English 10 POR

Content Area: **Language Arts**
Course(s): **English 10 POR**
Time Period: **One Academic Year**
Status: **Not Published**

Statement Of Purpose

The English 10 POR curriculum is intended for tenth grade Special Education students enrolled in a Pull Out Resource classroom setting. Students will begin the curriculum with a unit that focuses on reinforcing necessary skills with a specific focus on literary devices. Students will then apply these skills in future units as they analyze various text types including novels, drama, nonfiction, and poetry. In addition to honing students' analytical skills with reading, the curriculum also focuses on writing skills. Students will use RACE and the writing process to produce short writing responses throughout, as well as complete larger written assessments such as a personal sonnet, a formal research paper, argumentative writing, and narrative writing. Additionally, this curriculum will allow students to broaden their thought process about big ideas such as discrimination, equality, betrayal, jealousy, and various social issues.

Table Of Contents

Unit 1 - Reinforcing Skills Through Literary Text

Unit 2 - Analyzing Poetry for Meaning and Understanding

Unit 3 - Analyzing Theme and Rhetoric in *Julius Caesar*

Unit 4 - Exploring Social Issues through Literature and Informational Text

Unit 5 - Dystopian Literature: The Citizen, Society, and the Future

Unit 1: Reinforcing Skills through Literary Text

Content Area: **Language Arts**
Course(s): **English 10 POR**
Time Period: **Academic Year**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will study literary text, specifically short stories, to reinforce skills necessary to be successful in the English classroom. Students will (re)learn the literary elements/devices of plot through the use of a plot diagram, conflict, perspective, characterization, how to make inferences, theme, mood, and tone. An emphasis will also be placed on annotation, close reading, and text-rooted responses as students will (re) learn to write concisely with purpose and audience in mind. Students will utilize the writing process of prewriting, drafting, revising, editing, and publishing to produce various writing pieces as well as use the RACE (restate, answer, cite, explain) strategy to respond to text-based questions.

Enduring Understandings

Close reading, text-rooted responses, identifying literary elements/devices, determining plot and theme, analyzing for mood and tone, making inferences, utilizing the writing process and RACE strategy. The skills taught in this unit form a foundation for later units.

Essential Questions

- How do readers reflect and respond?
- Why is annotation a valuable reading strategy?
- What are the strategies that readers use to connect to and understand text?
- Why is it important to utilize the writing process? Why is RACE a valuable writing response strategy?
- How do authors use literary elements/devices to enhance their writing? How do they contribute to purpose and audience?

Summative Assessment and/or Summative Criteria

1. Literary Terms Presentation: Students will be required to create a literary terms presentation where they will define the term, give an example from either literature or media, and their own example. This assignment will require students to research the terms using the Internet which will strengthen their understanding. Terms should include, but are not limited to: plot, setting, mood, tone, foreshadowing, protagonist, antagonist, conflict, point of view, theme, irony, suspense, compare/contrast, and inference.

2. "Teenage Wasteland" Perspective Essay: Students will utilize the writing process to produce an essay which requires them to rewrite the story from a different character's perspective. Requirements include an appropriate tone based on what is known about the characters, and reference to 2-3 major plot elements.

Resources

Short Stories:
- "The Interlopers" by Saki or "Flowers" by Alice Walker
- "Fish Cheeks" by Amy Tan
- "The Cask of Amontillado" by Edgar Allan Poe
- "The Story of an Hour" by Kate Chopin
- "The Hitchhiker" by Roald Dahl
- "The Gift of the Magi" by O. Henry
- "Teenage Wasteland" by Anne Tyler

Poems:
- "Eating Together" by Li-Young Lee
- "A Poison Tree" by William Blake

Media:
- Ted-Ed videos for irony

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Introduction (1 week)	1. Demonstrate understanding of figurative language and literary devices. 3. Use technology, including the Internet, to produce, share, and update individual or shared writing products. 5. Initiate and participate effectively in a range of collaborative discussions with peers on grade 10 topics. 7. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	1. Review short story literary elements and devices and their purpose (why writers use them) through the use of a presentation. Teachers can further review by utilizing an online platform (i.e. Kahoot!, Quizizz, etc.) 2. To show their understanding, students will be required to create a literary terms presentation where they will define the term, give an example from either literature or media, and their own example. This assignment will require students to research the terms using the Internet which will strengthen their understanding. Terms should include, but are not limited to: plot, setting, mood, tone, foreshadowing, protagonist, antagonist, conflict, point of view, theme, irony, suspense, compare/contrast, and inference. 3. The teacher can choose to give students a quiz on literary terms.	1. Literary terms presentation 2. Literary Terms quiz (optional)	L.SS.9-10.1 L.VI.9-10.4 W.RW.9-10.7 SL.PE.9–10.1 SL.PI.9–10.4 SL.AS.9–10.6
"The Interlopers" by Saki OR	1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says.	1. Review the elements of plot (exposition, rising action, conflict, climax, falling action, resolution) and review the structure of a plot diagram. Teacher can use a common fairy tale that	1. Completed plot diagram	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 W.RW.9-10.7 SL.PE.9–10.1 L.KL.9-10.2

"Flowers" by Alice Walker (3-4 days)	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. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. Initiate and participate effectively in a range of collaborative discussions with peers on grade 10 topics and texts.	most students would know to do a quick example diagram on the board. 2. Read "The Interlopers" by Saki or "Flowers" by Alice Walker as a class paying close attention to plot elements. Discuss meaning and explain as needed. 3. Students will create a plot diagram to show their understanding of plot elements in the story. This can be done on paper or via Google Docs.		
"Fish Cheeks" by Amy Tan (2 weeks) "Eating Together" by Li-Young Lee	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. 2. 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. 3. 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)	1. Teach mini-lesson on how to annotate (circle unfamiliar words; underline important sentences/ phrases; bracket several lines/ paragraphs; write a question mark for confusing passages, highlight, take notes) a text using a short fiction piece of the teacher's choice. 2. Students will read "Fish Cheeks" by Amy Tan and annotate. Encourage students to make at least three annotations while reading. When finished, have students elaborate on what they annotated and why. 3. Teach mini-lesson on tone. After the lesson, have students reread "Fish Cheeks" and make additional annotations. This time, annotations should focus on Tan's tone, conveyed by her word choice, about her family and her culture. Students should pay	1. Annotations 2. Written response	RL.CR.9-10.1 RL.IT.9-10.3 RL.TS.9-10.4 W.WR.9-10.5 W.RW.9-10.7 SL.PE.9-10.1 L.KL.9-10.2 L.VI.9-10.4

