

Course Name, Length, Date of Revision and Curriculum Writer

Course Name: English 10 and English 10CP

Length: Full year course

Date of Revision: August 2024

Curriculum Writer: Kelly Smith

Course Overview

The English 10 course is designed to continue the development of students' analytical reading and writing skills, heightening their awareness of structure and patterns in literature. The units and accompanying activities are designed to guide students in their identification, examination, and analysis of these elements while teaching them how to construct written responses that accurately and efficiently convey their new understandings. The students will examine these elements in a variety of genres and texts. Students will ultimately consider the impact that patterns and structure from early literature have had on contemporary works, examining classic selections such as Shakespearean texts and Ancient Greek texts, and then drawing connections to contemporary novels and nonfiction texts. The writing assignments require students to convey their thoughts and conclusions clearly and efficiently while effectively employing textual evidence in support of their claims. The assignments will guide students in learning how to identify strong evidence, employ it correctly and efficiently in their writing, and edit and revise by examining their own writing closely to gain intensity and purpose. These skills apply to all types of writing in which the students will engage: expository, informational, and narrative. Finally, each unit includes a written component to strengthen student awareness of and efficiency with both print and digital resources, giving them opportunities to synthesize research and gather support for their analyses while providing them with valuable 21st century skills.

To demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- Various formative assessments should be employed throughout the course to monitor and determine the level of development of skills and understanding.
- Homework is encouraged as both a preparatory tool for the planned classroom lessons and as an independent mode for work completion.
- Differentiated instruction is well-represented and necessary to create opportunities for success with diverse learners. Suggestions for modification are included in the program of study when possible and encouraged in subsequent updated drafts.
- Assessments should be varied and consistent with the skills covered in instruction, and should include various modes of learning (oral, written, visual, etc.).
- Rubrics should be developed and provided when applicable to convey clear requirements and maintain transparency and equality.
- Technology use is highly encouraged and should be used via various formats and methods.
- The MLA format is standard for all formal written work.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

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Unit 1: The Power of Communication

Content Area: Language Arts

Course(s): English 10 CP

Length: 5-6 weeks

Status: Not Published

Summary of the Unit

This unit focuses on dystopian literature with a concentration on the power of language and communication. Students will examine traits of dystopian literature and common themes such as dehumanization and abuse of power. Restrictions on language and communication are a primary trait of the dystopian genre, and the impact on interpersonal relationships and individual freedoms will be explored. Multiple long texts are offered for this unit as well as short texts and excerpts that will explore similar themes and give students the opportunity for comparison.

Enduring Understandings

- Freedoms of speech and expression are crucial elements of a free society.
 - Lack of communication often leads to feelings of isolation and alienation.
 - Words - spoken or unspoken - have power.
 - Certain archetypes are used by authors to create specific effects.
- Literature can be interpreted in many ways, but interpretations require clear support from the text.
- Any group of people can use propaganda as a method of manipulation.
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Essential Questions

- Why do words matter?
 - What effects do words have on our daily lives?
 - How challenging is it to choose the right words?
 - What happens when we use inappropriate words or say the wrong thing?
 - Is freedom of speech an integral right?
 - What happens to thought if we limit speech?
 - How are relationships with others affected by an inability to communicate?
 - How does technology impact communication?
 - How do authors use language to develop tone and influence the feelings of the readers?
 - How can we as readers and thinkers be influenced by the perspectives and opinions of others?
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Summative Assessment and/or Summative Criteria

1. Dystopian Short Story: Write an original dystopian short story incorporating the elements of fiction, the components of plot, and the traits of dystopia.
 - a. -Alternates:
 - i. -Create a travel brochure for an original dystopian society
 - ii. -Create a slideshow or presentation detailing an original dystopian society.
 2. Literary Analysis Essay: Write a literary analysis essay comparing a choice of dystopian texts (i.e. sections of one novel to another or sections of novel to a shorter selection). Essay should be 4-6 paragraphs in length.
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Resources

- Unit resources labeled “(SS)” indicate texts included in *StudySync*.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Long Texts:

- *1984* by George Orwell
- *Brave New World* by Aldous Huxley
- *Legend* by Marie Lu

Film/Media:

- *Divergent*
- *Twilight Zone: “Eye of the Beholder”*

Short Stories and Excerpts:

- “The Pedestrian” by Ray Bradbury
- “The Last Night of the World” by Ray Bradbury
- “There Will Come Soft Rains” by Ray Bradbury
- “Little Brother” by Bruce Holland Rogers
- “The Refusal” by Franz Kafka (SS)
- “She Unnames Them” by Ursula K. Le Guin (SS)
- “The Story of a Vision” by Francis La Flesche (SS)
- *Heart of Darkness* (excerpt) by Joseph Conrad (SS)
- *Things Fall Apart* (excerpt) by Chinua Achebe (SS)

Nonfiction Texts:

- “Literary Focus: Modernism and Postmodernism” (SS)
- “In Between Cultures: A Granddaughter’s Advantage” by Hayan Charara (SS)
- “Letter from Birmingham Jail” by Martin Luther King Jr. (SS)
- “Speech to the Second Virginia Convention” by Patrick Henry (SS)

Poems:

- “I Am Offering This Poem” by Jimmy Santiago Baca (SS)
- “My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears” by Mohja Kahf (SS)
- “A Voice” by Pat More (SS)

Web Site:

- Destruction of Language Site: www.xkcd.com/simplewriter

Self-Selected Text Options:

- *The Sun is Also a Star* excerpt by Nicola Yoon
- “The River Merchant’s Wife: A Letter” by Ezra Pound
- *Doctor Zhivago* excerpt by Boris Pasternak
- *The Kingdom of the Golden Dragon* excerpt by Isabel Allende
- “Negro Spirituals” by Thomas Wentworth Higginson
- *Fahrenheit 451* excerpt by Ray Bradbury
- *I Will Always Write Back* excerpt by Caitlin Alifirenka and Martin Ganda

Resources for ELL Support:

- “Roosevelts on the Radio” (informational)
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- “The Dinner of the Lion” (informational)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Pre-reading Activities: (5-8 Days) <i>-Divergent</i> -<i>Twilight Zone</i>: “Eye of the Beholder” - “The Pedestrian” by Ray Bradbury - “The Last Night of the World” by Ray Bradbury - “There Will Come Soft Rains” by Ray Bradbury -” Little Brother” - “The Refusal” by Franz Kafka (SS)</p>	<p>1. SWBAT determine traits that are more desirable than others; SWBAT articulate and oppose the arguments of others; SWBAT speak and listen according to the appropriate context.</p> <p>2. SWBAT identify important traits of dystopian societies.</p>	<p>1. Creating the Perfect Place: Students will work in groups to create a perfect society. This can include an entire society or a list of 10-15 traits of the perfect society (teacher choice). Students will be given a list of guidelines to help them create the utopia or focus their list. Concepts to consider include the name of the society, the type of government, education, employment, currency, law enforcement, and individual rights. Students will create a list, poster, or slideshow of their characteristics, and present them to the class. Class will evaluate each society for strengths and weaknesses, closing with a written reflection about the activity. Questions could include but are not limited to the following: What worked well in your society, and what did not? What issues did your group have in creating each component of the society and in coming to a unanimous decision? In what ways is this reflective of real society? Could a perfect society actually exist?</p> <p>2. Students will take notes from a slideshow to identify the traits of dystopian literature (propaganda, conformity, altered perspectives, laws and punishments, undeserving worship, unconventional character, familiarity, caste system, back story, and technology) and common themes (e.g., dehumanization, totalitarianism/</p>	<p>1. Student presentations, discussion, and written reflection</p> <p>2. Graphic organizer, Writer’s notebook, Google form quiz</p>

		<p>abuse of power, isolation/alienation, restricted freedom of expression). Teacher will choose 1 or more selections from the choices listed. Students will read or view the material, identifying examples of each trait.</p>	
	<p>3. SWBAT engage in appropriate conversation, formulate opinions with justification, and respond to the viewpoints of others.</p>	<p>3. Teacher will give students a list of statements with which to agree or disagree. Statements will vary depending on book but should include topics about government overreach, loss of personal freedoms, and changing values (i.e., Books with controversial content should be censored, It is unpatriotic to question your government during times of war, and If I know something to be true, then no one could ever make me believe otherwise). Students will be given time to read over statements, and class will discuss. Students must be able to justify their opinions and respond to the points made by others.</p>	<p>3. Class discussion, brief written reflection</p>
<p>During Reading Activities (5 to 6 weeks)</p> <p>-1984 -Brave New World -Legend</p>	<p>1. SWBAT identify dystopian characteristics.</p> <p>2. SWBAT analyze the elements of fiction.</p>	<p>1. While reading the first 4 to 6 chapters, students will identify the dystopian traits and themes reviewed during pre-reading. This can be done in graphic organizers or in writer's notebooks.</p> <p>2. Throughout reading, students will track the development of characters, themes, and plot as well as the use of literary devices, specifically symbolism and foreshadowing.</p>	<p>1. Graphic organizers, writer's notebooks</p> <p>2. Comprehension questions, Reading checks, teacher-created quizzes and tests</p>

<p>https://www.xkcd.com/simplewriter/</p>	<p>3. SWBAT integrate appropriate textual evidence as support for a written claim; SWBAT state and develop a claim about a text.</p> <p>4. SWBAT analyze the importance of language and communication; SWBAT evaluate the harmfulness of restrictions to language.</p>	<p>3. Students will respond to teacher-created written prompts regarding quote analysis, theme analysis, and/or character development. (e.g., In <i>1984</i>, should Winston trust O'Brien? Why or why not? In <i>Brave New World</i>, which character traits make Bernard both conventional and unconventional? In <i>Legend</i>, why do Day and June have such different perspectives?). Students will practice making a claim and using textual evidence to support the claim.</p> <p>4. Destruction of Language Activity - In pairs or small groups, students will visit the web site https://www.xkcd.com/simplewriter/ which allows users to type in only the top 1000 words in the English language. If the word turns red, then it is not one of the approved words and cannot be used. Teacher can provide topic list that will definitely create many red words (e.g., Choose a religion and explain it as if the audience has never heard of it, or Explain which is better, iPhones or Androids), or students can choose their own topics. Class can either try to guess student topics or compare original student writing (with red words) to finalized version (without red words).</p>	<p>3. Student written responses (graphic organizers can be provided for scaffolding)</p> <p>4. Discussion or written reflection - How frustrating was this activity? Is the destruction of language a beautiful thing? How does limiting language limit thought as well?</p>
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	<p>5. SWBAT create propaganda connected to the text.</p> <p>6. SWBAT demonstrate knowledge of grade-level appropriate words and apply proper context.</p> <p>7. SWBAT assess the different types of government systems.</p>	<p>5. In pairs, students will create propaganda posters. Content of the posters should contain imagery relevant to the chosen novel. For example, students can create Hate Week posters for <i>1984</i>, illustrate a hypnopædic phrase from <i>Brave New World</i>, or illustrate a Jumbotron message from <i>Legend</i>. Students will also create a 1 paragraph justification for their posters, explaining what they are depicting, how it relates to the novel, and why they chose it.</p> <p>6. Students will explore vocabulary in the chosen novel. Teacher can provide a list or students can determine their own list of 15 to 30 words to study over the course of the novel.</p> <p>7. Research different systems of government - socialism, communism, capitalism, totalitarianism, etc. - and create a chart with key features of each. While reading, determine features of each type present in the novel.</p>	<p>5. Poster with written analysis</p> <p>6. Original contextual sentences, flashcards, vocabulary 4 square, vocabulary in context activities, vocabulary quiz</p> <p>7. Chart comparing types of rule, student notes, written responses based on findings</p>
<p>Works to Incorporate While Reading (examples provided below but any of the texts from the approved list above can be used)</p> <ul style="list-style-type: none"> - “The Refusal” - “She Unnames Them” - “The Story of a Vision” -<i>Heart of Darkness</i> 	<p>8-13. SWBAT compare content of one text to similar topics, traits, and themes by considering their treatment and presentation in</p>	<p>8. Explore “The Refusal” by Franz Kafka for dystopian traits and themes.</p> <p>9. Read “I am offering this poem to you” and compare the theme to Winston and Julia in <i>1984</i>, John and Lenina in <i>Brave New World</i>, or Day and June in <i>Legend</i>.</p>	<p>8-13. Teacher’s choice of activities; Suggestions: Graphic organizer, writer’s notebook, TPCASTT of</p>

