

Course: English I
Unit #3: Conflicts and Consequences

Year of Implementation: 2023-2024

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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.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.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
 - 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).
- **Interdisciplinary Content Standards**
 - 2020 New Jersey Student Learning Standards – Social Studies**
 - 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
 - 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
 - 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.
 - 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
 - 1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.
 - 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
 - 1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept influence character choices in a theatre work.
 - 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
 - 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
 - 1.4.12adv.Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
- ***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:

1. Students will be able to independently use their learning to accept the impact of conflict and to understand that their actions have consequences as well as independently use their learning to 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

- literature provides different perspectives in which students can see themselves, allowing them to reflect on their experiences, values, and life situations.
- stories delve into universal experiences, emotions, and attributes of the human condition.

EU 2

- effective writers employ a variety of figurative and poetic / dramatic devices to engage readers and to create meaning.
- writers use more advanced grammatical and mechanical conventions to enhance the fluidity of writing.

Essential Questions

EU 1

- How do the character's conflicts and consequences mirror our own?
- Why is a text that was written in the past still relevant to my life today?
- How can I appreciate something that I do not understand?
- Why do emotions hold such power?
- How is holding power different from feeling powerless?

EU 2

- Why does Shakespeare write the way he does?
- How can understanding grammar enhance your style?

EU 3

- studying different styles of texts and writing can help to inform and develop their own voice.
- writers use metacognition throughout the writing process.

EU 4

- writers employ varied and purposeful word choice to engage their readers and specify their purpose.
- writers use a variety of stylistic techniques and literary devices to engage and inform their readers.

EU 3

- How do I know when I'm ready to submit my writing?

EU 4

- How can style and structure strengthen or weaken my argument?

Knowledge

Students will know . . .

EU 1

- themes present in Shakespeare's writing still apply to us today. (RL.9-10.2)
- similar themes are present across a variety of types and styles of literature. (RL.9-10.2)

EU 2

- how an author's choices concerning structure of a text, order of events within it, and time create specific effects. (RL.9-10.5)
- authors use a variety of dramatic devices to create meaning within one's work. (RL.9-10.1, RL.9-10.5)
- how defining and identifying dramatic and literary devices can add to an understanding of a written work: (RL.9-10.5)
 - Elements of plot development (plot pyramid i.e. exposition, conflict, climax, resolution, etc)
 - Symbolism (archetypes)

Skills

Students will be able to . . .

EU 1

- make connections between literary characters' lives, their own lives, and current events. (RL.9-10.3)

EU 2

- identify, analyze, and explain authors' style and craft. (RL.9-10.5, W.9-10.1, W.9-10.5)

- Foreshadowing
- Soliloquy
- Aside
- Dramatic monologue
- Theme
- Dramatic, Situational & Verbal Irony
- Methods of Characterization (direct and indirect)
- Figurative Language (metaphor, simile, personification, hyperbole)
- Narration (point of view)
- Allusion
- Dialogue/Diction
- Imagery
- Pun, Paradox, Oxymoron

EU 3

- no piece of writing is really ever “done.” (W.9-10.5)

EU 4

- a specific claim drives a text’s organization and effectiveness. (W.9-10.1)
- technology is a tool for composition and delivery. (W.9-10.6)

EU 3

- critically read their own work to identify areas in need of revision and recreate sections accordingly. (W.9-10.5)
- identify and then apply both revising and editing skills with purposeful intent. (W.9-10.4, W.9-10.5)

EU 4

- create confident claims, support with appropriate evidence, and analyze with relevant, precise explanation (CEA/CSE guide for writing), particularly in regards to cause/effect analysis. (W.9-10.1, W.9-10.4)
- demonstrate their use of grammar and mechanics learned, and justify their choices. (W.9-10.5)