	create specific effects (e.g. mystery, tension, or surprise). 4. 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. 5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6. Initiate and participate effectively in a range of collaborative discussions with peers on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 7. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	attention to the language she uses to describe being Chinese and American. Students will share their annotations. Teacher will write various tones on the board and discuss. 4. Read "Eating Together" by Li-Young Lee (Link: https://www.commonlit.org/en/texts/eating-together). Discuss the tone and the language Lee uses. 5. Review the RACE strategy (Restate, Answer, Cite, Explain). 6. Students will use the RACE strategy to construct a written response that addresses the following: What significance do family meals have in "Fish Cheeks" and "Eating Together"? Compare the family dynamics in the two texts. How do the authors' word choices affect their tone toward their family and their culture?		
"The Cask of Amontillado" by Edgar Allan Poe (1 week)	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 2. Determine a theme or central idea of a text and analyze in detail its development over the course of	1. Teach mini-lesson on making inferences. Teacher can use *The New York Times* daily "What is Going On in This Picture?" and have students infer what is happening. Go over clues we use to make inferences about characters in literature: appearance, speech, actions/thoughts, what others say. 2. Read "The Cask of Amontillado" by Edgar Allan Poe. During reading, students will keep an	1. Inference chart 2. Written response	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 SL.PE.9–10.1 W.RW.9-10.7 L.KL.9-10.2 L.VI.9-10.4

"A Poison Tree" by William Blake	the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. 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. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	inference chart in their notebooks, paying close attention to the relationship between the narrator and Fortunato. After completing the story, students will share their inferences with a peer and compare. Students will share with the class. 3. Discuss the possible themes in the story. 4. Read "A Poison Tree" by William Blake (Link: https://www.commonlit.org/en/texts/a-poison-tree) to make connections to "The Cask of Amontillado." 5. Written response: Discuss the themes of hatred and revenge in both texts. Why do both speakers want revenge? How has their hatred affected their choices toward their enemies? (Students should use the RACE strategy).		
"The Story of an Hour" by Kate Chopin OR "The Hitchhiker" by Roald Dahl (1 week)	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. 2. 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).	1. Mini-lesson on suspense. Explain how conflict and pacing are necessary elements of suspense, in addition to discussing foreshadowing. Teacher can show famous movie clips which display elements of suspense to strengthen understanding. 2. Read "The Story of an Hour" by Kate Chopin or "The Hitchhiker" by Roald Dahl. While reading, students will fill out a graphic organizer where they will identify elements of suspense. Additionally, the teacher will stop at certain points in the story for students to make predictions	1. Graphic organizer 2. Written response	RL.CR.9-10.1 RL.IT.9-10.3 RL.TS.9-10.4 SL.PE.9–10.1 W.RW.9-10.7 L.KL.9-10.2 L.VI.9-10.4

	3. . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. 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. 5. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	based on the foreshadowing in the story. 3. Mini-lesson on mood. Students will identify how they felt at certain points in the story. Discuss. 3. Writing response: How does the author's use of suspense and foreshadowing in "The Story of an Hour" or "The Hitchhiker" affect mood? (Students should use the RACE strategy).		

"The Gift of the Magi" by O. Henry
(1 week)
	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.
	
	2. 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).
		1. Teach mini-lesson on three types of irony: situational, verbal, and dramatic. Teacher can show the following Ted-Ed videos to strengthen understanding:
		  a. Verbal:https://www.youtube.com/watch?v=IiR-bnCHIYo
		  b. Situational:https://www.youtube.com/watch?v=tqg6RO8c_W0
		  c. Dramatic:https://www.youtube.com/watch?v=RZFYuX84n1U
		
		2. Read "Gift of the Magi" by O. Henry. Complete a graphic organizer, identifying examples of each type of irony in the story.
		
		3. To assess their understanding of irony, students will create a comic
			1. Comic strip assignment	RL.CR.9-10.1
				RL.IT.9-10.3
				RL.TS.9-10.4
				SL.PE.9–10.1
				W.RW.9-10.7
				L.KL.9-10.2
				L.VI.9-10.4

	3. . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. 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. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	strip where each frame is titled with one of the three types of irony. Students must come up with their own examples (including image and description) for each type. Examples can come from real life, literature, TV, etc. This assignment can be done on paper or using Storyboard That.		
"Teenage Wasteland" by Anne Tyler (2 weeks)	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. 2. 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. 3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and	1. Mini-lesson on point of view: first person, second person, third person limited, third person objective, and third person omniscient. 2. Read "Teenage Wasteland" by Anne Tyler and answer comprehension questions to assess understanding. 3. Students will work in pairs to identify the point of view in the story, citing three examples of textual evidence. Discuss as a class. Explain to students that it is limited omniscient due to the fact that the narrator tells the story from a multiple third person perspective, but we mostly get Daisy's perspective throughout the story. 4. Perspective Essay: Students will utilize the	1.Comprehension questions 2. Perspective Essay	RL.CR.9-10.1 RL.IT.9-10.3 RL.TS.9-10.4 W.NW.9-10.3 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9–10.1 L.SS.9-10.1 L.KL.9-10.2

	well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 6. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	writing process to produce an essay which requires them to rewrite the story from a different character's perspective. Requirements include an appropriate tone based on what is known about the characters, and reference to 2-3 major plot elements. 5. Mini-lesson on MLA Format (heading, font, spacing, etc.)		

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 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.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).
- 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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 2: Analyzing Poetry for Meaning and Understanding

Content Area: **Language Arts**
Course(s): **English 10 POR**
Time Period: **Academic Year**
Length: **3-4 weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will learn the difference between prose and poetry and the features of each. The specific focus of the unit is for students to learn how to conduct an analysis of poetry, paying particular attention to the use of poetic devices, structure, and rhyme. Emphasis will be placed on annotation, close reading, and text-rooted response as students learn to write concisely and with the purpose and audience in mind. Additionally, students will apply what they learned by producing their own sonnet. While the assignment fosters creativity, students must display their knowledge of rhyme scheme and structure.