<p><i>-Things Fall Apart</i> - “Literary Focus: Modernism and Postmodernism” - “In Between Cultures:A Granddaughter’s Advantage” - “Letter From Birmingham Jail” - “Speech to the Second Virginia Convention” - “I am Offering This Poem” - “My Grandmother Washes Her Feet...” - “A Voice”</p>	<p>differing texts and media.</p>	<p>10. Explore the idea of family tradition and storytelling illustrated by “The Story of a Vision.” Compare this to the lack of family units in the dystopian texts and the restrictions on communication.</p> <p>11. Explore the idea of fear of outsiders and the theme of dehumanization by reading the excerpt from <i>Heart of Darkness</i>. Compare representations of similar content in the chosen novel.</p> <p>12. Read “Letter from Birmingham Jail” and “Speech to the Second Virginia Convention.” Compare the speakers’ perspectives of injustice, oppression, and their willingness to die for the cause to a protagonist from one of the novels.</p> <p>13. Read “A Voice” and compare the feelings of isolation and the fear of speaking up to a protagonist from one of the novels.</p>	<p>poems, written response, think-pair-share, class discussion, debate, Socratic seminar, station activities, <i>StudySync</i> questions and activities</p>
<p>Post-Reading (1 week - can be incorporated throughout unit) 1. Original Dystopian Short Story</p>	<p>1. SWBAT create an original short story</p>	<p>1. Write an original dystopian short story incorporating the elements of fiction, the components of plot, and the traits of dystopia. Students should be provided with graphic organizers to help them plan their work. Suggestions include graphic organizers for Freytag’s pyramid, characterization, and dystopian traits.</p> <p>-Alternates: -Create a travel brochure for an original dystopian society -Create a slideshow or presentation detailing an original dystopian society.</p>	<p>1. NJSLA narrative task rubric or teacher-created rubric</p>

<p>2. Literary Analysis Essay</p>	<p>2. SWBAT compare elements of texts.</p>	<p>2. Write a literary analysis essay comparing a choice of dystopian texts (i.e. sections of one novel to another or sections of novel to a shorter selection). Essay should be 4-6 paragraphs in length. Students should utilize graphic organizers (that reflect a standard 4-6 paragraph essay).</p>	<p>2. NJSLA literary analysis task rubric</p>
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New Jersey Student Learning Standards 2023

- ELA.L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.
- ELA.L.SS.9–10.1.A Use parallel structure.
- ELA.L.SS.9–10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELA.L.SS.9–10.1.C Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- ELA.L.SS.9–10.1.D Use a colon to introduce a list or quotation.
- ELA.L.SS.9–10.1.E Recognize spelling conventions.
- ELA.L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- ELA.L.KL.9–10.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- ELA.L.KL.9–10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- ELA.L.KL.9–10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA.L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.9–10.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.L.VL.9–10.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- ELA.L.VL.9–10.3.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ELA.L.VL.9–10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.L.VL.9–10.3.E Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- ELA.L.VI.9–10.4.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- ELA.L.VI.9–10.4.B Analyze nuances in the meaning of words with similar denotations.

- ELA.L.VI.9–10.4.C 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; how the language of a court opinion differs from that of a newspaper).
- ELA.RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- ELA.RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- ELA.RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- ELA.RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ELA.RL.TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- ELA.RI.TS.9–10.4 Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.RL.PP.9–10.5 Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- ELA.RI.PP.9–10.5 Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- ELA.RI.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- ELA.W.AW.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- ELA.W.AW.9–10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.W.AW.9–10.1.B Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- ELA.W.AW.9–10.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.W.AW.9–10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- ELA.W.AW.9–10.1.E Provide a concluding paragraph or section that supports the argument presented.
- ELA.W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.NW.9–10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ELA.W.NW.9–10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.W.NW.9–10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- ELA.W.NW.9–10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.W.NW.9–10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ELA.W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.WR.9–10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELA.W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- ELA.W.RW.9–10.7 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.
- ELA.SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ELA.SL.PE.9–10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- ELA.SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- ELA.SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- ELA.SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- ELA.SL.II.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ELA.SL.ES.9–10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

- ELA.SL.PI.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- ELA.SL.UM.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- ELA.SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:

**Maintain consistency with individual plans as appropriate.*

-Individualized Support: Adapt writing prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for response planning and writing. Use graphic organizers and visual aids to support structure and organization.

-Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

-Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

-Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

-From *StudySync*: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

ELL (English Language Learners):

**See ELL Resources*

-Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

-Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

-Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

**See Self-Selected Text Options*

-Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

-Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

-Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Suggested Technological Innovations/Use

- Use of online learning platform included with OnCourse Classroom and *Studysync*
 - Use of online libraries of text, like Common Lit and ReadWorks
 - Use of student chrome books for research and Google products (e.g., Docs, Slides, Form)
 - Use of Google Translate as needed
 - Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.
 - Use of Research Databases (e.g., Ebsco, Facts of File, Fact Cite)
 - Use of Canva
 - Use of shared Google Docs for group collaboration and peer editing
 - Use of online dictionary and/or thesaurus tools
 - Use of online copies of texts or audiobooks
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Cross Curricular/21st Century Connections

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
 - 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
 - 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
 - 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
 - 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.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).
 - 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.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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Unit 2: Moving Forward

Content Area: Language Arts

Course(s): English 10 CP

Length: 5-6 weeks

Status: Not Published

Summary of the Unit

As readers, we often look to fictional texts for guidance. These texts can teach us lessons about history, the present, and even our own lives. The lives of characters can provide us with examples of how we can face and overcome trauma, ultimately finding ways to move forward. In this unit, students will have the opportunity to explore texts about ordinary people who find ways to overcome adversity, ultimately becoming everyday heroes. Students will also examine the different motivations, both intrinsic and extrinsic, that drive our actions as well as the ripple effects that those actions can have.

Enduring Understandings

- The ability to articulate our opinions, motivations, and perspectives is crucial.
 - Every character or person is driven by both intrinsic and extrinsic motivation.
 - Internal and external conflict as well as our responses to them develop us as people.
 - Authors use a variety of methods of characterization.
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Essential Questions

- What do readers learn by reading about past and present struggles?
 - What do these stories teach us about ourselves and the impact our culture has on our lives and our goals?
 - How does the past influence the present?
 - How do our experiences form our viewpoints?
 - How can argumentative texts teach us about motivation and presenting our own perspectives?
 - How do characters grow and develop from the challenges they face?
 - What methods of characterization are used by authors?
 - What defines a hero?
 - Can we expect consequences or punishments for our past actions?
 - How does the use of suspense help in the development of a story?
 - How do authors use literary devices and figurative language to enrich the content of a text?
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Summative Assessment and/or Summative Criteria

1. Create your own hero: Students will create a hero or protagonist based on the developmental paradigm seen in the selected texts throughout the units. Projects should include a visual representation of the created character as well as a written explanation of character traits and analysis of how those traits align with the text(s) that were read. Teacher can choose to have students present their characters.
 2. Character Analysis: Students will track the development of the protagonist in the chosen novel. At the conclusion of reading, students will determine if the protagonist is a victim of his/her environment or of his/her own personal choices. Students should include specific examples of character's choices, motivations, and circumstances from the text. They can also choose an argumentative text from the Resources as an example of a speaker who rose above circumstance and environment.
 3. Alternate Ending: Students will create an alternate ending for the large text chosen in the unit. Student endings should be consistent with the text up to a certain point (i.e. final chapter or epilogue, or some other mutually agreed upon end point). Changing one small decision made on the part of any character
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will ultimately change the outcome. Students will choose a detail to alter and create a conclusion based on the effects of that change.

Resources

- Unit resources labeled “(SS)” indicate texts included in *StudySync*.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Long Texts:

- *Big Fish* by Daniel Wallace
- *Ethan Frome* by Edith Wharton
- *And Then There Were None* by Agatha Christie

Short Stories and Excerpts:

- *Republic* (excerpt) by Plato (SS)
- *Night* (excerpt) by Elie Wiesel (SS)
- *Civil Peace* (excerpt) by Chinua Achebe (SS)
- *Ramayana* (excerpt of epic) by Valmiki (SS)
- “Stay True Hotel” by Naomi Shihab Nye
- “Arm Wrestling with My Father” by Brad Manning
- “Lather and Nothing Else” by Hernando Tellez
- “The Sniper” by Liam O’Flaherty
- “A Jury of Her Peers” by Susan Glaspell
- “Appointment with Love” by Sulamith Ish-Kishor:
<https://janice142.com/JoyPage/AppointmentWithLove.htm>

Nonfiction Texts:

- “Literary Focus: The Classics” (SS)
- “The Power of the Hero’s Journey” by Louise Munson (SS)
- “The 12 Stages of the Hero’s Journey”:
<https://www.wlww.k12.or.us/site/handlers/filedownload.ashx?moduleinstanceid=17067&dataid=15846&FileName=The%2012%20Stages%20of%20the%20The%20Hero.pdf>
- “Valedictorian Address at Anacostia High School” by Rashema Melson (SS)
- “Methods of Motivation” (SS)
- “Remarks at the UN General Assembly” by Ellen Johnson Sirleaf (SS)
- “A Plea for Global Education” by Rigoberta Menchu Tum and Global Vision (SS)
- “The Perils of Indifference” by Elie Wiesel (SS)
- “Anxiety Challenge by Another Name” by James Lincoln Collier:
<https://users.scc.spokane.edu/JRoth/Courses/Writers%20Resources/Help%20From%20Me/Langan%20Essays/anxiety--challege%20by%20another%20name.htm>

Poems:

- “The Gathering Place” by Amanda Gorman (SS)
- “The Hero’s Journey” by Tony Hoagland

Self-Selected Text Options:

- “The Future of Women in Flying” by Amelia Earhart
- “Pearl Harbor Address” by Franklin Delano Roosevelt
- “The Wisdom of Crowds” by James Surowiecki
- *The Epic of Gilgamesh* excerpt by Sumerian Tradition (translated by Maureen Gallery Kovacs)
- “The Poet” by Paul Laurence Dunbar
- *The Alchemist* excerpt by Paulo Coelho
- *The House of the Spirits* excerpt by Isabel Allende

Resources for ELL Support:

- “The Peasant Revolt” (informational)
 - “Learning a Second Language: Is It Worth It?” (argumentative)
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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Pre-Reading Activities (5-8 days) -“Literary Focus: the Classics” - “The Hero’s Journey” -“The Power of the Hero’s Journey” and/or “The 12 Stages of the Hero’s Journey”	1. SWBAT familiarize themselves with the traits of the classical period. 2. SWBAT list the traits of hero; SWBAT explore concepts of heroism. 3. SWBAT identify the steps of the hero’s journey; SWBAT apply the steps of the hero’s journey; SWBAT examine the	1. Students will read and annotate “Literary Focus: The Classics” in order to identify the aims and values of the period. 2. In their notebooks, students will define what a hero is according to them. Then, class will read the poem, “The Hero’s Journey,” annotating for details that will lead to the creation of a definition of a hero. Then, students will respond to the question, According to the author, what is a hero? How does the author’s definition align with your own? 3. Students will read either “The Power of the Hero’s Journey” or “The 12 Stages of the Hero’s Journey” in order to familiarize	1. <i>StudySync</i> Think Questions, Class Discussion 2. Written response 3. Graphic organizers

<p>-“Valedictorian Address at Anacostia High School”</p> <p>-“Methods of Motivation”</p>	<p>characterization of their chosen hero.</p> <p>4. SWBAT explore how and why people pursue goals; SWBAT compare intrinsic and extrinsic motivation.</p>	<p>themselves with Campbell’s archetype. Students will choose a popular hero (e.g., Marvel hero, Disney hero) and apply the steps of the hero’s journey to their story (use of graphic organizer suggested include step and its description and details from chosen character’s story). Teacher will also review direct and indirect (STEAL or PAIRS) characterization. While mapping their hero’s journey, students will provide examples of the way in which their hero is characterized.</p> <p>4. In their notebooks, students will brainstorm about motivation. What drives you to behave the way you do? What motivates you to succeed? Can some sources of motivation be a bad thing? Class will read texts, “Valedictorian Address at Anacostia High School” and “Methods of Motivation.” Students will create a T-chart comparing traits of both types of motivation along with possible benefits of each.</p>	<p>4. T-chart</p>
<p>-“Anxiety: Challenge by Another Name”</p>	<p>5. SWBAT identify the tone and purpose of an informational text; SWBAT write an</p>	<p>5. Students will read “Anxiety: Challenge by Another Name” and</p>	<p>5. Student written response (1-2 paragraphs)</p>