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**

- Conduct mini-lessons on literary devices (e.g. mentor text analysis through poetry or *Romeo and Juliet* unit). (A, EU 2)
- Pre-reading picture gallery or **Webquest - students research culture and customs of a text's time period** and compare/contrast with today. (A, EU 1)
- Conduct mini-lessons on revision. (A, EU 3, 4)
- Text-specific vocabulary (A, EU 1, 2)
- Students identify examples of dramatic techniques (see Reading scope) in *Romeo and Juliet*, *In the Heights*, or other text and use them in creation of original product (i.e. brochure, collage, MovieMaker, bookmark, etc). (A,M, EU 1, 2)
- **Advice column - students create editorial commentary for characters at different stages in one of the texts.** (A,M; EU 1)
- Read & discuss exemplar expository 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 pieces on various topics with focus on expository writing (peer and teacher conference).** (A,M, EU 3,4)
- **Draft & revise various pieces with focus on student-identified points of improvement (peer and teacher conference).** (A,M, EU 2-4)
- Draft & revise various pieces with focus on employing literary devices (peer and teacher conference). (A,M, EU 2-4)
- **Analyze, study and imitate sentences written by professional writers (with grammar focus).** (A,M, EU 3, 4)
- Students create a "Book of Love" (social rules of interaction) based on their reading of the drama. They should focus on Lady Capulet, Capulet, the Nurse, and other "advisors" in Juliet's life to determine what expectations existed during this time period. (M, EU 1)
- Students form small groups and create top ten do's and don'ts for parenting a teen based on *Romeo and Juliet*, or the parents in another text, and their own lives and compare these lists to current parenting expectations. (M, EU 1)
- Aural - listen to tone/rhythm/rhyme of dramatic monologues/soliloquies and discuss how they add to emotional impact for the audience and/or characters.. (M, EU 1, 2)
- Reevaluate and revise previously created pieces. (M, EU 3, 4)
- Reflect on one's own writing, noting strengths and setting goals for improvement. (M, EU 3, 4)
- Give One - Get One (differentiated instruction strategy) (M, EU 1)

- **Cross-Curricular Project: Work with teacher of another discipline to generate important topic to research and present to class (speech, PowerPoint, paper, etc) the cause and effect of this event (M, EU 1, 2)**
- **Students become experts in specific writing and revision strategies and assist others (M,T, EU 3, 4)**
- **Reader's Open Mic Celebration: Students can share their polished pieces. (M,T, EU 3, 4)**
- **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 1-4)**
- **Literary Letters (M, T, EU 1-4)**
- **Revision Centers (similar to picture gallery) (T, EU 3, 4)**
- **Lessons on Claim, Evidence, Analysis (CEA)/Claim, Support, Explanation (CSE) (A,M,T; EU 3)**
- **Independent Reading (A, M, T; EU 1, 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. *Romeo and Juliet*
2. *Long Way Down* (Jason Reynolds)
3. *In The Heights* (companion to *Romeo and Juliet*)
4. *Bear Town*
5. *Mythology - selections* (creation, underworld, Titans, Olympians, heroes, explanatory myths, myths frequently alluded to- Daedalus and Icarus, Narcissus and Echo, Demeter and Persephone)

Suggested Short Stories:

1. "On the Sidewalk Bleeding" by Evan Hunter
2. "A&P" by John Updike
3. "The Interlopers" by Saki
4. "The Destroyers" by Graham Greene
5. "Blacksheep" by Italo Calvino
6. "The Sniper" by Liam O'Flaherty

7. "A Retrieved Reformation" by O'Henry
8. "The Cask of Amontillado" by Edgar Allen Poe

Suggested Poetry

1. Shakespearean sonnets
2. "Love Poem with Toast" by Miller Williams
3. "My Papa's Waltz" by Theodore Roetke

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

Task:

Cause and effect: As a social media influencer and/or content creator, choose an issue important to teenagers from across the country to make them aware of an issue that may face teens today. Create a video to discuss the consequences (both positive and negative, if possible) of how this issue impacts teens, and explore ways of overcoming this conflict while utilizing cause and effect skills (EU 1-4)

a. Helpful tips for teachers:

i. Use a video platform like [Flipgrid](#), YouTube, or have students upload videos right to Google Classroom assignment.

Issue: Use this space to brainstorm potential issues to discuss:
(Highlight your top choice)

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Purpose: Why I want to discuss this issue/why it is important for teens:

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Consequences: Use this space to brainstorm potential consequences (both positive and negative) of how this issue impacts teens:

Positive Consequences

Negative Consequences

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•

Overcoming Conflict: Brainstorm/explore ways of overcoming the issue/conflict discussed

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