Enduring Understandings

- Poetry delves into universal experiences, emotions, and attributes of the human condition in a symbolic and literal way.
- Poetry provides mirrors in which students can see themselves, allowing them to reflect on their experiences, values, and life situations.
- Effective writers employ a variety of figurative and poetic devices to engage readers and to create meaning.

Essential Questions

- What is the difference between poetry and prose?
- What is the effect of using poetic devices?
- How is tone conveyed in poetry?
- How do poets convey messages about themselves, society, and the human condition?
- What makes a poem a sonnet?

Summative Assessment and/or Summative Criteria

1. Sonnet Writing Assignment: To show their understanding of poetic devices and rhyme schemes, students will use the writing process to write their very own sonnet. Students will write about a topic of their choice, but the focus should be on something the students love, as most of Shakespeare's sonnets focused around this sentiment. Students must follow the structure of a sonnet with the exception of iambic pentameter (teacher can choose to incorporate this for more advanced students in the POR setting). Elements include: 14 lines, 3 quatrains and a rhyming couplet, ABAB rhyme scheme, use of metaphors).

Resources

Poetry
- "Introduction to Poetry" by Billy Collins
- "The Tropics of New York" by Claude McKay
- "Annabelle Lee" by Edgar Allen Poe
- "The Hill We Climb" by Amanda Gorman
- "Sonnet 18" by William Shakespeare

Media
- Edgar Allan Poe TEDEd video: https://youtu.be/8lgg-pVjOok
- Sonnet Background Information: https://www.youtube.com/watch?v=bDpW1sHrBaU

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Introduction (2-3 days)	1. Demonstrate understanding of poetic devices. 2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. 3. Initiate and participate effectively in a range of collaborative discussions with peers on grade 10 topics.	1. Teach a mini-lesson on the difference between poetry and prose before delving into poetry. The teacher should provide examples of each to foster understanding. 2. Students will define given list of poetry terminology in preparation for poetry analysis: stanza, verse, imagery, diction, syntax, tone, alliteration, euphony, cacophony, repetition, internal rhyme, end rhyme, couplet, sight rhyme, onomatopoeia. 3. Have students complete a journal prompt answering the question: how do you feel about poetry? Discuss and record some of the words and phrases that they use on the board. Next, have students write metaphors or similes that illustrate their feelings about the genre: (Studying poetry is like… Poetry is…) 4. Read and discuss the poem, "Introduction to Poetry" by Billy Collins. After, ask students to read it again and identify the poetic devices used by Collins. Have them do a turn-and-talk to someone beside them to discuss what they've found. 5. Class discussion of poetic devices found in the poem "Introduction to Poetry," as well as the tone shift in the last two stanzas.	1. Journal prompt 2. Informal observations during class discussions	RL.CR.9-10.1 RL.CI.9-10.2 W.RW.9-10.7 SL.PE.9-10.1 L.VL.9-10.3 L.VI.9-10.4

"The Tropics of New York" by Claude McKay (2-3 days)	1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	1. Read "The Tropics of New York" by Claude McKay aloud. Give students time to reread the poem silently while looking for examples of poetic devices. 2. Have a class discussion of the poem and poetic devices found (focus should be on rhyme scheme, alliteration, consonance, assonance, and imagery). 3. Students will draw a picture to artistically represent one example of imagery from "The Tropics of New York."	1. Imagery assignment	RL.CR.9-10.1 SL.PE.9-10.1 SL.AS.9-10.6 L.VI.9-10.4	
"Annabelle Lee" by Edgar Allan Poe (2-3 days)	1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. 3. Produce clear and coherent writing in which the development, organization, and style	1. Read "Annabelle Lee" by Edgar Allan Poe aloud. Give students time to reread the poem silently while looking for examples of poetic devices. 2. Have a class discussion of the poem focusing on rhyme, theme, the symbolism of the sea, and the relationship between the speaker and Annabell Lee. 3. Watch the TEDEd video about Edgar Allan Poe. After watching the video, ask students what new understandings and questions they have about the poem. https://youtu.be/8lgg-pVjOok 4. Students will respond to the following literary analysis question using the RACE method: ● Poe uses a structure that is both rhythmic and repetitious. What is the theme,	1. Informal observations during class discussions 2. Response to a literary analysis question using the RACE method	RL.CR.9-10.1 RL.CI.9-10.2 RL.TS.9-10.4 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 SL.II.9-10.2 L.SS.9-10.1 L.VI.9-10.4	

		and how does the structure contribute to the overall meaning of the poem?			
"The Hill We Climb" by Amanda Gorman (2 days)	1. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. 2. Initiate and participate effectively in a range of collaborative discussions with peers on grade 10 topics. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1. Ask students to reflect on Amanda Gorman's quote from The New York Times about her intentions in writing her inaugural poem, "The Hill We Climb": ● "What I really aspire to do in the poem is to be able to use my words to envision a way in which our country can still come together and can still heal…It's doing that in a way that is not erasing or neglecting the harsh truths I think America needs to reconcile with." — Amanda Gorman 2. Watch Amanda Gorman perform "The Hill We Climb." Re-read the transcript out loud, marking lines that stand out to students. What do they connect with? What do they question? What surprises them? 3. After discussing the poem as a class, students will respond to the following question using the RACE method: ● What words does Gorman use to point toward the future? How does she start to answer the question she poses in the first lines of the poem, "Where can we find light in this never-ending shade?"	1. Informal observations during class discussions 2. Response to a literary analysis question using the RACE method	RL.CR.9-10.1 RL.CI.9-10.2 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 L.SS.9-10.1	
"Sonnet 18" by William Shakespeare	1. Determine the meaning of words and phrases as they are used	1. Give brief background information on Shakespeare (more extensive background	1. Annotations	RL.CR.9-10.1 RL.TS.9-10.4 RL.MF.9-10.6	