	<p>explanatory text using textual evidence.</p>	<p>annotate it for diction. Students will look for specific words in order to identify a tone and purpose for the text. Tone words like positive, negative, and neutral should be eliminated except for purposes of categorization. Teacher can choose to provide students with a list of tone words for reference.</p>	
<p>During Reading Activities: (3-4 weeks)</p> <p>-<i>Big Fish</i></p> <p>-<i>Ethan Frome</i></p> <p>-<i>And Then There Were None</i></p>	<p>1. SWBAT identify milestones in character development; SWBAT evaluate character motivations.</p> <p>2. SWBAT analyze textual evidence from the novel; SWBAT relate textual evidence to bigger ideas (e.g., literary devices,</p>	<p>1. Either in their notebooks or teacher created graphic organizer, students will keep track of characters, their primary traits, their actions, and their motivations as well as examples from the text of both direct and indirect characterization. Depending on the text, this can take different forms. (For <i>Big Fish</i>, students could track the characters involved in each of the father's stories. For <i>Ethan Frome</i>, students could track the 3 primary characters. For <i>And Then There Were None</i>, students could track the characters at the party and create cards.)</p> <p>2. Teacher will choose important quote(s) from the novel. For extension after initial analysis, students can choose quotes for subsequent quote</p>	<p>1. Character Chart</p> <p>2. Quote Analysis</p>

	<p>character, theme development).</p> <p>3. SWBAT analyze content of novel; SWBAT write analytically about content.</p>	<p>analysis activities. In a well-developed paragraph, students will analyze the importance of the quote as it relates to the context of the novel. Students can also choose an additional quote that supports their response. (For <i>Big Fish</i>, consider the quote, “Remembering a man’s stories makes him immortal...” For <i>Ethan Frome</i>, consider the quote, “That man touch a hundred? He looks as if he was dead and in hell now!” For <i>And Then There Were None</i>, consider the quote, “It was a fantastic moment. In it, Anthony Marston seemed to be something more than mortal. Afterwards, more than one of those present remembered that moment.”)</p> <p>3. Throughout the course of the unit, students will complete journal writing about the chosen novel. Teacher will determine the appropriate number of responses (5-10 suggested). Student responses must include specific information from the novel (direct quotes suggested) to support their writing. Suggested journal topics include but are not limited to Critique a character, Make a</p>	<p>3. Journal Responses</p>
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	<p>4. SWBAT demonstrate comprehension; SWBAT apply active reading skills.</p> <p>5. SWBAT demonstrate knowledge of grade-level appropriate terms and apply appropriate context.</p>	<p>prediction, Question the author or a character, Identify a topic the reader would like to know more about, Effects of a prominent literary device, etc.</p> <p>4. Throughout reading, students will track the development of characters, themes, and plot as well as the use of literary devices, specifically symbolism and foreshadowing. Students will use their notes to create thick (thought-provoking, open-ended)/thin questions (plot/comprehension-based) for the novel. Students can present their questions for group discussion, quiz other students, or submit their questions for class assessments.</p> <p>5. Students will explore vocabulary in the chosen novel. Teacher can provide a list or students can determine their own list of 15 to 30 words to study over the course of the novel.</p>	<p>4. Comprehension questions, reading checks, teacher-created quizzes and tests, small group work, class discussion</p> <p>5. Original contextual sentences, flashcards, vocabulary in context activities, vocabulary 4 square, vocabulary quiz</p>
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	<p>6. SWBAT analyze the relationship of setting to plot and theme.</p>	<p>6. After reading the first few chapters of the novel, students should consider the setting. (For <i>Big Fish</i>, settings will vary but for <i>Ethan Frome</i>, students should focus on a Starkfield winter, and for <i>And Then There Were None</i>, students should focus on the isolated mansion and island). In small groups, students will create a visual representation of the setting based on details from the text. Students will participate in a gallery walk of each other's depictions. Then, they will reflect on the settings: How does the setting of the novel add to the story? Does it develop or restrict the characters? In what ways? Do the settings reflect the characters in any way?</p> <p>7. Throughout reading, students will keep track of important literary devices used in the novel. Teacher will choose which devices to focus on (suggestions: symbolism, foreshadowing, allusion, metaphor, simile, irony). Students will list the definition of the term, an example from the text, and a piece of evidence to illustrate the example (graphic organizer suggested).</p>	<p>6. Setting project/Gallery Walk and reflection</p> <p>7. Literary Devices Graphic Organizer, teacher-created quiz</p>
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	8. SWBAT evaluate the author’s use of suspense in the text.	8. While reading, students will track details and examples that build suspense or create tension in the text. When the novel has been completed, students will answer the following in a written response: How did the author build suspense in the novel? Which events in the text specifically hooked the readers? Was the “payoff” worthwhile in the end?	8. Written response
<p>Works to Incorporate while Reading (examples provided below but any of the texts from the approved list above can be used)</p> <ul style="list-style-type: none"> -“Ramayana” -“The Gathering Place” -“Remarks at the UN General Assembly” -“A Plea for Global Education” -<i>Night</i> excerpt -“The Perils of Indifference” -“First They Came” -“Lather and Nothing Else” - “The Sniper” - “A Jury of Her Peers.” -“Stay True Hotel” -“Arm Wrestling with My Father” -“Appointment with Love” 	9-14. SWBAT compare novel content to similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.	<p>9. Read “Ramayana” and apply the hero’s journey. Does this text compare to the heroes in other texts?</p> <p>10. Read the texts “The Gathering Place,” “Remarks at the UN General Assembly,” and “A Plea for Global Education.” Do any or all of the speakers possess the traits of a hero? Why or why not?</p> <p>11. Read the excerpt from <i>Night</i>. Follow that up by reading “The Perils of Indifference,” followed by “First They Came.” Examine the idea of the bystander effect as well as the heroes that are created by terrible circumstances. Do the protagonists of the main text become heroic after facing terrible circumstances? Why or why not?</p>	9-14. Teacher’s choice of activities; Suggestions: Graphic organizer, writer’s notebook, written response, TPCASTT of poems, think-pair-share, class discussion, debate, Socratic seminar, station activities, <i>StudySync</i> questions and activities

		<p>12. Optional for <i>And Then There Were None</i>: Read the short stories, “Lather and Nothing Else,” “The Sniper,” and “A Jury of Her Peers.” What were the characters’ motivations to kill or not to kill? Compare to the killer(s) in Christie’s novel.</p> <p>13. Optional for <i>Big Fish</i>: Read and annotate “Stay True Hotel” and “Arm Wrestling with My Father.” Compare the quests of these characters to know their parents to the quest of the main character in <i>Big Fish</i> to know his father.</p> <p>14. Optional for <i>Ethan Frome</i>: Read “Appointment with Love” and compare the relationship between the male and female protagonists to the relationship between Ethan and Zeena and with Ethan and Mattie. What motivates each pair to become involved?</p>	
<p>Post Reading (can be incorporated during reading) (1 to 2 weeks)</p> <p>1. Create Your Own Hero</p>	<p>1. SWBAT apply the hero’s journey; SWBAT create an original hero or protagonist; SWBAT apply methods of characterization.</p>	<p>1. Students will create a hero or protagonist based on the developmental paradigm seen in the selected texts throughout the units. Projects should include a visual representation of the created character as well as a written explanation of character traits and</p>	<p>1. Teacher-created rubric</p>

<p>2. Character Analysis</p>	<p>2. SWBAT analyze a specific character; SWBAT analyze the motivations behind character actions; SWBAT evaluate the relationship between actions and their consequences.</p>	<p>analysis of how those traits align with the text(s) that were read. Teacher can choose to have students present their characters.</p> <p>2. Students will track the development of the protagonist in the chosen novel. At the conclusion of reading, students will determine if the protagonist is a victim of his/her environment or of his/her own personal choices. Students should include specific examples of character's choices, motivations, and circumstances from the text. They can also choose an argumentative text from the Resources as an example of a speaker who rose above circumstance and environment. *Suggestion: Work on this option continuously while reading.</p>	<p>2. Teacher-created rubric and/or NJSLA rubric for analytical responses</p>
<p>3. Alternate Ending</p>	<p>3. SWBAT create an original narrative; SWBAT maintain consistency with an established text.</p>	<p>3. Students will create an alternate ending for the large text chosen in the unit. Student endings should be consistent with the text up to a certain point (i.e. final chapter or epilogue, or some other mutually agreed upon end point). Work must account for the variety of details that would change in the story's conclusion by</p>	<p>3. NJSLA rubric for narrative writing</p>

		changing one major aspect of it.	
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New Jersey Student Learning Standards 2023

- ELA.L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.
- ELA.L.SS.9–10.1.A Use parallel structure.
- ELA.L.SS.9–10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELA.L.SS.9–10.1.C Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- ELA.L.SS.9–10.1.D Use a colon to introduce a list or quotation.
- ELA.L.SS.9–10.1.E Recognize spelling conventions.
- ELA.L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- ELA.L.KL.9–10.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- ELA.L.KL.9–10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- ELA.L.KL.9–10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA.L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.9–10.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.L.VL.9–10.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- ELA.L.VL.9–10.3.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ELA.L.VL.9–10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.L.VL.9–10.3.E Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- ELA.L.VI.9–10.4.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- ELA.L.VI.9–10.4.B Analyze nuances in the meaning of words with similar denotations.
- ELA.L.VI.9–10.4.C 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; how the language of a court opinion differs from that of a newspaper).
- ELA.RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

- ELA.RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- ELA.RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- ELA.RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ELA.RL.TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- ELA.RI.TS.9–10.4 Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.RI.PP.9–10.5 Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- ELA.RI.AA.9–10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- ELA.W.AW.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- ELA.W.AW.9–10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.W.AW.9–10.1.B Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- ELA.W.AW.9–10.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.W.AW.9–10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.AW.9–10.1.E Provide a concluding paragraph or section that supports the argument presented.
- ELA.W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.NW.9–10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.W.NW.9–10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- ELA.W.NW.9–10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- ELA.W.NW.9–10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ELA.W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.RW.9–10.7 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.
- ELA.SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ELA.SL.PE.9–10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- ELA.SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- ELA.SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- ELA.SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- ELA.SL.II.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ELA.SL.ES.9–10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- ELA.SL.PI.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- ELA.SL.UM.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- ELA.SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:

**Maintain consistency with individual plans as appropriate.*

-Individualized Support: Adapt writing prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for response planning and writing. Use graphic organizers and visual aids to support structure and organization.

-Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

-Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

-Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

-From *StudySync*: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

ELL (English Language Learners):

**See ELL Resources*

-Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

-Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

-Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

**See Self-Selected Text Options*

-Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

-Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

-Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Suggested Technological Innovations/Use

-Use of online learning platform included with OnCourse Classroom and *StudySync*

-Use of online libraries of text, like Common Lit and ReadWorks

-Use of student chrome books for research and Google products (e.g., Docs, Slides, Forms)

-Use of Google Translate as needed

-Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.

-Use of Research Databases (e.g., Ebsco, Facts of File, Fact Cite)

-Use of Canva

-Use of shared Google Docs for group collaboration and peer editing

-Use of online dictionary and/or thesaurus tools

-Use of online copies of texts or audiobooks

Cross Curricular/21st Century Connections

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
 - 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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
 - 9.4.12.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.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Unit 3: The Persistence of Memories

Content Area: Language Arts
Course(s): English 10 CP
Length: 5-6 weeks
Status: Not Published

Summary of the Unit

Can immortality be achieved? In this unit, students will explore texts that demonstrate the ways in which parts of us as humans live on through time. Whether through the legacy of our actions, the impact of our words, or the knowledge in our very cells, humans leave behind them a rich history that continues to impact others long after the death of the individual. The texts listed in this unit offer a variety of perspectives, both personal and historical, that will allow students to examine and think critically about how the past affects the present.

