts to create meaning. (RL.9-10.5)
- that they are not just the persuader, but many times the audience for someone else's persuasion. (RL.9-10.2, RL.9-10.5, W.9-10.1, W.9-10.4)

EU4:

- a variety of organizing methods, rhetorical techniques (ethos, pathos, logos), stylistic approaches (i.e. diction,

EU1:

- compare/contrast the setting in which the novel takes place, the setting in which it was written, and the context of the world today. (RL.9-10.1)
- make connections between texts (tone, purpose, context, themes, style, etc). (RL.9-10.1, RL.9-10.2, RL.9-10.5)

EU2:

- relate the context and characters of the novel to current issues and themselves. (RL.9-10.2, RL.9-10.3)
- evaluate how literary terms contribute to the meaning of a text. (RL.9-10.5)

EU3:

- analyze the author's tone to examine concepts of voice, audience, and purpose. (RL.9-10.5)
- create confident claims, support with appropriate evidence, and analyze with relevant, precise explanation (CEA/CSE guide for writing). (W.9-10.1, W.9-10.4)

EU4:

- evaluate basic rhetorical concepts (ethos, pathos, logos) (RL.9-10.5, W.9-10.1)

- syntax, etc) and transitional strategies, that form effective arguments. (W.9-10.1, W.9-10.4, W.9-10.5)
- that audience, purpose and credibility are the building blocks that guide a strong argument. (W.9-10.4)

- apply persuasive strategies (appeals, rhetoric, etc) to various audiences/purposes. (W.9-10.1, W.9-10.4, W.9-10.5)
- evaluate the role of audience/purpose in reading/writing. (RL.9-10.5, W.9-10.1, W.9-10.4)
- identify and apply counter-argumentation through an understanding of their role as the targeted audience. (W.9-10.1)
- assess source validity and integrate evidence effectively with accurate citations. (W.9-10.1, W.9-10.4, W.9-10.5)
- apply accurate grammar and mechanics. (W.9-10.5)

Stage Two - Assessment

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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)
- **Pre-reading Research Mini-Project--student-generated learning stations geared towards the historical/cultural context of the included texts.**
 - In groups, students will research topics related to the historical context of the included texts. (A, EU 1 & 2)
 - They will create learning stations with photos, facts, primary documents and so on. (M, EU 1 & 2)
 - **Classmates will view stations, synthesize information to better understand the cultural context of the novel. (M, EU 1 & 2)**
- Conduct mini-lessons on thesis statement construction (e.g. small group work, class discussion, read essay models). (A, EU 4)
- Conduct mini-lessons on elements of persuasion such as integrating textual evidence through activities like give one-get one activity, think-pair-share, teacher-generated examples, K-W-L, RAFT, etc). (A, EU 3 & 4)
- Read & discuss exemplar persuasive pieces (e.g. examine student-created premises as a class, in small groups, etc, to create mastery examples). (A,M, EU 3 & 4)
- **Draft & revise various persuasive pieces on various topics with focus on persuasive writing. (peer and teacher conference). (A,M, EU 3 & 4)**
- **Draft & revision of various introductory paragraphs built around various thesis statements (peer and teacher conference). (A,M, EU 3 & 4)**
- 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(Persuasive letter). (A,M, EU 3 & 4)
- **Audience exploration project - students bring in five articles from magazines, web, etc. and identify the audience and explain purpose /viewpoint (format: discussion, presentation, etc.) A,M, EU 3**
- Lessons on Claim, Evidence, Analysis (CEA)/Claim, Support, Explanation (CSE) (A,M, EU 3)
- Personal narrative--compare/contrast one's own role when faced with adversity with the actions of any one character from a text. (M, EU 2 & 3)
- Reflect on your own writing, noting strengths and setting goals for improvement.(M, EU 3)
- **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 (optional in conjunction with Independent Reading) (M, T, EU 2 & 3)

- Literary Letters(optional and in conjunction with Independent Reading) (M, T, EU 2-4)
- Application of Independent Reading into small group discussions, presentations (M, T, EU 2-4)
- Children's Story Project--create an original story targeted at children that applies thematic lessons and also demonstrates knowledge of story structure (e.g. story book, short skit, multimedia presentation, etc). (T, EU 1-3)
- Create a short commercial for a product; student groups will create and sell a new product - (YouTube video, flip grid, tiktok). (T, EU 3 & 4)
- Write a Political speech, video where students create a school-f forum for discussion/debate- (T, EU 2-4)
- Discuss a controversial issue, arguing from a viewpoint that differs from your own (format: debate, speech, etc.). (T, EU 2-4)
- Writing a successful CEA/CSE using techniques discussed in class to argue a position. (T, EU3&4)
- Writing a journal entry that reflects on some of the emotions or ideas presented by one of the characters in the texts(metacognition). (T, EU1&2)

Pacing Guide

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

Instructional Materials

Suggested Texts:

1. *Dante and Aristotle Discover the Secrets of the Universe*
2. *Everything Sad is Untrue*
3. *Omar Rising*
4. *The Angel of Greenwood*
5. *The Book Thief*
6. *Just Mercy* (excerpts)
6. *I am Malala*
7. *House on Mango Street* (selections , used on sophomore)
8. *Tuesdays with Morrie*
9. "10 Things I've Been Meaning to Say to You"- *Jason Reynolds*

Suggested Short Stories:

1. "The Tell Tale Heart" by Edgar Allen Poe
2. "All Summer in a Day" by Ray Bradbury
3. "Thank You, Ma'am" by Langston Hughes
4. "Names/Nombres" by Julia Alvarez
5. "Girl" by Jamaica Kincaide
6. "And of Clay Are We Created" by Isabel Allende
7. "Poor Fish" by Alberto Moravia
8. "The Flowers" by Alice Walker

Suggested Poetry

1. "Mother to Son" by Langston Hughes
2. "Sentimental Moment or Why Did the Baguette Cross the Road?" by Robert Hershon
3. "Those Winter Sundays" by Robert Hayden
4. "A Poem for Carol" by Nikki Giovanni
5. "Oranges" by Gary Soto
6. Spoken Word: ["I'll Fight You for the Library"](#) by Taylor Mali

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

Part I:

Find a letter to highlight examples of ethos, logos, pathos. Jason Reynolds' ["Ten Things I've Been Meaning to Say to You"](#) works well.

Part II:

Create an open letter:

Criteria for Success

Your letter will include:

- Written from your point-of-view (so, yes, it's okay to use first person pronouns!)
- A short introduction, explaining WHY you want to write this open letter and indicate your audience/why you want to write to this group.
- Include 10 things you want to say to the world to help your audience develop the ideas of empathy and understanding- lessons learned, major ideas from life & literature, etc.
- One quote per "thing" (or lesson) - correctly cited! - to provide support for the thing/lesson (you can find these online - but look for valid sources! - no blogs, or Wikipedia, etc.)
- Specific details to support your claims and lessons, connecting the quote to the overall idea
- Correct spelling, grammar, and mechanics
- Utilizing at least TWO of the rhetorical appeals in your letter
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Suggested Rubric

	Exceptional (5)	Skilled (4)	Proficient (3)	Developing (2)	Inadequate(1-0)
Focus/Purpose The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	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>Research The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</p>	<p>Research is relevant, properly cited and integrated with sophistication.</p>	<p>Research is relevant and cited, but lacks sophisticated integration.</p>	<p>Research is present and relevant, but not cited properly. OR Research is present and cited properly, but lacks relevance.</p>	<p>Research is not cited.</p>	<p>No evidence of research</p>
<p>Rhetorical Appeals Includes, identifies and explains the author's use of ethos, logos, and/or pathos to demonstrate credibility of the speaker and the effective delivery of the message.</p>	<p>Author includes at least two rhetorical appeals and the explanation includes an insightful connection to the argument and strong use of detail.</p>	<p>Author includes at least two rhetorical appeals and the explanation includes a clear connection to the argument and good use of detail.</p>	<p>Author includes at least one rhetorical appeal, which has a loose connection to the argument and some detail.</p>	<p>Author includes at least one rhetorical appeal that has no connection to the argument and no specific detail.</p>	<p>Author does not include rhetorical appeals or includes appeals that are off-topic.</p>
<p>Audience The author anticipates the audience's background knowledge of the topic.</p>	<p>The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</p>	<p>The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</p>	<p>The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.</p>	<p>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</p>	<p>The text lacks an awareness of the audience's knowledge level and needs.</p>
<p>Lang & Style The text presents a</p>	<p>The text presents an engaging, formal,</p>	<p>The text presents an appropriate</p>	<p>The text presents a formal, objective</p>	<p>The text illustrates a limited awareness</p>	<p>The text illustrates a</p>

formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	of formal tone and awareness of topic-specific vocabulary.	limited or inconsistent tone and awareness of topic-specific vocabulary.
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Open Letter

noun

a letter, often critical, addressed to a particular person or group of people but intended for publication.

1. [Click here to read some open letters.](#) Or check out this [resource.](#)
2. Copy and paste a link to your favorite open letter in the box below

3. What do you believe to be the author's purpose? Explain it below.

1. Find and highlight two of the three rhetorical appeals: *logos*, *pathos*, *ethos*. In the chart below, explain how the author utilizes each technique.

Rhetorical Appeal 1:

Rhetorical Appeal 2:

TEN THINGS I'VE BEEN MEANING TO SAY TO YOU

By _____

Dear Reader,

Introduction - type here

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Analysis

In your letter, you utilized two of the three rhetorical appeals (*logos*, *pathos*, and *ethos*). Explain HOW you utilized each appeal and WHY it made sense for your letter.

Rhetorical Appeal 1:

Rhetorical Appeal 2:

What is your purpose in drafting this letter? Explain it below.