				SL.PE.9-10.1
	in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. 2. Analyze how an author's choices concerning how to structure a text, order events within it. 4. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.\ 5. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	is given in the Shakespeare unit. Therefore, this lesson will serve as a good precursor). 2. Go over features and structure of sonnets (i.e. 14 lines, ABAB CDCD EFEF GG rhyme scheme, quatrains, rhyming couplets, iambic pentameter). Teacher can choose to show clips from the following video to support their introduction (Link: https://www.youtube.com/watch?v=bDpW1sHrBaU). 3. Pass out "Sonnet 18" so students are able to annotate. Teacher will read aloud to the class. Students will read it again, silently, underlining phrases and words they find interesting. They should insert question marks where the material is confusing. Lastly, have students write what they notice about form and rhyme. (Audio: https://www.youtube.com/watch?v=FnMDj1K0gks). 4. Students will then complete a graphic organizer which requires them to match each line to its meaning in order to dissect what Shakespeare is trying to communicate. 5. Discuss as a class. Teacher will go through each line, asking for students' responses, in order to provide a final analysis of the sonnet. 6. Exit ticket: How does the form of the sonnet contribute to its meaning and tone?	2. Graphic organizer 3. Informal observations during class discussions	L.VL.9-10.3 L.VI.9-10.4 W.RW.9-10.7
Final Assignment: Writing a Sonnet	1. Produce clear and coherent writing in which the development, organization, and style	1. To show their understanding of poetic devices and rhyme schemes, students will use the writing process to write their very	1. Drafts and peer review	W.WP.9-10.4 W.RW.9-10.7 L.SS.9-10.1 L.KL.9-10.2 SL.PE.9-10.1

	are appropriate to task, purpose, and audience.
	
	2. 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.
	
	3. Use technology, including the Internet, to produce, share, and update individual or shared writing products.
	
	4. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
	
	5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
		own sonnet. Students will write about a topic of their choice, but the focus should be on something the students love, as most of Shakespeare's sonnets focused around this sentiment. Teacher may need to review metaphor before students begin the assignment.
		
		2. Requirements:
		  a. Sonnets should be 14 lines, have three quatrains, a rhyming couplet, and follow the ABAB CDCD EFEF GG rhyme scheme.
		  b. First quatrain should introduce the problem or metaphor.
		  c. Second quatrain should extend the metaphor.
		  d. Third quatrain should start with a conflict (usually starts with the word "but") on line 9.
		
		3. Students will have their sonnet drafts peer reviewed, as well as looked over by the teacher, before typing their final copy. Students can present to the class upon completion.
			2. Final product of sonnets	

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.

- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 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.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).
- 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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 3: Analyzing Theme and Rhetoric in *Julius Caesar*

Content Area: **Language Arts**
Course(s):   **English 10 POR**
Time Period: **Academic Year**
Length: **8-10 weeks**
Status: **Not Published**

Summary of the Unit

In this unit students will read a Shakespearean tragedy, *Julius Caesar*. In addition to learning about William Shakespeare and the features of the drama genre, students will also learn about the historical background and setting of the play. After studying Shakespeare more generally in previous grades, the focus of this unit is on the language of Shakespeare, as well as the rhetoric he uses to convey tone. We will closely study the themes of power, jealousy, and betrayal and the specific characters that these themes revolve around. We will also analyze how reading a play is different from watching a live performance or film adaptation, considering plays are meant to be acted out.

Enduring Understandings

- William Shakespeare's influence on classical, popular, and modern culture.
- The influence that modern culture has on how Shakespeare is interpreted.
- Quote analysis, close reading, theme/motif, dialogue, character development.
- Analyzing the rhetoric and language Shakespeare utilizes to convey tone.

Essential Questions

- How has Shakespeare's work influenced our time?
- In what ways are Shakespeare's themes universal?
- How does Shakespeare's language differ from other authors?
- How are persuasion techniques and rhetorical devices used to persuade an audience?

Summative Assessment and/or Summative Criteria

1. Epitaphs: Students will be required to choose 2-3 characters to write epitaphs for. Their epitaphs should show students' understanding of their chosen characters and the role they played in *Julius Caesar*.
2. Analytical Essay: Students will choose from the following two essay prompts, providing textual evidence:
   a. What similarities or connections can you find between Julius Caesar and our world today? Has society evolved and changed in 2,000 years? What does your analysis reveal about human nature?
   b. A big theme in Julius Caesar is the need/ the struggle to gain power. The play shows us the damage that the abuse or misuse of power can cause. What can Shakespeare's tragedy Julius Caesar teach readers about power?

Resources

Play:
- *Julius Caesar* by William Shakespeare
- CommonLit for excerpts of the play

Articles:
- Shakespeare background: NewsELA "Authors: William Shakespeare" (https://newsela.com/read/bio-author-shakespeare/id/19272/)
- Historical background:
  - https://www.history.com/topics/ancient-history/julius-caesar
  - https://www.worldhistory.org/article/803/the-assassination-of-julius-caesar/
- CommonLit: "The Life of Julius Caesar" (https://www.commonlit.org/en/texts/the-life-of-julius-caesar)

Poems:
- Teacher selected Shakespearean sonnets and poems

Media:
- Audio version of *Julius Caesar*:
  - https://www.youtube.com/watch?v=lnLahYbq_7Q
- Movie adaptation
  - https://www.youtube.com/watch?v=4nT6ifKkhrY
  - 1953 version if accessible (clips of certain scenes can be found on YouTube)
- Various informational videos linked in unit plan

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Shakespeare Background information and language (3-4 days)	1. 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. 2. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. 3. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10	1. View video on William Shakespeare (Link: https://www.biography.com/video/william-shakespeare-the-life-of-the-bard-11182659797). Video is meant to be a refresher on what the students learned in previous grades. 2. Students will complete a NewsELA titled "Authors: William Shakespeare" (Link: https://newsela.com/read/bio-author-shakespeare/id/19272/) Review and discuss as a class. 3. Mini-lesson on prose vs. poetry/verse which will lead into discussion of Shakespearean language.	1. NewsELA 2. Exit ticket	RI.CI.9-10.2 RI.MF.9-10.6 SL.PE.9-10.1 W.RW.9-10.7

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

4. 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). | Optional resources to lead discussion/lesson:
  a. https://www.youtube.com/watch?v=MVZFt2ST0OA
  b. https://newsela.com/read/lib-convo-poetic-meter/id/31065/
  c. https://www.npr.org/2009/04/23/103414533/how-now-wench-talking-like-shakespeare (Majority of this article can be used but teacher should peruse first).