Enduring Understandings

- In order to be successful in the future, we must learn from the events of the past.
- History provides us with an opportunity to grow and develop.
- Research is crucial when it comes to developing informed opinions.
- We are all products of our pasts.

Essential Questions

- How does the past impact the future?
 - How does a person's childhood or past shape who he or she becomes?
 - What can we learn about ourselves by recollecting our memories and childhood dreams?
 - Can we avoid certain mistakes in the future by learning about the past?
 - How does researching an issue provide us with a better understanding of it?
 - How can we write about ourselves creatively?
 - How do primary and secondary sources differ?
 - What makes a source credible?
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- What is the difference between legal responsibility and ethical responsibility?
 - What are the components of argument?
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Summative Assessment and/or Summative Criteria

1. Research Assignment - While reading, students will maintain a list of issues relevant to the chosen text. Based on the completed list, students will choose one of the topics and write a 2-3 page research paper describing the issue (i.e., its history, its current application, possible solutions). Papers must follow MLA format and include credible sources.
 2. Personal Narrative - Students will choose an event (or series of events) in their lives. Event(s) should be based on strong memories of the past or events that helped shape their lives currently.
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Resources

- Unit resources labeled “(SS)” indicate texts included in *StudySync*.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Long Texts:

- *The Wave* by Todd Strasser
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

Short Stories and Excerpts:

- *The God of Small Things* excerpt by Arundhati Roy (SS)
- *Persepolis* (excerpt) by Marjane Satrapi (SS)
- *The Immortal Life of Henrietta Lacks* (excerpt) by Rebecca Skloot (SS)

Nonfiction Texts:

- “Literary Focus: Surrealism” (SS)
- *By Any Other Name* excerpt by Santha Rama Rau (SS)
- “Rituals of Memory” by Kimberly Blaeser (SS)
- “Seeing at the Speed of Sound” by Rachel Kolb (SS)
- “Facial expressions - including fear - may not be as universal as we thought” by Michael Price (SS)
- *Dream Psychology: Psychoanalysis for Beginners* excerpt by Sigmund Freud (SS)
- *The Secret Life of Salvador Dali* excerpt by Salvador Dali (SS)
- *Rock, Ghost, Willow, Deer: A Story of Survival* excerpt by Allison Adelle Hedge Coke (SS)
- “No, I Do Not Want to Pet Your Dog” by Farhad Manjoo
- “Nazi Medical Experiments” - <https://encyclopedia.ushmm.org/content/en/article/nazi-medical-experiments>
- Heinz Dilemma and Kohlberg Moral Development: https://www.iccb.org/iccb/wp-content/pdfs/adulted/healthcare_curriculum/curriculum&resources/context_social_studies/F.%20HC%20Context%20Social%20Studies%20Resource%20File/84.pdf

Poems:

- “From Behind a Covered Window” by Ngo Tu Lap (SS)
- “Love is Not All” by Edna St. Vincent Millay (SS)

Self-Selected Text Options:

- *All But My Life: A Memoir* excerpt by Gerda Weissmann Klein
 - *A Long Way Gone: Memoirs of a Boy Soldier* excerpt by Ishmael Beah
 - *Every Day* excerpt by David Levithan
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- “Il Pleut” by Guillaume Apollinaire
- *Ishi, The Last of His Tribe* excerpt by Theodora Kroeber
- *Paper Towns* excerpt by John Green
- *Oedipus Rex* excerpt by Sophocles

Resources for ELL Support:

- “The Kiss” (informational)
- “Welcome to America, Mr. Harris” (informational)

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Pre-Reading Activities (3-5 days)</p> <p>-“Heinz Dilemma and Kohlberg Moral Development”</p> <p>-“Nazi Medical Experiments”</p>	<p>1. SWBAT identify and apply the stages of moral development.</p> <p>2. SWBAT identify appropriate situations in which to question authority; SWBAT evaluate the actions of others as either moral or amoral.</p> <p>3. SWBAT explore the importance of early childhood memories.</p>	<p>1. Using the information from the link associated with the Heinz Dilemma and Kohlberg Moral Development, teacher will present the Heinz Dilemma to students: Should Heinz steal an expensive but life-saving drug for his wife? Students need to answer with a justification for their opinion, not just yes or no. Teacher will present information on the moral stages, and students will group their responses accordingly.</p> <p>2. Students will explore the information from the “Nazi Medical Experiments” page. Class will discuss concepts of blind obedience and informed consent. When is it appropriate to question authority?</p> <p>3. Students will brainstorm about an early memory. Describe the memory. What lesson did</p>	<p>1. Discussion</p> <p>2. Student notes, possible written responses, discussion</p> <p>3. Student written responses, subsequent discussion</p>

<p>-“No, I Do Not Want to Pet Your Dog”</p>	<p>4. SWBAT review and identify terms relating to argument; SWBAT evaluate the argument of a text.</p>	<p>you learn from it? Why did it stay with you? In what ways, if any, does it affect your daily life? Students will share out responses and class will discuss.</p> <p>4. In small groups, read “No I Do Not Want to Pet Your Dog.” Students will annotate for components of argument (e.g., claim, counterclaim, evidence, ethos, pathos, logos). They will also annotate for diction in order to assign tone. Based on their annotations, they will determine the strength of the author’s argument. Groups will debate their findings.</p>	<p>4. Small group work, informal debate</p>
<p>During Reading Activities (4-5 weeks)</p> <p><i>-The Wave</i></p> <p><i>-The Immortal Life of Henrietta Lacks</i></p>	<p>1. SWBAT demonstrate comprehension of the text; SWBAT apply active reading skills.</p> <p>2. SWBAT demonstrate knowledge of grade-level appropriate terms</p>	<p>1. Throughout reading, students will track the development of characters, themes, and plot as well as the use of literary devices, specifically symbolism and foreshadowing. Students will use their own notes on the above to create thick (thought-provoking, open-ended)/thin questions (plot/comprehension-based) for the novel. Students can present their questions for group discussion, quiz other students, or submit their questions for class assessments.</p>	<p>1. Comprehension questions, reading checks, teacher-created quizzes and tests, small group work, class discussion</p> <p>2. Original contextual sentences, flashcards, vocabulary 4 square, vocabulary quiz</p>

	<p>and apply appropriate context.</p> <p>3. SWBAT track the variety of social issues involved in the text.</p> <p>4. SWBAT analyze themes present in the text; SWBAT apply textual evidence.</p> <p>5. SWBAT investigate the historical context of the novel; SWBAT assess the effects of history on present-day.</p>	<p>2. Students will explore vocabulary in the chosen novel. Teacher can provide a list or students can determine their own list of 15 to 30 words to study over the course of the novel.</p> <p>3. In their notebooks or in a teacher-made graphic organizer, students will take notes on the social issues brought up by the text. Students will list the issue, how it applies to the text, and how it could potentially be an issue in our lives today. *Students will use the list as a reference for the research assignment later in the unit.</p> <p>4. Students will keep a theme-evidence-analysis chart in their notebooks. They will track themes like morality, blind obedience to authority, the role of fear in conformity, and manipulation. Once a good sample of examples have been charted, students will write an in-class essay on a theme of their choice and how it is developed over the course of the text.</p> <p>5. Students will keep a research log based on the references made to real historical events or people mentioned in the text. They will explain the relevance of the</p>	<p>3. Student notes/graphic organizer</p> <p>4. In-class essay</p> <p>5. Research Log; Written response</p>
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	<p>6. SWBAT evaluate the ethics explored in the text.</p> <p>7. SWBAT create timelines of important events mentioned in the novel or relevant historically.</p>	<p>reference to the context in which it's used. After completion of a chapter or section, students will research the reference and add historical context. Ultimately, students will write a response assessing the effects of the past on the present as evidenced by their work.</p> <p>6. Students will examine specific instances involving questions of ethics (i.e. the students' choices to join the movement in <i>The Wave</i> or the doctors' use of "benevolent deception" in <i>The Immortal Life of Henrietta Lacks</i>. Students will keep a journal of their own opinions on the topics as well as their reactions to them. They will apply Kohlberg's moral stages as well.</p> <p>7. Either in their notes or on a teacher-created worksheet, students will create timelines for the events of the novel. (This is especially important for <i>Henrietta Lacks</i> as a strategy for tracking the two separate narratives.) Students can also list major events in history that correspond with the events (<i>Henrietta Lacks</i>) or that mimic them (<i>The Wave</i>). How did using a timeline as a note-taking strategy improve your</p>	<p>6. Notes, written responses, class discussions, debates (both formal and informal)</p> <p>7. Timelines, written responses, notes</p>
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		comprehension of the text? What did you notice about the influence of time on the text?	
<p>Works to Incorporate while Reading (examples provided below but any of the texts from the approved list above can be used)</p> <p>-“By Any Other Name -“Seeing at the Speed...” -“From Behind a Covered Window” -“Love is Not All” -“Facial expressions...” -“Rock, Ghost...” -“The God of Small Things” -<i>Persepolis</i> excerpt</p>	<p>8-15. SWBAT compare novel content to similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.</p>	<p>8. Read “By Any Other Name” and compare the prejudice faced by the narrator to the prejudice(s) present in the novel. How does prejudice make someone feel like an outsider? How do the experiences of our formative years impact our senses of self as we mature?</p> <p>9. Read “Seeing at the Speed of Sound.” How are memories able to capture emotions?</p> <p>10. Read “From Behind a Covered Window.” Examine the author’s use of imagery. How does the author’s use of questions relate to the questions faced by characters in the novel?</p> <p>11. Read “Love is Not All.” How do emotions motivate us? How do they motivate the characters in the novel?</p> <p>12. Read “Facial expressions-including fear-may not be as universal as we thought.” Consider how culture and memory influence our perspectives.</p> <p>13. Read “Rock, Ghost, Willow, Deer: A Story of Survival.” How do experiences during</p>	<p>8-15. Teacher’s choice of activities; Suggestions: Graphic organizer, writer’s notebook, TPCASTT of poems, written response, think-pair-share, class discussion, debate, Socratic seminar, station activities, <i>StudySync</i> questions and activities</p>

- ELA.L.SS.9–10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELA.L.SS.9–10.1.C Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- ELA.L.SS.9–10.1.D Use a colon to introduce a list or quotation.
- ELA.L.SS.9–10.1.E Recognize spelling conventions.
- ELA.L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- ELA.L.KL.9–10.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- ELA.L.KL.9–10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- ELA.L.KL.9–10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA.L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.9–10.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.L.VL.9–10.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- ELA.L.VL.9–10.3.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ELA.L.VL.9–10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.L.VL.9–10.3.E Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- ELA.L.VI.9–10.4.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- ELA.L.VI.9–10.4.B Analyze nuances in the meaning of words with similar denotations.
- ELA.L.VI.9–10.4.C 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; how the language of a court opinion differs from that of a newspaper).
- ELA.RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- ELA.RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- ELA.RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- ELA.RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- ELA.RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ELA.RL.TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- ELA.RI.TS.9–10.4 Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.RL.PP.9–10.5 Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- ELA.RI.PP.9–10.5 Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- ELA.RI.AA.9–10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- ELA.RI.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- ELA.W.AW.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- ELA.W.AW.9–10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.W.AW.9–10.1.B Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- ELA.W.AW.9–10.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.W.AW.9–10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.AW.9–10.1.E Provide a concluding paragraph or section that supports the argument presented.
- ELA.W.IW.9–10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.W.IW.9–10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- ELA.W.IW.9–10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- ELA.W.IW.9–10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.W.IW.9–10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- ELA.W.IW.9–10.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.IW.9–10.2.F Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.NW.9–10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ELA.W.NW.9–10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.W.NW.9–10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- ELA.W.NW.9–10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.W.NW.9–10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ELA.W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.WR.9–10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELA.W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- ELA.W.RW.9–10.7 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.
- ELA.SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ELA.SL.PE.9–10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- ELA.SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- ELA.SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- ELA.SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- ELA.SL.II.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ELA.SL.ES.9–10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- ELA.SL.PI.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- ELA.SL.UM.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- ELA.SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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-Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

-Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

-Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

**See Self-Selected Text Options*

-Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

-Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

-Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Suggested Technological Innovations/Use

-Use of online learning platform included with OnCourse Classroom and *StudySync*

-Use of online libraries of text, like Common Lit and ReadWorks

-Use of student chrome books for research and Google products (e.g., Docs, Slides, Forms)

-Use of Google Translate as needed

-Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.

-Use of Research Databases (e.g., Ebsco, Facts of File, Fact Cite)

-Use of Canva

-Use of shared Google Docs for group collaboration and peer editing

-Use of online dictionary and/or thesaurus tools

-Use of online copies of texts or audiobooks

Cross Curricular/21st Century Connections

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
 - 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
 - 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
 - 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
 - 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.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).
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- 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.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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Unit 4: The Ties that Bind

Content Area: Language Arts
Course(s): English 10 CP
Length: 5-6 weeks
Status: Not Published

Summary of the Unit

In this unit, students will read either *Othello*, *Julius Caesar*, or *Oedipus the King*. Each of these plays contains similar conventions, characters, and themes. Students will have the opportunity to examine the elements of tragedy, the conventions of the plot pyramid, and the different types of literary criticism. Through themes like jealousy, manipulation, and the role of fate, students will explore the ties that bind us to one another, whether friend or foe, family member or stranger. Shorter works included in the unit will offer similar content and opportunities for student exploration.

Enduring Understandings

- Works of fiction adhere to Freytag's Pyramid.
 - Literature contains common elements and paradigms, sometimes across genres.
 - We are affected by the people surrounding us.
 - Manipulation comes in many forms.
 - Jealousy is a destructive force.
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Essential Questions

- What brings us back to one another?
 - What do we as readers learn by reading and watching stories about people who struggle to define themselves apart from their communities or who want desperately to blend in?
 - How do our relationships with others influence our own actions and behaviors?
 - How do we make decisions about who to trust, who to love, etc.?
 - What role does jealousy play in our lives and relationships?
 - How does the manipulation of language create meaning?
 - How can understanding the evolution of the English language deepen our understanding of English overall?
 - How can knowledge of drama (i.e., structure, development) deepen our understanding of literature in general?
 - How do archetypes and other patterns in literature help us make connections while we read?
 - How do works containing universal themes and conflicts help us to feel understood as individuals?
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Summative Assessment and/or Summative Criteria

1. Critical Analysis Essay - Students will select a type of literary criticism and analyze the play through this lens. Types of criticism include but are not limited to archetypal, psychoanalytical, gender, etc. Using textual evidence and an outside source, the students will write an analytical essay that incorporates the chosen literary criticism.
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2. Structural Analysis of Play - Throughout reading, students will map the parts of the play and their correspondence to Freytag's period. Final project can take several forms (e.g., poster, slideshow, story board).
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Resources

- Unit resources labeled "(SS)" indicate texts included in *StudySync*.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Long Texts:

- *Julius Caesar* by William Shakespeare
- *Othello* by William Shakespeare
- *Oedipus Rex* by Sophocles

Film/Media:

- "What Would Shakespeare Think of Us" - https://www.youtube.com/watch?v=9_33rTUP2Pc
- "A Shakespeare by Any Other Name" - https://www.youtube.com/watch?v=pn4_X-hJuX0
- "Have You Ever Heard of?" - <http://graphics8.nytimes.com/learning/teachers/studentactivity/20081218a.pdf>
- "An Introduction to Greek Tragedy" - <https://www.youtube.com/watch?v=dSr6mP-zxUc>
- *Othello* (Shakespeare's Globe Theater - 2008)
- *Julius Caesar* (1953)

Short Stories and Excerpts:

- *As You Like It* (Act 2, scene 7) by William Shakespeare (SS)
- *Macbeth* (Act 1, scene 3) by William Shakespeare (SS)
- *Antigone* (excerpt) by Sophocles (SS)
- *Hotel Rwanda* (excerpt) by Keir Pearson and Terry George (SS)
- *Cherokee Family Reunion* (excerpt) by Larissa FastHorse (SS)
- *Funny in Farsi* (excerpt) by Firoozeh Dumas (SS)
- "People Should Not Die in June in South Texas" by Gloria Anzaldua (SS)
- *Sabado Gigante* (excerpt) by Daniel Chacon (SS)
- "La Juanita" by Alice Dunbar-Nelson (SS)

Nonfiction Texts:

- "Literary Focus: The Renaissance" (SS)
- "Claudette Colvin Explains Her Role in the Civil Rights Movement" by Roni Jacobson

Poems:

- "On the Painting of the Sistine Chapel" by Michelangelo di Lodovico Buonarroti Simoni (SS)
- "Kindness" by Naomi Shihab Nye (SS)

Self-Selected Text Options:

- *Julius Caesar* excerpt by William Shakespeare
 - *Life of Pi* excerpt by Yann Martel
 - *Antony and Cleopatra* excerpt by William Shakespeare
 - *A Handbook to Luck* excerpt by Cristina García
 - *A Mission From God: A Memoir And Challenge To America* excerpt by William Doyle and James Meredith
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		terms for his plays). Students will identify terms and phrases they are already familiar with.	
<p>During Reading Activities (5-6 weeks)</p> <p>- <i>Othello</i> - <i>Julius Caesar</i> - <i>Oedipus the King</i> - film/stage production clips</p>	<p>1. SWBAT identify important elements of fiction.</p> <p>2. SWBAT demonstrate comprehension of the reading.</p> <p>3. SWBAT perform a close reading of the text.</p>	<p>1. Students will choose roles to read aloud during class. While reading, all students will keep a “Play Notebook” in which they will track the following:</p> <ul style="list-style-type: none"> -Characters -Themes -Plot summaries -Important quotes -Literary devices, especially dramatic irony <p>2. Students will read each act/scene of the chosen play. In addition to play notebooks, students will complete comprehension questions about readings.</p> <p>3. At the end of each act or scene, the teacher will choose a major soliloquy for students to annotate and analyze. Students will answer the following:</p> <ul style="list-style-type: none"> -Which literary devices are present in the soliloquy? -How does the content of the soliloquy move the action of the play forward? -How does breaking down a smaller section of the text help you to approach the language? 	<p>1. “Play Notebook” - to be collected periodically during reading. Teacher can have students keep this in their own notebooks, provide self-made handouts, use marble composition notebooks, etc as s/he sees fit.</p> <p>2. Comprehension questions, reading checks, teacher-created quizzes, end of act quizzes</p> <p>3. Soliloquy close readings</p>

	<p>4. SWBAT analyze the structure of the text; SWBAT apply Freytag's Pyramid to the text.</p> <p>5. SWBAT compare the representation of source material in two different formats.</p> <p>6. SWBAT depict an important theme.</p>	<p>4. Students will complete a structural analysis. For the exposition, they should consider which characters, themes, and conflicts have been introduced. For rising action, they should consider the following: In what ways is the story developing? Is suspense starting to build? Have characters begun changing? For the climax, students should consider the following: What is the turning point? What significant events occur that will impact the rest of the story? For the falling action, students should consider: How are complications unraveling? Have any conflicts been resolved? For the resolution, students should consider: What loose ends are tied up? How is order restored?</p> <p>5. Throughout the unit, reading will be supplemented with scenes from the films or stage productions. Students will compare the written word to the performance.</p> <p>6. As the themes continue to develop, students will choose one theme to illustrate (e.g., jealousy, applicable to all three works). Students will caption</p>	<p>4. Structural Analysis Project (poster, slideshow, storyboard, etc)</p> <p>5. Student analysis (e.g., written response, exit ticket, 3-2-1)</p> <p>6. Student illustrations with explanations</p>
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		<p>their illustrations with a metaphor or simile (e.g., Jealousy is [like] a disease that consumes you) and explain their work on the back.</p>	
	<p>7. SWBAT analyze the use of rhetorical devices in the text.</p>	<p>7. Students will examine the rhetorical devices used in the plays, specifically repetition, ethos, pathos, and logos. They will track examples in either their play notebooks or teacher-created graphic organizers. Then they will analyze the use of these appeals in a written analysis.</p>	<p>7. Analysis of rhetorical devices (graphic organizers, notes, written responses)</p>
	<p>8. SWBAT adapt a scene from the play in order to apply their own language to the content.</p>	<p>8. Students will make a list of slang terms and jargon specific to their generation. In small groups, they will select a scene or soliloquy to translate into their own language. Groups will present their final products.</p>	<p>8. Group project</p>
	<p>9. SWBAT match original language from the play to modernized translations.</p>	<p>9. Students will match teacher-selected quotes from the play to translations. Then, they will explain the significance of the quote.</p>	<p>9. Teacher-made worksheets, written responses</p>
	<p>10. SWBAT analyze an important character from the text.</p>	<p>10. Students will create a character analysis of a chosen character. Independently or in small groups, they will list specific traits for each character in order to help them characterize it. Then, they will select two</p>	<p>10. Characterization project</p>

		pieces of textual evidence with explanations as support. Each project will include a visual representation of the chosen character and a student self-assessment.	
<p>Works to Incorporate While Reading (examples provided below but any of the texts from the approved list above can be used)</p> <p>-<i>As You Like It</i> excerpt -<i>Macbeth</i> excerpt -<i>Antigone</i> excerpt</p> <p>- “Claudette Colvin Explains...”</p> <p>-<i>Cherokee Family Reunion</i> excerpt</p> <p>-<i>Funny in Farsi</i> excerpt</p> <p>- “People Should Not Die in June in South Texas”</p> <p>-<i>Sabado Gigante</i> excerpt</p> <p>- “La Juanita” excerpt</p>	<p>11-17. SWBAT compare similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.</p>	<p>11. Compare excerpts from plays to the play being read. Options include the <i>As You Like It</i> excerpt to be compared to a soliloquy of the teacher’s choosing, the <i>Macbeth</i> excerpt to be compared to the power of prophecy, and/or the <i>Antigone</i> excerpt to compare to the role of women.</p> <p>12. Read “Claudette Colvin Explains Her Role in the Civil Rights Movement” and brainstorm on the topic of “otherhood” or not belonging (compares specifically well to <i>Othello</i>).</p> <p>13. Read the excerpt from <i>Cherokee Family Reunion</i> and compare to the interracial marriage depicted in <i>Othello</i>.</p> <p>14. Read excerpt from <i>Funny in Farsi</i> and compare the roles of women as well as the role of culture shock in moving to a new location.</p> <p>15. Read “People Should Not Die in June in South Texas” and discuss the feeling of</p>	<p>11-17. Teacher’s choice of activities; Suggestions: Graphic organizer, writer’s notebook, written response, think-pair-share, class discussion, debate, Socratic seminar, station activities, <i>StudySync</i> questions and activities</p>

		<p>grief as well as ways to cope with it. (Pairs well particularly with <i>Julius Caesar</i>).</p> <p>16. Read the excerpt of <i>Sabado Gigante</i> and discuss the ideas of obligation as well as familial and societal expectations. How are these same ideas present in the plays?</p> <p>17. Read “La Juanita” and discuss how people go against the wishes of others and/or the ways in which outsiders are able to win respect.</p>	
<p>Post-Reading (1 week)</p> <p>1. Critical Analysis</p>	<p>1. SWBAT analyze the text according to a specific literary criticism; SWBAT appropriately integrate textual evidence; SWBAT formulate and support a claim.</p>	<p>1. Students will choose or teacher can assign one particular type of literary criticism. Types of criticism can include but are not limited to the following:</p> <ul style="list-style-type: none"> -Archetypal/ Mythological -Psychoanalytical -Gender/feminist <p>Teacher will provide information for each type of criticism, including specific questions to think about. Possible topics can include the following:</p> <ul style="list-style-type: none"> -The role of women -The motivation of the characters -Archetypes present -The elements of tragedy 	<p>1. NJSLA Literary Analysis Rubric</p>
<p>2. Structural Analysis</p>	<p>2. SWBAT analyze the structure of the text;</p>	<p>2. Throughout reading, students will map the parts of the play and</p>	<p>2. Presentations or Gallery Walk; Teacher-created rubric</p>

	SWBAT apply Freytag’s Pyramid to the text.	their correspondence to Freytag’s period. Final project can take several forms (e.g., poster, slideshow, story board). This assessment should be ongoing throughout the play; presentations or gallery walk can be done once play has been completed.	
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New Jersey Student Learning Standards 2023

- ELA.L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.
- ELA.L.SS.9–10.1.A Use parallel structure.
- ELA.L.SS.9–10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELA.L.SS.9–10.1.C Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- ELA.L.SS.9–10.1.D Use a colon to introduce a list or quotation.
- ELA.L.SS.9–10.1.E Recognize spelling conventions.
- ELA.L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- ELA.L.KL.9–10.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- ELA.L.KL.9–10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- ELA.L.KL.9–10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA.L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.9–10.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.L.VL.9–10.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- ELA.L.VL.9–10.3.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ELA.L.VL.9–10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.L.VL.9–10.3.E Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- ELA.L.VI.9–10.4.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- ELA.L.VI.9–10.4.B Analyze nuances in the meaning of words with similar denotations.
- ELA.L.VI.9–10.4.C 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; how the language of a court opinion differs from that of a newspaper).
- ELA.RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- ELA.RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- ELA.RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- ELA.RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ELA.RL.TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- ELA.RI.TS.9–10.4 Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.RL.PP.9–10.5 Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- ELA.RI.PP.9–10.5 Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- ELA.RL.MF.9–10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- ELA.RI.MF.9–10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELA.RI.AA.9–10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- ELA.RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
- ELA.RI.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

- ELA.W.AW.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- ELA.W.AW.9–10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.W.AW.9–10.1.B Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- ELA.W.AW.9–10.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.W.AW.9–10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.AW.9–10.1.E Provide a concluding paragraph or section that supports the argument presented.
- ELA.W.IW.9–10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.W.IW.9–10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- ELA.W.IW.9–10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- ELA.W.IW.9–10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.W.IW.9–10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- ELA.W.IW.9–10.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.IW.9–10.2.F Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.WR.9–10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELA.W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- ELA.W.RW.9–10.7 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.