4. Exit ticket: Write 1-2 things you learned about Shakespeare and 1-2 questions you still have about him, his life, or his writing (language). | | |
|---|---|---|---|---|
| Introduction to the play
(2-3 days) | 1. 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; provide an objective summary of the text.

2. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

3. By the end of grade 9, read and comprehend | 1. Journal entry: Write about a time in your life when you've felt betrayed. Have students share, highlighting feelings associated with betrayal.

2. Put students into 2-3 groups (depending on class size). Each group will get a different scenario (see resource on OnCourse). Groups will read and respond to the questions that follow. Go over as a class and discuss. Teacher will explain how betrayal is a major theme in the play. | 1. Journal Entry

2. Group activity | RI.CT.9-10.8
RL.CT.9-10.8
SL.PE.9-10.1
W.RW.9-10.7 |

	literary nonfiction at grade level text-complexity above with scaffolding as needed. 4. 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. 5. 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.	3. Give background information on Julius Caesar and the setting/time period. Discuss how power worked in ancient Rome and the reason why some people wanted to assassinate Caesar. 4. Introduce the play by showing the following summary (Link: https://www.youtube.com/watch?v=0otnV6SmJiQ)		
Julius Caesar by William Shakespeare (5-6 weeks)	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. 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; provide an objective summary of the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with	1. Read Acts I-V as a class, dissecting specific scenes. The teacher will show the live/movie adaptation of their choice to strengthen understanding. Before reading, the teacher may want to give a mini-lesson on rhetoric as a refresher as it comes up in later activities. 2. Teacher will monitor students' understanding of the play by having basic reading comprehension questions for each Act and scene. 3. After Act I, students will complete a characterization chart for Julius Caesar, Brutus, Cassius, and Antony. The chart will require students to come up with 2-3 adjectives that describe each character, an image or picture that	1. Reading comprehension packets 2. Characterization chart 3. Partner annotations 4. Graphic Organizers	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.PP.9-10.5 L.VL.9-10.3 L.VI.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 SL.AS.9-10.6

	other characters, and advance the plot or develop the theme. 4. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5. Determine the meaning of words and phrases as are used in the text, 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) 6. 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). 7. 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. 8. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 9. Apply knowledge of language to make effective choices for	symbolizes the characters, and textual evidence from the play that demonstrates/supports the characterization. 4. After reading Act II, scene 1, students will do a close read of Brutus's soliloquy. Teacher will provide a printed handout (see resource on OnCourse). Students will work with a partner and annotate the speech, pointing out examples of rhetoric (ethos, pathos, logos) and determining Brutus's tone and also discussing Brutus's role in the conspiracy to kill Caesar. (Link to clip of soliloquy: https://www.youtube.com/watch?v=yR-SZheilTg&list=PLitQTFhpJek46GSMOfveTtqM3Zi1re4fW&index=8). 5. After finishing Act III, scene 1, have a class discussion about the theme of betrayal and relate it to Brutus specifically, noting Caesar's last words of, "Et tu Brute?" 6. After finishing Act III, scene 1, students will analyze Mark Antony's use of rhetoric in his famous funeral speech, using SOAPSToneS (see OnCourse for resource). Review as a class, putting an emphasis on Antony's tone. Students can work in partners or individually and then do a pair share. 6. To further this activity, show John F. Kennedy's Inaugural Address and provide a graphic organizer to compare and contrast to Mark Antony's speech (Link: https://www.kennedy-center	5. Objective summaries	

	meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. 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. 11. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.	.org/video/center/history/jfk -inauguration-speech/). Teacher can also provide a transcript of the play for annotations. 7. After finishing Acts IV and V, students will write a five sentence objective summary of the end of the play (Link to instructional video: https://www.youtube.com/w atch?v=CXgdXzu6wXg). Tell students to include information about what happened after Mark Antony's speech, and Brutus's death. Discuss the ending as a class. 8. Teacher can choose to show a film adaptation. Have students reflect on the difference between reading the play/showing clips to watching the full version.		
Final projects (1-2 weeks)	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. 2. 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. 3. 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	Students will complete the following assessments following completion of the play. 1. Students will be required to choose 2-3 characters to write epitaphs for. Their epitaphs should show students' understanding of their chosen characters and the role they played in *Julius Caesar*. 2. Students will write an analytical essay, answering one of the following prompts and providing textual evidence: a. What similarities or connections can you find between *Julius Caesar* and our world today? Has society evolved and changed in 2,000 years? What does your analysis reveal	1. Completed Epitaph (can be created with paper/supplies or digitally) 2. Analytical essay	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 W.IW.9-10.2 W.WP.9-10.4 W.RW.9-10.7 L.SS.9-10.1

tasks, purposes, and audiences. 4. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	about human nature? b. A big theme in *Julius Caesar* is the need/ the struggle to gain power. The play shows us the damage that the abuse or misuse of power can cause. What can Shakespeare's tragedy *Julius Caesar* teach readers about power?		

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 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.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).
- 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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 4 - Exploring Social Issues through Literature and Informational Text

Content Area: **Language Arts**
Course(s): **English 10 POR**
Time Period: **Academic Year**
Length: **8 weeks**
Status: **Not Published**

Summary of the Unit

The focus of this unit is to examine different social issues such as poverty, climate change, prejudice, bullying, and gender inequality through the reading of a variety of shorter works (fiction, nonfiction, and poetry). Students will work to improve their literacy skills while deepening their understanding of social issues we currently see in the world. Throughout this unit, an emphasis will be placed on reading strategies such as: using textual evidence, questioning the text, determining the importance of the text, inferring meaning, and identifying the meaning of words and how they are used (including figurative and connotative meanings). Additionally, students will utilize the writing process of prewriting, drafting, revising, editing, and publishing to produce a research essay as well as use the RACE (restate, answer, cite, explain) method to respond to text-based questions.

Enduring Understandings

- Literature goes beyond entertainment and offers writers a means for commenting on social issues.
- The research process requires the use of a variety of resources to ensure validity.
- Organization is critical to the acquisition, application, and evaluation of information.
- Writers must give credit to authors through the use of citations and Works Cited page.

Essential Questions

- In what ways do people react to injustice or problems in society?
- How can literature increase awareness of the similarities between people and cultures from all different times and places?
- Why do we research?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?