- ELA.SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ELA.SL.PE.9–10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- ELA.SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- ELA.SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- ELA.SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- ELA.SL.II.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ELA.SL.ES.9–10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- ELA.SL.PI.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- ELA.SL.UM.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- ELA.SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:

**Maintain consistency with individual plans as appropriate.*

-Individualized Support: Adapt writing prompts to align with students’ individual interests and strengths. Provide one-on-one assistance or small group instruction for response planning and writing. Use graphic organizers and visual aids to support structure and organization.

-Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

-Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

-Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

-From *StudySync*: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

ELL (English Language Learners):

**See ELL Resources*

-Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

-Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

-Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

**See Self-Selected Text Options*

-Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

-Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

-Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Suggested Technological Innovations/Use

-Use of online learning platform included with OnCourse Classroom and *Studysync*

-Use of online libraries of text, like Common Lit and ReadWorks

-Use of student chrome books for research and Google products (e.g., Docs, Slides, Forms)

-Use of Google Translate as needed

-Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.

-Use of Research Databases (e.g., Ebsco, Facts of File, Fact Cite)

-Use of Canva

-Use of shared Google Docs for group collaboration and peer editing

-Use of online dictionary and/or thesaurus tools

-Use of online copies of texts or audiobooks

Cross Curricular/21st Century Connections

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- 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).

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- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
 - 9.4.12.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.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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Unit 5: Chopped, Stirred, and Blended

Content Area: Language Arts
Course(s): English 10 CP
Length: 5-6 weeks
Status: Not Published

Summary of the Unit

In this unit, students will encounter a variety of fictional and informational texts dealing with culture and the foods we eat as well as the impact of those elements on ourselves and the environment around us. Reading *The Joy Luck Club* will offer students the personal perspective of the ties of food and culture to family and through generations while reading *Silent Spring* will illustrate the scientific perspective of making healthy choices for both our bodies and the environment in the hope of protecting future generations. Students will examine the connection of food, culture, and environment to aspects of their own lives and analyze the impact of those elements on themselves. ***It is recommended that whichever long reading choice is selected, excerpts from the other choice are used to supplement the information.***

Enduring Understandings

- Understanding one's cultural heritage is important to a sense of self.
 - Food and culture help us form interpersonal bonds.
 - Preserving nature preserves humanity.
 - Research is crucial to making informed decisions.
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Essential Questions

- What are the ingredients of culture?
 - How do our cultures and backgrounds influence our lives and relationships?
 - Why do people feel strongly about the food they eat?
 - Are we sometimes eating memories of long ago meals rather than the food on the plate?
 - How do shared culture and experiences affect our bonds with one another?
 - Is the old adage "you are what you eat" true?
 - How does research help us make better food choices?
 - How can we use research to explore relevant topics?
 - How can we analyze our relationships to culture and the environment?
 - Why is it important to examine both sides of an argument?
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Summative Assessment and/or Summative Criteria

1. Food Diary - Students will create a diary containing a minimum of 5 family/cultural recipes. With each recipe, they will include a brief personal anecdote (1-2 paragraphs) describing a memory of the meal and

an explanation of its importance. Visuals (photographs of the prepared meal, Internet images of the ingredients, etc) should be included.

2. Argumentative Essay - Students will write a 5-6 paragraph essay on a topic of their choice related to topics brought up in the texts (e.g., cultural identity, climate change, pesticide use). While reading, students will list issues that interest them in order to research them later. Essays should include an outside source and a counterargument.

Resources

- Unit resources labeled “(SS)” indicate texts included in *StudySync*.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Long Texts:

- *The Joy Luck Club* by Amy Tan
- *Silent Spring* by Rachel Carson

Short Stories and Excerpts:

- “Fish Cheeks” by Amy Tan
- “B. Wordsworth” by V.S. Naipaul (SS)
- “Witches’ Loaves” by O. Henry

Nonfiction Texts:

- “Literary Focus: Cross-Cultural Texts” (SS)
- “Curry: A Tale of Cooks and Conquerors” by Lizzie Collingham (SS)
- “Chinese Cooking” by Chen Jitong (SS)
- “The New Food Fights: U.S. Public Divides Over Food Science” by Cary Funk and Brian Kennedy (SS)
- “Florida’s Edible Wild Plants: A Guide to Cooking and Collecting” by Peggy Sias Lantz (SS)
- “A Plate of Peas” by Rick Beyer
- “A Christmas Memory” by Truman Capote
- “What you need to know about a popular weed killer’s alleged link to cancer” by PBS - <https://www.pbs.org/newshour/health/what-you-need-to-know-about-a-popular-weed-killers-alleged-link-to-cancer>
- “Alternative Views on Climate Change” from The Council on Foreign Relations - <https://www.cfr.org/background/alternative-views-climate-change>

Poems:

- “Melons” by Matsuo Basho (SS)
- “Parsley” by Rita Dove (SS)
- “The Latin Deli: An Ars Poetica” by Judith Ortiz Cofer (SS)
- “Lines Written in Early Spring” by William Wordsworth (SS)
- “Maple Sugaring (in Aunt Alberta’s Backyard)” by Diane Burns (SS)
- “Ethiopia” by Audre Lorde (SS)

Self-Selected Text Options:

- “Scurvy and the Terra Incognita” by Jonathan Lamb
 - “Out of the Dust” by Karen Hesse
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- *Little Bee: A Novel* excerpt by Chris Cleave
- “When Chocolate Was Medicine: Colmenero, Wadsworth, and Dufour” by Christine Jones
- *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* excerpt by Maxine Hong Kingston
- *How the García Girls Lost Their Accents* excerpt by Julia Alvarez
- *The Jungle* excerpt by Upton Sinclair

Resources for ELL Support:

- “The Science of Genetically Altering Foods: Should We Do It?” (informational)
- “The Tomato in History, Art, And Imagination” (informational)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Pre-Reading Activities (6-8 days)</p>	<p>1. SWBAT reflect on the value of food in their lives; SWBAT evaluate the relationship between food and culture; SWBAT write an explanatory response with supporting details.</p> <p>2. SWBAT determine topics and sources by engaging in short research projects; SWBAT research defining characteristics of various genres; SWBAT identify distinct features of text; SWBAT write informative/ explanatory texts.</p>	<p>1. Students will journal about food. Teacher can suggest topics or leave students a free choice. Suggested topics: Is the saying “you are what you eat” true? Have you ever eaten something that other people have considered disgusting? Do you have a favorite food or food memory? Is there a food specific to your culture that others would find weird? Students could respond to one or multiple prompts in at least one well-developed paragraph.</p> <p>2. Students will research some of the genres included in the unit: personal narrative, domestic fiction, scientific nonfiction, haiku, and ars poetica. Students will list the primary features of each genre in order to reference it while reading. Eventually, students will write a response explaining how the piece of literature is</p>	<p>1. Journal responses, discussion</p> <p>2. Student notes, written response</p>

<p>-“Literary Focus: Cross-Cultural Texts”</p>	<p>3. SWBAT identify and describe characteristics of cross-culturalism; SWBAT demonstrate understanding of the importance of the topic.</p>	<p>reflective of the genre. Responses should include textual evidence.</p> <p>3. Read “Literary Focus: Cross-Cultural Texts.” Students will take notes on the features of the topic. Class will discuss what it means to feel “seen” by a text with which they can identify or to feel “unseen” by a text that does not relate to them.</p>	<p>3. Discussion, SS Think Questions, SS comprehension questions</p>
<p>-“A Christmas Memory”</p> <p>-“Maple Sugaring (in Aunt Alberta’s Backyard)”</p>	<p>4. SWBAT demonstrate comprehension of a personal narrative; SWBAT make connections with the text.</p>	<p>4. Read and discuss “A Christmas Memory.” Pair this text with “Maple Sugaring (in Aunt Alberta’s Backyard).” What holiday food traditions do you have with your family? How does engaging in tradition help us form deep bonds with others? How does the personal narrative structure convey the importance of family tradition more than another text structure would? Which is more effective - the narrative or the poem?</p>	<p>4. Student responses can be written formally or informally, or discussed as a class</p>
<p>-“A Plate of Peas”</p> <p>-“Fish Cheeks”</p>	<p>5. SWBAT apply active reading strategies; SWBAT identify tone: SWBAT use textual evidence to support a claim.</p>	<p>5. Read “A Plate of Peas” and annotate for diction. Based on their annotations, students will assign a tone to the text. They will choose 3 sets of words or phrases to support their choice of tone word.</p>	<p>5. Tone with diction patterns</p>

<p>-“Alternative Views on Climate Change”</p>	<p>6. SWBAT analyze a personal narrative for style and theme; SWBAT apply active reading strategies; SWBAT write analytically about a text.</p> <p>7. SWBAT evaluate opposing viewpoints; SWBAT research a specific concept; SWBAT draw their own conclusions on a subject; SWBAT compose a response based on research.</p>	<p>6. Read and annotate “Fish Cheeks” for imagery, diction, and structure. Students will color code their annotations. How does the author’s style convey the theme of feeling like and outsider?</p> <p>7. Students will read “Alternative Views on Climate Change,” which links other sources for their exploration. They will take notes on the viewpoints presented and research additional sources on points of their choosing. They will also examine this Michael Crichton quote in relation to their sources: “Let’s be clear: the work of science has nothing whatever to do with consensus. Consensus is the business of politics. Science, on the contrary, requires only one investigator who happens to be right, which means that he or she has results that are verifiable by reference to the real world. In science, consensus is irrelevant. What is relevant is reproducible results. The greatest scientists in history are great precisely because they broke with the consensus.” Students will write a 1-2 page response, stating a claim and incorporating at least one counterclaim.</p>	<p>6. In-class writing (either multi-paragraph response or short essay)</p> <p>7. 1-2 page student response</p>
<p>During Reading Activities</p>	<p>1. SWBAT analyze the content of text; SWBAT identify and analyze</p>	<p>1. *Either book choice can be taught as a</p>	<p>1. Small group project and presentation</p>