Summative Assessment and/or Summative Criteria

- Students will research a social issue in our society and compose a research essay. Students will select a topic that can be considered a major issue in our current society, use databases to research the topic, and compose an essay, effectively integrating evidence and using MLA format.

Resources

Poetry:

- "First They Came" by Pastor Martin Niemoller
- "I Look at the World" by Langston Hughes

Short Stories:

- "Home" by Gwendolyn Brooks
- "San Martin in the Mist" by Laura Resau
- "All Summer in a Day" Ray Bradbury

Non-fiction:

- "Perils of Indifference" Speech by Elie Wiesel
- NewsELA - "Safety net keeps many Americans from falling into poverty, Census shows"
- NewsELA - "Cyberbullying is on the rise, and it's a predominantly female problem"

- CommonLit - "These Teens Have Some Ideas for Stopping Climate Change" by Bethany Brookshire
- CommonLit - "Endless Summer Job" by Carolyn Ferrell
- CommonLit - "HeForShe: Gender Equality is Your Issue, Too" Emma Watson's United Nations Speech
- CommonLit - "Malala Yousafzai's Nobel Peace Prize Lecture"

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Introduction to Social Issues (2-3 days)	1. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. 2. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Students will respond to the following journal prompt: ● To what extent are we responsible for helping others? 2. Read and annotate the poem, "First They Came" by Pastor Martin Niemoller. Class discussion of annotations. 3. Compare and contrast the students' original opinions with that of the poem. 4. Read and annotate Elie Wiesel's "Perils of Indifference" Speech. After reading, students will respond to the following question: ● What are the consequences of indifference or silence? Why did Niemoller not speak up - because of indifference or fear? How would Wiesel have reacted to "First They Came…"?	1. Journal response 2. Response to a critical thinking question	W.RW.9-10.7 RL.CR.9-10.1 SL.PE.9-10.1
Poverty (2-3 days)	1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions	1. Read the short story "Home," by Gwendolyn Brooks and answer comprehension questions to assess understanding. 2. Read and annotate the NewsELA article, "Safety net keeps many Americans from falling into poverty, Census shows." Students should complete accompanying questions.	1. Guided reading questions 2. Response to a critical thinking question using the RACE method	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.CT.9-10.8 RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.CT.9-10.8 W.AW.9-10.1 W.WP.9-10.4 W.RW.9-10.7 SL.PI.9-10.4 SL.AS.9-10.6

	drawn from the text. 2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	3. Students will use the RACE method to answer the following critical thinking question: ● Do we, as a society, do enough to support people living in poverty? Explain your position using information from the short story "Home" and the NewsELA article.		L.SS.9-10.1
Climate Change (3-4 days)	1. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. 2. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Students will respond to the following journal prompt: ● How do you define your role regarding climate change? What do you feel your responsibilities are? 2. Read and annotate the article "These Teens Have Some Ideas for Stopping Climate Change" by Bethany Brookshire on CommonLit. Complete comprehension questions to assess understanding. 3. Read the short story, "San Martin in the Mist" by Laura Resau and complete comprehension questions to assess understanding. 4. After reading and discussing the article and short story, students will compose a written response to the following questions, citing textual evidence for support: ● How are young people working to save the environment and protect the planet in "These Teens Have Some Ideas for Stopping Climate Change"? How does Alita work to save the environment in "San Martin in the Mist"?	1. Journal response 2. Guided reading questions 3. Written response to a critical thinking question	RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.PP.9-10.5 RI.CT.9-10.8 RL.CR.9-10.1 RL.CI.9-10.2 W.WR.9-10.5 W.RW.9-10.7 L.SS.9-10.1 L.KL.9-10.2 SL.PE.9-10.1 SL.PI.9-10.4
Prejudice (3-4 days)	1. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	1. Students will respond to the following journal prompt: ● To what extent do you think prejudice is still an issue in society today?	1. Journal response	RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.PP.9-10.5 RI.CT.9-10.8 RL.CR.9-10.1

	2. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Read and annotate the poem, "I Look at the World" by Langston Hughes, followed by a class discussion of Hughes' perspective and his feelings of oppression. 3. Read and annotate the essay "Endless Summer Job" by Carolyn Ferrell. Complete comprehension questions to assess understanding. 4. After reading the article, students will use the RACE method to answer the following critical thinking question: ● In your opinion, how does prejudice emerge? Why did Carolyn's mother prepare her for this type of experience?	2. Guided reading questions 3. Response to a critical thinking question using the RACE method	RL.CI.9-10.2 W.WR.9-10.5 W.RW.9-10.7 L.SS.9-10.1 L.KL.9-10.2 SL.PE.9-10.1 SL.PI.9-10.4
Bullying (3-4 days)	1. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. 2. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Students will respond to the following journal prompt, followed by a class discussion of responses: ● Do you think bullying is more prevalent online or at school? Why do you think this is the case? 2. Read the short story, "All Summer in a Day" by Ray Bradbury and complete comprehension questions to assess understanding. 3. Read and annotate the NewsELA article, "Cyberbullying is on the rise, and it's a predominantly female problem." Students should complete accompanying questions. 4. After reading and discussing the article and short story, students will compose a written response to the following question: ● What are the effects of bullying and cyberbullying on teens today? What can be done to prevent bullying from occurring?	1. Journal response 2. Guided reading questions 3. Written response to a critical thinking question	RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.PP.9-10.5 RI.CT.9-10.8 RL.CR.9-10.1 RL.CI.9-10.2 W.WR.9-10.5 W.RW.9-10.7 L.SS.9-10.1 L.KL.9-10.2 SL.PE.9-10.1 SL.PI.9-10.4

Gender Inequality (3-4 days)	1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	1. Read and annotate Emma Watson's United Nations Speech: "HeForShe: Gender Equality is Your Issue, Too." Complete comprehension questions to assess understanding. 2. Read and annotate "Malala Yousafzai's Nobel Peace Prize Lecture." Complete comprehension questions to assess understanding. 3. After reading both articles, students will compose a written response to the following questions, citing textual evidence for support: ● How can gender influence how a person is treated? In what ways do women not have the same rights or opportunities as men? In what ways does this inequality impact girls' futures?	1. Guided reading questions 2. Written response to a critical thinking question	RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.PP.9-10.5 RI.CT.9-10.8 W.AW.9-10.1 W.WR.9-10.5 W.RW.9-10.7 L.SS.9-10.1 L.KL.9-10.2 SL.PE.9-10.1 SL.PI.9-10.4	
Exploring Social Issues: Research Essay (4 weeks)	1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. Draw evidence from literary or informational texts to support analysis, reflection, and research. 3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style	1. Students will research a social issue in our society and compose a 5-paragraph research essay exploring their topic. Students will read and annotate sources to complete the following: ● What is the social issue? ● Why is this an issue in society? ● What are some examples in society? ● What facts or statistics support this? ● What possible solutions are being offered? 2. Teach a mini-lesson on library databases. Show students how to search for a topic and save articles. Provide students time to read and annotate articles in class. 3. Teach a mini-lesson on reliable sources. Show students how to tell if a website or source is reliable.	1. Research essay 2. Informally assess students' progress on research essay through writing conferences periodically throughout the writing process	RI.MF.9-10.6 W.IW.9-10.2 W.WP.9-10.4 W.WR.9-10.5 W.SE.9-10.6 W.RW.9-10.7 SL.PE.9-10.1 SL.PI.9-10.4 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3	

	manual (such as MLA), focusing on addressing what is most significant for a specific purpose and audience.	4. Teach a mini-lesson on MLA format (include information on in-text citations and works cited). 5. Teach mini-lesson on introduction paragraphs, including how to write a hook and thesis statement. 5. Teach mini-lesson on how to integrate evidence into the body paragraphs of an essay, including introducing quotes and in-text citations. 6. Teach mini-lesson on conclusion paragraphs. 7. Allow students to peer-edit each other's work, paying attention to spelling/grammar mistakes, accuracy of information, and correct MLA format.			

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed

- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 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.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).
- 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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 5 - Dystopian Literature: The Citizen, Society, and the Future

Content Area: **Language Arts**
Course(s): **English 10 POR**
Time Period: **Academic Year**
Length: **10-11 weeks**
Status: **Not Published**

Summary of the Unit

This unit focuses on dystopian literature with a concentration on archetypes within the genre, especially the protagonist's struggle against society. Themes such as dehumanization, relationships, and freedom will be analyzed to further understand the author's purpose. Students will read the novel, *Legend*, paired with various short stories to study the characteristics of dystopian literature. Throughout reading, students will focus on conflicts, characterization, and common themes. Students will also reflect on whether or not dystopian literature has any relevance to our current society. As a culminating assignment, students will compose an original dystopian short story that incorporates characteristics as identified throughout the novel. Students will apply their understanding of archetypes, satire, central themes, and current issues (privacy, environmental, etc.) to write their story.

Enduring Understandings

- Societal changes and technological advancements influence writers and the development of dystopian fiction.
- Writers of dystopian fiction use a variety of literary devices to create meaning in their works.
- References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.

Essential Questions

- What are the characteristics of dystopian literature?
- Is rebellion something to be encouraged or feared?
- Is dystopian literature relevant to life today?

Summative Assessment and/or Summative Criteria

- Students will compose a literary analysis essay, exploring the ways in which the main character of the novel, *Legend*, has evolved over the course of the novel into a rebel, and then, conclude as to whether or not this was a change for the better. Students will answer the prompt with an original claim supported by evidence from the novel.
- As a culminating assignment, students will compose an original dystopian short story that incorporates characteristics as identified throughout the novel. Students will apply their understanding of archetypes, satire, central themes, and current issues (privacy, environmental, etc.) to write their story. Students are required to utilize narrative elements when writing their story.

Resources

Fiction:

- *Legend* by Marie Lu
- "Last Night of the World" by Ray Bradbury
- "Examination Day" by Henry Slesar
- "Amaryllis" by Carrie Vaughn
- "There Will Come Soft Rains" by Ray Bradbury
- "Harrison Bergeron" by Kurt Vonnegut

Non-Fiction:

- "Someone Might be Watching - an Introduction to Dystopian Fiction" by Shelby Ostergaard
- "U.S. Airport Screeners are Watching What You Read" by Ryan Singel
- "Are You a Stalker Too? By Meghan Daum
- "University Attendance Scanners Make Some Uneasy" by Daniel Kraker

● "How Companies Learn Your Secrets" by Charles Duhigg

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Introduction to Dystopian Literature (1-2 weeks)	1. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. 2. Work with peers to set rules for collegial discussions and decision- making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 3. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Students will write a journal about their vision of the future. Suggested topics to explore include fears, hopes, achievements, changes in society, etc. Think/pair/share: students will meet with a peer and compare/contrast their ideas about the future. After about five minutes, the students will write one or two topics on the board. These topics will be used for whole class discussion. 2. Define and explain the concept of a "utopia." Students will spend a few minutes listing their idea of the "perfect place." Students will work in groups to create a "perfect society." They should include the name of society, type of government, education, employment, money, law enforcement, and extracurricular activities. Once the group has outlined their society, they will work together to create a poster to advertise their utopia. Groups will present their utopias to the class. 3. Teach mini-lesson on characteristics of dystopian literature. Focus on common themes, settings, conflicts, and characters, as students will be analyzing these archetypes throughout the progression of the novel. 4. As a class, read and discuss CommonLit article "Someone Might be Watching - an Introduction to Dystopian Fiction " by Shelby Ostergaard. After reading, students will answer questions to demonstrate understanding.	1. Journal response 2. Utopia group activity	RI.CR.9-10.1 RI.CI.9-10.2 W.RW.9-10.7 SL.PE.9-10.1 SL.AS.9-10.6