	<p>level appropriate words and apply proper context.</p> <p>4. SWBAT track the development of characters, themes, and lessons; SWBAT track the development of claims and counterclaims.</p> <p>5. SWBAT identify examples of juxtaposition in the text; SWBAT analyze the use of juxtaposition.</p>	<p>3. Students will explore vocabulary in the chosen text. Teacher can provide a list or students can determine their own list of 15 to 30 words to study over the course of the text.</p> <p>4. Students will maintain a chart to track information in the text. For <i>Joy Luck Club</i>, students will organize their charts by mother/daughter pairs and track the developments in the characters, themes, and lessons associated with their stories. For <i>Silent Spring</i>, students will organize their chart by issue and track the claims, evidence, and support used by the author.</p> <p>5. Teacher will define juxtaposition and show examples (suggested example: “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct</p>	<p>vocabulary in context activities, vocabulary 4 square, vocabulary quiz</p> <p>4. Student charts - grade periodically throughout unit</p> <p>5. Student examples; Analysis can take the form of written response or visual representation with lines of text included</p>
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	<p>6. SWBAT list issues addressed by the text for further research.</p> <p>7. SWBAT relate a moment in their own lives to the content of the novel; SWBAT compose explanatory text; SWBAT reflect on their knowledge.</p>	<p>the other way...” excerpted from of <i>A Tale of Two Cities</i>). Students will identify examples of juxtaposition in the text (through mother/daughter perspective and American/Chinese perspective in <i>The Joy Luck Club</i> or through the contrasting images in <i>Silent Spring</i>). How does the use of juxtaposition develop meaning in the text?</p> <p>6. In their notes, students will list issues (e.g., social, environmental) addressed by the text. For <i>The Joy Luck Club</i>, students could list topics like the struggle with identity, oppression of women, fighting for independence, etc. For <i>Silent Spring</i>, students could list topics like climate change, use of pesticides/herbicides, threats to public health (Round-Up blood cancer), invasive species (lantern flies), etc. Students will later consult this list when designing their argumentative essay.</p> <p>7. Students will choose an element from the text and write a response comparing it to an element in their own lives. For <i>The Joy Luck Club</i>, students could</p>	<p>6. Student lists</p> <p>7. Student written responses</p>
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		<p>write about a person in their lives who they wish they knew better or a time they disappointed someone in their lives. For <i>Silent Spring</i>, students could write about a time they were affected by an allergen or toxin. Students can engage in this activity multiple times throughout the text. Students could choose the topics themselves or teacher could provide a list of suggestions based on the chapter and content.</p>	
<p>Works to Incorporate while Reading (examples provided below but any of the texts from the approved list above can be used)</p> <p>-“Chinese Cooking”</p> <p>-“Witches’ Loaves”</p> <p>-“The Latin Deli: An Ars Poetica”</p> <p>-“Curry: A Tale of Cooks and Conquerors”</p> <p>-“Melons”</p> <p>-“The New Food Fights: U.S. Public Divides Over Food Science”</p> <p>-“Florida’s Edible Wild Plants: A Guide to Cooking and Collecting”</p>	<p>8-13. SWBAT compare similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.</p>	<p>8. Pair “Chinese Cooking” and “Witches’ Loaves” while reading <i>The Joy Luck Club</i>. How do differences in culture or ignorance of others lead us to make misconceptions about them?</p> <p>9. Read “The Latin Deli: An Ars Poetica.” How does the poem capture the experience of being an immigrant? How does food help us feel connected to our roots? Compare to <i>The Joy Luck Club</i>.</p> <p>10. Read “Curry: A Tale of Cooks and Conquerors.” Compare to <i>The Joy Luck Club</i>. What determines authenticity?</p> <p>11. Read “Melons” and explore the poetic form of haiku as well as the author’s use of imagery.</p>	<p>8-13. Teacher’s choice of activities; Suggestions: Graphic organizer, writer’s notebook, TPCASTT of poems, written response, think-pair-share, class discussion, debate, Socratic seminar, station activities, <i>StudySync</i> questions and activities</p>

New Jersey Student Learning Standards 2023

- ELA.L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.
- ELA.L.SS.9–10.1.A Use parallel structure.
- ELA.L.SS.9–10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELA.L.SS.9–10.1.C Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- ELA.L.SS.9–10.1.D Use a colon to introduce a list or quotation.
- ELA.L.SS.9–10.1.E Recognize spelling conventions.
- ELA.L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- ELA.L.KL.9–10.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- ELA.L.KL.9–10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- ELA.L.KL.9–10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA.L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.9–10.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.L.VL.9–10.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- ELA.L.VL.9–10.3.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ELA.L.VL.9–10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.L.VL.9–10.3.E Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- ELA.L.VI.9–10.4.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- ELA.L.VI.9–10.4.B Analyze nuances in the meaning of words with similar denotations.
- ELA.L.VI.9–10.4.C 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; how the language of a court opinion differs from that of a newspaper).

- ELA.RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- ELA.RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- ELA.RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- ELA.RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ELA.RL.TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- ELA.RI.TS.9–10.4 Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.RL.PP.9–10.5 Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- ELA.RI.PP.9–10.5 Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- ELA.RI.AA.9–10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- ELA.RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
- ELA.RI.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- ELA.W.AW.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- ELA.W.AW.9–10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.W.AW.9–10.1.B Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.

- ELA.W.AW.9–10.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.W.AW.9–10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.AW.9–10.1.E Provide a concluding paragraph or section that supports the argument presented.
- ELA.W.IW.9–10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.W.IW.9–10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- ELA.W.IW.9–10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- ELA.W.IW.9–10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.W.IW.9–10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- ELA.W.IW.9–10.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.IW.9–10.2.F Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.NW.9–10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ELA.W.NW.9–10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.W.NW.9–10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- ELA.W.NW.9–10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.W.NW.9–10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ELA.W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.WR.9–10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELA.W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

- ELA.W.RW.9–10.7 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.
- ELA.SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ELA.SL.PE.9–10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- ELA.SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- ELA.SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- ELA.SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- ELA.SL.II.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ELA.SL.ES.9–10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- ELA.SL.PI.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- ELA.SL.UM.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- ELA.SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:

**Maintain consistency with individual plans as appropriate.*

-Individualized Support: Adapt writing prompts to align with students’ individual interests and strengths. Provide one-on-one assistance or small group instruction for response planning and writing. Use graphic organizers and visual aids to support structure and organization.

-Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

- Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
- Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.
- From *StudySync*: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

ELL (English Language Learners):

**See ELL Resources*

- Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.
- Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
- Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

**See Self-Selected Text Options*

- Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
- Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
- Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Suggested Technological Innovations/Use

- Use of online learning platform included with OnCourse Classroom and *StudySync*
 - Use of online libraries of text, like Common Lit and ReadWorks
 - Use of student chrome books for research and Google products (e.g., Docs, Slides, Forms)
 - Use of Google Translate as needed
 - Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.
 - Use of Research Databases (e.g., Ebsco, Facts of File, Fact Cite)
 - Use of Canva
 - Use of shared Google Docs for group collaboration and peer editing
 - Use of online dictionary and/or thesaurus tools
 - Use of online copies of texts or audiobooks
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Cross Curricular/21st Century Connections

- 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.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 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.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
- 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.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
- 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
- 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).
- 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.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Unit 6: Origin Stories

Content Area: Language Arts

Course(s): English 10 CP

Length: 5-6 weeks

Status: Not Published

Summary of the Unit

Who are we, and how do we become those people? In this unit, students will explore the coming of age genre as they read about protagonists who are forced to grow up as they face the difficulties of life. Students will write about rites of passage experienced in their own lives and reflect on the people who helped - or did not - along the way. Students will also examine how context (e.g., culture, time period) impacts a person's journey to adulthood as well as to consider the impact of those influences on their own lives.

Enduring Understandings

- The transition from childhood to adulthood is universal.
- Facing adversity and finding ways to overcome it is part of growing up.
- Many factors influence us as we grow up: familial, cultural, and sociopolitical.
- Viewing experiences through the eyes of others' help us be empathetic.

Essential Questions

- Why do we care about where we came from?
- What is a bildungsroman?
- How does genre affect content?
- What makes the experience of growing up universal despite our differences?
- How do archetypes in literature help us to understand the universality of human experience?
- What techniques do authors use in narrative writing, and how can we apply those techniques in our own writing?

Summative Assessment and/or Summative Criteria

1. Memes/Political Cartoons - Students will choose a major theme or conflict from the chosen text and create a meme/political cartoon depicting it. This can be done once during the reading or periodically as the theme or conflict develops. Student work should clearly illustrate content from the text, and a brief written portion should be included for students to justify their work.
2. Character Diary - Students will write diary entries from the perspective of the character coming of age (Liesel in *The Book Thief*, Eliza in *Pygmalion*, and Louis in *Unbroken*). Teacher will determine the number of entries, but a minimum of one per section (act or part) is suggested. Students will take on the persona of the protagonist, journaling about how he or she feels in the face of a specific situation. Writing should be consistent with the details present in the text.
3. Self Portrait - Students will create self portraits; these can be drawn or compiled (e.g., actual photographs, collages, clips from magazine photographs). Portraits should illustrate who the students are as people including familial or cultural influences. A writing component should also be assigned but teacher can assign genre or have students choose (e.g., poem, narrative, explanatory).

Resources

- Unit resources labeled "(SS)" indicate texts included in *StudySync*.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Long Texts:

- *The Book Thief* by Markus Zusak
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- *Pygmalion* by George Bernard Shaw
 - *Unbroken: (The Young Adult Adaptation)* by Laura Hillenbrand

Short Stories and Excerpts:

- *The Joy Luck Club* (excerpt) by Amy Tan (SS)
- *The Best We Could Do: An Illustrated Memoir* (excerpt) by Thi Bui (SS)
- “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez
- “The Nose” by Nikolai Gogol (SS)
- *Looking for Palestine: Growing Up Confused in an American-Arab Family* by Najla Said (SS)
- *The Red Badge of Courage* excerpt by Stephen Crane
<https://www.penguinrandomhouse.ca/books/33256/the-red-badge-of-courage-by-stephen-crane/9780804168847/excerpt>
- “Pygmalion and Galatea” - <https://www.greekmyths-greekmythology.com/myth-of-pygmalion-and-galatea/>

Nonfiction Texts:

- “Literary Focus: Magical Realism” (SS)
- “Worship the Spirit of Criticism: Address at the Pasteur Institute” by Louis Pasteur (SS)
- “A Quilt of a Country” by Anna Quindlen (SS)
- “Creation Myths from Around the World” by Angie Shumov (SS)
- “Coming-of-Age Traditions from Around the World” by Ursula Villarreal-Moura
- “LitCharts: Bildungsroman” - <https://www.litcharts.com/literary-devices-and-terms/bildungsroman>
- “Color Archetype Wheel” - <http://teacherpress.ocps.net/wellsml/files/2012/10/Archetypal-Color-Wheel.pdf>
- “9/11 Address to the Nation” by George W. Bush - <https://www.americanrhetoric.com/speeches/gwbush911addresstothenation.htm>

Poems:

- “The City That Never Stops Giving” by Lagnajita Mukhopadhyay (SS)
- “Past and Future” by Sarojini Naidu (SS)
- “There Will Come Soft Rains” by Sara Teasdale

Self-Selected Text Options:

- *The City of the Beasts* excerpt by Isabel Allende
- *Dragonsong* excerpt by Anne McCaffrey
- *The Good Earth* excerpt by Pearl S. Buck
- *A Passage to India* excerpt by E.M. Forster
- *Girl with a Pearl Earring* excerpt by Tracy Chevalier
- *The Book Thief* excerpt by Markus Zusak
- *Silent Spring* excerpt by Rachel Carson

Resources for ELL Support:

- “Tiger Moms and Trophies for Everyone” (informational text)
- “Karima” (fiction)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Pre-reading Activities (5-7 days)</p> <p>-“Coming-of-Age Traditions from Around the World”</p>	<p>1. SWBAT identify the universal qualities of growing up.</p>	<p>1. In their notes, students will brainstorm about a moment that will signal the fact that they have grown up. This could be a moment that has happened or one that is coming. Students will share out examples. Then class will read, “Coming-of-Age Traditions from Around the World,” and students will list the traditions and cultures with which they are associated. How does this relate to your initial response?</p>	<p>1. Student notes, written responses, discussion</p>
<p>-“Creation Myths from Around the World”</p>	<p>2. SWBAT differentiate between creation myths from different cultures; SWBAT create their own creation myths.</p>	<p>2. Read “Creation Myths from Around the World.” Students will take notes on what the myths have in common and where they diverge. Students will write their own creation myth about themselves. Original myths can be shared out by volunteers or presented to class.</p>	<p>2. Student writing, graded on either teacher-created rubric or NJSLA narrative rubric</p>
<p>-“LitCharts: Bildungsroman”</p>	<p>3. SWBAT research an assigned topic; SWBAT identify important traits of a specific genre.</p>	<p>3. Students will research genre information about their assigned text. “LitCharts: Bildungsroman” is recommended for use for each text in order to note the defining traits of the genre, but teacher could specify sites based on content (historical fiction for <i>The Book Thief</i>, Greek mythology/drama for <i>Pygmalion</i>, historical nonfiction for <i>Unbroken</i>)</p>	<p>3. Webquest/Online Scavenger Hunt</p>

		or students could perform research independently. Students will present their findings.	
<p>During Reading Activities (4-5 weeks)</p> <p><i>-The Book Thief</i></p> <p><i>-Pygmalion</i></p> <p><i>-Unbroken (The Young Adult Adaptation)</i></p>	<p>1. SWBAT identify characteristics of bildungsroman; SWBAT analyze the use of these characteristics and the ways they contribute to the development of the text.</p> <p>2. SWBAT demonstrate knowledge of grade-level appropriate words and apply proper context.</p> <p>3. SWBAT demonstrate comprehension of content; SWBAT apply active reading skills.</p> <p>4. SWBAT examine traits of secondary genre of the chosen text; SWBAT analyze the effects of the genre on the text as a whole.</p>	<p>1. Students will identify the traits and archetypes reviewed during pre-reading, specifically character archetypes, plot paradigms, and themes common to bildungsroman. This can be done in the form of note-taking, use of graphic organizers, trait/evidence charts, and eventually written response.</p> <p>2. Students will explore vocabulary in the chosen text. Teacher can provide a list or students can determine their own list of 15 to 30 words to study over the course of the work.</p> <p>3. Students will track the development of the characters, themes, and plot. Students will utilize annotation skills by marking up their own copies of text when possible, sticky notes, graphic organizers, and readers' notebooks as needed.</p> <p>4. Students will examine the secondary genre of the chosen text (historical fiction for <i>The Book Thief</i>, period romance/play for <i>Pygmalion</i>, historical nonfiction for</p>	<p>1. Student notes or charts, written response</p> <p>2. Original contextual sentences, flashcards, vocabulary in context activities, vocabulary 4 square, vocabulary quiz</p> <p>3. Comprehension questions, reading checks, teacher-created quizzes and tests, small group work, class discussion, readers' notebooks, student notes</p> <p>4. Student slideshows, teacher-created rubric</p>

Unbroken). How is the chosen text confined by the genre? How might the plot or character details be altered in a different genre? In what ways does the genre impact the text overall? Students will choose specific scenes from the text to examine these questions. They will create a slideshow including a summary of the scene that is their focus, textual evidence that illustrates their point, and an explanation. Different groups of students can be assigned different sections of text as their focus as well.

5. SWBAT analyze the use of literary devices in the text.

5. Students will keep track of important literary devices in the text (suggestions: foreshadowing, personification, imagery, figurative language, irony, symbolism). Students will list the definition of the term, an example from the text, and a piece of text to illustrate the example. This can be completed in student notebooks or in teacher-created graphic organizers, either one per trait or one comprehensive chart.

5. Literary devices graphic organizer(s)/student notes, teacher-created quiz

6. SWBAT identify tone of text; SWBAT analyze the impact of word

6. Teacher will select scenes in text with particularly strong tones (suggestions: "Death's

6. Student written response(s)

	<p>choice on specific scenes.</p> <p>7. SWBAT explore the impact of bias.</p> <p>8. SWBAT reflect on the content of the text; SWBAT explain and justify their opinions; SWBAT integrate textual evidence into a written response.</p>	<p>Diary” chapters in <i>The Book Thief</i>, Higgins tone when addressing Eliza in <i>Pygmalion</i>, tone used in episodes from Louie’s imprisonment in <i>Unbroken</i>). Students will examine the diction used and assign the tone based on the word choice. Then students will consider how the word choice impacts the scene.</p> <p>7. Students will examine depictions of bias in the text (against Max for being Jewish in <i>The Book Thief</i>, against Eliza for belonging to the lower class in <i>Pygmalion</i>, against Louie for being Italian in <i>Unbroken</i>). What does bias look like? How does bias lead to the dehumanization of the object? Which characters are biased and in what ways? Students will create a visual representation of the character in question and how he/she has been impacted by the bias faced.</p> <p>8. Students will write a reaction to the ending of the text (suggested length 250-500 words). They must specifically reference 3 significant events from the story’s conclusion and incorporate textual evidence that illustrates</p>	<p>7. Student visual representations (written responses to the questions can be included as well)</p> <p>8. Student written response</p>
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	<p>9. SWBAT design an appropriate art project for the assigned novel; SWBAT apply color archetypes to their work; SWBAT accurately depict details from the text; SWBAT justify their choices.</p>	<p>why they feel the way(s) that they do.</p> <p>9. Teacher will review the Color Archetype Wheel with class. Students will draw a symbol to represent content from the text (suggestions: specific character headstones for either <i>The Book Thief</i> or <i>Unbroken</i>; a book cover for any of the works; an advertisement for the works themselves or for content within them). Symbol or drawing must reference specific details from the text and use colors associated with the archetype wheel. Students will write a 1 paragraph explanation of their work.</p>	<p>9. Student symbols and written explanation</p>
<p>Works to Incorporate while Reading (examples provided below but any of the texts from the approved list above can be used)</p> <p>-“Literary Focus: Magical Realism”</p> <p>-“Past and Future”</p> <p>-<i>The Best We Could Do: An Illustrated Memoir</i></p> <p>-“A Very Old Man with Enormous Wings”</p> <p>-“A Quilt of a Country”</p>	<p>10-17. SWBAT compare similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.</p>	<p>10. Read “Literary Focus: Magical Realism” and list the traits of magical realism. How does <i>The Book Thief</i> incorporate elements of this type of literature? Consider the use of Death as the narrator.</p> <p>11. Read “Past and Future” and consider the passage of time. In what ways is it cyclical? How does it affect a person’s journey through life and maturity?</p> <p>12. Read the excerpt of <i>The Best We Could Do: An Illustrated Memoir</i>. Analyze the conflict of achieving closeness with one’s parents. How can</p>	<p>10-17. Teacher’s choice of activities; Suggestions: Graphic organizer, writer’s notebook, TPCASTT of poems, written response, think-pair-share, class discussion, debate, Socratic seminar, station activities, <i>StudySync</i> questions and activities</p>

<p>-“9/11 Address to the Nation”</p> <p>-“There Will Come Soft Rains”</p> <p>-“Pygmalion and Galatea”</p> <p>-<i>The Red Badge of Courage</i></p>		<p>we bridge the generational and/or cultural gap with our parents? How do family history and relationships impact our own journeys through life? Examine the relationships of the protagonists in the whole text options to their parental figures.</p> <p>13. Read “A Very Old Man with Enormous Wings” to examine the ways in which people treat those who are different from them. How can discrimination lead to abuse and cruelty? Tie to the examination of bias in the large texts.</p> <p>14. Read “A Quilt of a Country” to compare hatred, unity, and tolerance. Compare this text to “9/11 Address to the Nation.” How can people of many differences find common ground? Are we more different than alike? What differences do the characters in the long works encounter? Are they able to overcome them?</p> <p>15. Optional for <i>The Book Thief</i>: Read “There Will Come Soft Rains” and perform a TPCASTT. How is the attitude of the speaker similar to and different from Death’s attitude?</p> <p>16. Optional for <i>Pygmalion</i>: Read “Pygmalion and</p>	
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		Galatea.” How does the myth help readers to better understand the themes and character relationships in the play? 17. Optional for <i>Unbroken</i> : Read the excerpt from <i>The Red Badge of Courage</i> . Compare experiences of being a young soldier. What is the expectation versus the reality? What drives each character?	
<p>Post-reading (1 week - can be incorporated while reading)</p> <p>1. Memes/Political Cartoons</p> <p>2. Character Diary</p>	<p>1. SWBAT identify important theme or conflict; SWBAT track the development of the theme or conflict as the text progresses; SWBAT reflect on own work.</p> <p>2. SWBAT write narratives keeping details consistent with original text; SWBAT analyze a character and his/her development over the course of the text.</p>	<p>1. Students will choose a major theme or conflict from the chosen text and create a meme/political cartoon depicting it. This can be done once during the reading or periodically as the theme or conflict develops. Student work should clearly illustrate content from the text, and a brief written portion should be included for students to justify their work.</p> <p>2. Students will write diary entries from the perspective of the character coming of age (Liesel in <i>The Book Thief</i>, Eliza in <i>Pygmalion</i>, and Louis in <i>Unbroken</i>). Teacher will determine the number of entries, but a minimum of one per section (act or part) is suggested. Students will take on the persona of the protagonist, journaling about how he or she feels in the face of a specific situation. Writing should</p>	<p>1. Teacher-created rubric</p> <p>2. Teacher-created rubric or NJSLA rubric for narrative writing</p>

<p>3. Self Portrait</p>	<p>3. SWBAT reflect on their own coming of age experience; SWBAT analyze the influences in their lives.</p>	<p>be consistent with the details present in the text.</p> <p>3. Students will create self portraits; these can be drawn or compiled (e.g., actual photographs, collages, clips from magazine photographs). Portraits should illustrate who the students are as people including familial or cultural influences. A writing component should also be assigned but teacher can assign genre or have students choose (e.g., poem, narrative, explanatory).</p>	<p>3. Teacher-created rubric</p>
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New Jersey Student Learning Standards 2023

- ELA.L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.
- ELA.L.SS.9–10.1.A Use parallel structure.
- ELA.L.SS.9–10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELA.L.SS.9–10.1.C Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- ELA.L.SS.9–10.1.D Use a colon to introduce a list or quotation.
- ELA.L.SS.9–10.1.E Recognize spelling conventions.
- ELA.L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- ELA.L.KL.9–10.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- ELA.L.KL.9–10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- ELA.L.KL.9–10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA.L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.9–10.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.L.VL.9–10.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- ELA.L.VL.9–10.3.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- ELA.L.VL.9–10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.L.VL.9–10.3.E Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- ELA.L.VI.9–10.4.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- ELA.L.VI.9–10.4.B Analyze nuances in the meaning of words with similar denotations.
- ELA.L.VI.9–10.4.C 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; how the language of a court opinion differs from that of a newspaper).
- ELA.RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- ELA.RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- ELA.RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- ELA.RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- ELA.RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ELA.RL.TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- ELA.RI.TS.9–10.4 Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.RL.PP.9–10.5 Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- ELA.RI.PP.9–10.5 Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- ELA.RI.AA.9–10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- ELA.RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

- ELA.RI.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- ELA.W.AW.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- ELA.W.AW.9–10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.W.AW.9–10.1.B Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- ELA.W.AW.9–10.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.W.AW.9–10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.AW.9–10.1.E Provide a concluding paragraph or section that supports the argument presented.
- ELA.W.IW.9–10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.W.IW.9–10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- ELA.W.IW.9–10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- ELA.W.IW.9–10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.W.IW.9–10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- ELA.W.IW.9–10.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- ELA.W.IW.9–10.2.F Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.NW.9–10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ELA.W.NW.9–10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.W.NW.9–10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- ELA.W.NW.9–10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.W.NW.9–10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- ELA.W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.WR.9–10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELA.W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- ELA.W.RW.9–10.7 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.
- ELA.SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ELA.SL.PE.9–10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- ELA.SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- ELA.SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- ELA.SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- ELA.SL.II.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ELA.SL.ES.9–10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- ELA.SL.PI.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- ELA.SL.UM.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- ELA.SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:

**Maintain consistency with individual plans as appropriate.*

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- Individualized Support: Adapt writing prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for response planning and writing. Use graphic organizers and visual aids to support structure and organization.
 - Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.
 - Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
 - Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.
 - From *StudySync*: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

ELL (English Language Learners):

**See ELL Resources*

- Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.
- Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
- Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

**See Self-Selected Text Options*

- Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
- Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
- Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Suggested Technological Innovations/Use

- Use of online learning platform included with OnCourse Classroom and *StudySync*
 - Use of online libraries of text, like Common Lit and ReadWorks
 - Use of student chrome books for research and Google products (e.g., Docs, Slides, Forms)
 - Use of Google Translate as needed
 - Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.
 - Use of Research Databases (e.g., Ebsco, Facts of File, Fact Cite)
 - Use of Canva
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- Use of shared Google Docs for group collaboration and peer editing
 - Use of online dictionary and/or thesaurus tools
 - Use of online copies of texts or audiobooks
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Cross Curricular/21st Century Connections

- 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.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
 - 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.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
 - 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.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).
 - 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.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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