"Last Night of the World" by Ray Bradbury (1 week)	1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	1. Read the story, "Last Night of the World" and answer questions to assess understanding. 2. After reading, have students look back at the story to identify three examples to support how this story is reflective of the dystopian genre. 3. Create an illustration of the story. Students can focus on symbols, an important scene, or a theme that is conveyed in the story. On the back of the illustration the students will write one paragraph explaining how their drawing conveys an important message or idea from the story.	1. Guided reading questions 2. Illustration for "Last Night of the World" with written analysis	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 W.RW.9-10.7
Dystopian Literature Short Story Literature Circles (1 week)	1. 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; provide an objective summary of the text. 2. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Place students into small groups and assign each group one of the following stories: ● "Examination Day" by Henry Slesar ● "Amaryllis" by Carrie Vaughn ● "There Will Come Soft Rains" by Ray Bradbury 2. Each group will read their assigned stories and answer guided reading questions to assess understanding. 3. After reading, have students look back at the story to identify three examples to support how this story is reflective of the dystopian genre. 4. Each group should discuss the theme of their assigned story. Groups will also discuss how the theme is developed in the text. 5. Each group will create a storyboard depicting the important plot events from their story. Groups will present their storyboards to teach the class about their story, also explaining the theme and characteristics of	1. Guided reading questions 2. Informal observations during class discussions 3. Storyboard group assignment	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 SL.PE.9-10.1 SL.PI.9-10.4 W.WP.9-10.4 W.RW.9-10.7

		dystopian literature they found while reading.		
Legend by Marie Lu Part One: "The Boy Who Walks in the Light" (2-3 weeks)	1. Determine the meaning of words, 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. 2. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 3. 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; provide an objective summary of the text. 4. 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.	1. As an introduction to the novel, students will complete a "text-features" scavenger hunt to help students preview the novel and its narrative structure. Through guided questions, prompt students to examine the cover of the book and the first few chapters to see that the story is told from two perspectives (see OnCourse for resources). 2. Define vocabulary terms from Part One of *Legend*. Students can demonstrate understanding of vocabulary terms by using the words in a sentence, writing a story using the vocabulary words, sketching a picture that shows the meaning of the words, etc. 3. Begin reading the novel, *Legend*. While reading, students will complete guided reading questions to assess comprehension. Students should also keep track of examples of dystopian literature traits while reading. 3. After reading the first few chapters, teach a mini-lesson on characterization: define direct and indirect characterization, static and dynamic characters, and include characterization techniques such as flashbacks and memories, reactions and emotions, dialogue, and point of view. Students will complete a chart to identify June and Day's character traits. 4. After learning about characterization, students will compose "I Am" poems about one of the main characters in the novel. Have students brainstorm a list of traits about a character and think about what makes them unique. Students will compose a 15 line poem from the perspective of a	1. Vocabulary assignment 2. Guided reading questions 3. Characterization chart 4. "I Am" poems 5. Response to a critical thinking question using the RACE method 6. Informal observations during class discussions	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 L.KL.9-10.2 L.VL.9-10.3

		character, starting each line with the phrase "I Am" followed by a descriptive word or phrase. 5. After finishing part one, students will respond to the following critical thinking questions using the RACE method: ● What changes June's view of Thomas and Commander Jameson? Why is she considered a troublemaker in the military?		
Legend by Marie Lu Part Two: "The Girl Who Shatters the Shining Glass" (2-3 weeks)	1. Determine the meaning of words, 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. 2. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 3. 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; provide an objective summary of the text.	1. Define vocabulary terms from Part Two of *Legend*. Students can demonstrate understanding of vocabulary terms by using the words in a sentence, writing a story using the vocabulary words, sketching a picture that shows the meaning of the words, etc. 2. Continue reading the novel, *Legend*. While reading, students will complete guided reading questions to assess comprehension. 3. Teach a mini-lesson on types of conflict: man vs man, man vs himself, man vs nature, man vs society, man vs technology, and man vs fate. Working in small groups, have students find examples of each type of conflict within the novel. Students should cite the page number where the conflict was found and describe the conflict that the characters are facing. 4. Read the story, "Harrison Bergeron" and answer comprehension questions to assess understanding. 5. Discuss as a class, what is a rebel? Working in small groups, have students find text evidence from both *Legend* and "Harrison Bergeron" to determine if the main characters from each story (Day and June; Harrison and	1. Vocabulary assignment 2. Guided reading questions 3. Conflict assignment 4. "Harrison Bergeron" assignment and discussion 5. Response to a critical thinking question using the RACE method 6. Informal observations during class discussions	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RI.CR.9-10.1 RI.IT.9-10.3 RI.AA.9-10.7 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 SL.PI.9-10.4 L.KL.9-10.2 L.VL.9-10.3

	4. 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.	George) are rebels. Discuss the following as a class: ● What impact do these rebels have on society? ● Do any of the societies need these rebels or are they just creating chaos for nothing? 6. Place students in small groups and assign each group a different non-fiction article to read and annotate. As a group, students will discuss to what extent the topic discussed in their articles affect our society. Each group will then present their article to the class, explaining what they have discussed. Students will have time to debate and discuss topics presented. Suggested articles: ● "U.S. Airport Screeners are Watching What You Read" by Ryan Singel ● "Are You a Stalker Too? By Meghan Daum ● "University Attendance Scanners Make Some Uneasy" by Daniel Kraker ● "How Companies Learn Your Secrets" by Charles Duhigg 7. Based on article, discussion, and the novel, *Legend*, students will write a persuasive response to the following prompt using the RACE format: ● Is the novel, *Legend*, relevant to our society? Why, or why not?		
Literary Analysis Essay (3-4 days)	1. 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.	1. Introduce and explain literary analysis essay assignment, providing students with an outline of how to structure a literary analysis essay. 2. In an essay, students will explore the ways in which June has evolved over the course of the novel into a rebel, and then, conclude as to whether or not this was a change for the better.	1. Literary analysis essay	RL.IT.9-10.3 RL.TS.9-10.4 W.WP.9-10.4 W.RW.9-10.7 L.SS.9-10.1 L.KL.9-10.2

		Using the notes and guided reading questions gathered while reading the novel, students will answer the prompt with their own original claim supported by evidence from the novel.			
Writing a Dystopian Story (4-5 days)	1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1. As a culminating activity, students will demonstrate their understanding of the dystopian genre by writing an original story. Students should consider: ● Characteristics of the genre ● Archetypes and motifs (characters, situations, etc.) ● Themes based on novel, poems, articles, and discussions ● Current events that may impact the future 2. Brainstorming/Outlining: Students will complete Freytag's pyramid in which they map out their story. They should include exposition, rising action, conflicts, climax, falling action, and conclusion. 3. Once the teacher has approved outlines, students will write their original dystopian short story. Stories should be 1-page minimum.	1. Original Dystopian short story	W.NW.9-10.3 W.WP.9-10.4 W.RW.9-10.7 L.KL.9-10.2	

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 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.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).
- 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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.