



ESL
SCIENCE
BUSINESS
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WORLD LANGUAGES
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ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: English II - Honors

Grade Level: 10

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy

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Mr. David Mudrack

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
English II& Honors English II
Grade 10

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: English II/English II Honors

PACING GUIDE

Unit	Title	Pacing
1	The Pursuit of Equality through Freedom of Speech	8 weeks
2	The Emergence of American Identity	8 weeks
3	The Development of a Dynamic American Family Structure and the Emergence of Adolescence in America	8 weeks
4	Perceptions of Beauty in American Culture	8 weeks
5	Pursuing the American Dream	8 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>MLL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets.

- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English

Unit I Title: The Pursuit of Equality through Freedom of Speech

Target Course/Grade Level: English II, English II Honors/10

Unit Summary: Students will read Narrative of the Life of Frederick Douglass. This unit will focus on knowledge leading to potential freedom. Students will analyze the power struggles found within the book. The culminating task will require students to conduct research that explores current oppressions to develop an informative writing piece.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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.

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.

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.

- 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.
- 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.
- 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.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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.

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.

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.

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.

- 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.

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.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- 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.
- C. Recognize spelling conventions.

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.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Connections and Standards: Social Studies

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Unit Understandings:

Students will understand that...

- Knowledge is power.
- Oppression continues to arise through power.
- Language plays a key role in establishing the social dynamics of equality

Unit Essential Questions:

- How does education shape an individual's identity and perception?
- What does the role of education play in one's freedom?
- What tools do humans have to transcend difficulties?
- If power is obtained through knowledge, how can power influence one's actions?

Knowledge and Skills:

Students will know...

- Identify, define and apply the following literary terms: tone, diction, connotation, denotation, theme, persuasive appeals
- historical Context (the role written language plays throughout history)
- the analysis of literature derives from an author's rhetorical choices and a reader's experience.

Students will be able to...

- determine how the theme of empowerment emerges in text
- gather details from the text to answer questions that further their understanding of the theme development.
- analyze the meaning behind the language of written texts
- use narrative techniques to develop and enhance experiences in writing
- employ rhetorical devices to analyze argument

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows.

Argumentative Essay: After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Conduct research that explores current oppressions to develop an informative writing piece. The writing assignment must adhere to the rhetorical conventions explored in the unit to emphasize the power struggle and controversies surrounding the chosen topic.
- Rhetorical analysis of speeches
- Short response format writing
- Text to text connections
- Compare an excerpt from Douglass to World in Hounding Me and I Know Why the Caged Bird Sings.
- Writing of a narrative piece following rhetorical conventions studied
- Socratic Seminar with Davis' Woman's Speech and Williams' BET Awards Speech (to facilitate text to text, text to world, text-to-self connections)

RESOURCES

Teacher Resources:

- The Narrative of the Life Frederick Douglass by Frederick Douglas
- I Know Why the Caged Bird Sings by Maya Angelou
- World in Hounding Me by Sor Juana Inés de la Cruz
- Jesse Williams BET Awards Powerful Speech
- <http://time.com/4383516/jesse-williams-bet-speech-transcript/>
- Angela Davis Women's March Speech
- <http://www.elle.com/culture/career-politics/a42337/angela-davis-womens-march-speech-full-transcript/>

Equipment Needed:

- Chromebooks, Smartboard, projector, speakers

UNIT OVERVIEW

Content Area: English

Unit II Title: The Emergence of American Identity

Target Course/Grade Level: English II, English II Honors/10

Unit Summary: Students will read *The Scarlet Letter* by Nathaniel Hawthorne and several modern texts. This unit will focus on the development and struggles of an individual's identity. Students will analyze the text's characters' search for self in their society. The culminating task will require students to analyze the difference between the protagonist's identity they create for themselves and the identity society assigns to them.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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).

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.

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.

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.

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.

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.

- 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.

- 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.
- 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.
- 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.
- E. Provide a concluding paragraph or section that supports the argument presented.

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.

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.

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).

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.

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.

- 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.
- 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.
- 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.
- 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.

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.

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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.

- 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.

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.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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).
- 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.
- 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).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Connections and Standards: Social Studies

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Unit Understandings:

Students will understand that...

- Societal expectations shape individual's' identity.
- Morality is treated differently in different societies, cultures and time periods.
- Symbolism contributes to the overall theme in literature.

Unit Essential Questions:

- What makes a person “good”?
- Why do people often behave differently in groups than they do alone?
- What role does an individual play in the perception of reality?
- How do the consequences of breaking society's rules affect a person?
- Discuss the difference between self-appointed identity and identity assigned by society.

Knowledge and Skills:

Students will know...

- historical Context of the novel (Puritanism, social expectations, biographical knowledge of author)
- identify, define, and apply the following literary terms:
 - characterization, author’s voice and social commentary, symbolism, imagery.
- the use of words and actions as a method of character development.

Students will be able to...

- identify themes through the understanding of the author’s techniques.
- explain direct and indirect characterization found in the novel
- analyze the meaning behind the language of written texts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows.

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Identify, evaluate, and apply characteristics of Hester Prynne to nonfiction article(s).
- Discussions and small group presentations on addressed subject matters.
- Complete a symbol chart while reading text(s), cataloging symbols and potential meanings of symbols.
- Social Media Gallery Walk to scaffold understanding of characterization and character motives (ongoing assignment throughout the unit).
- Double entry journal to connect text to theme and/or author’s voice.
- Contemporary text Book Clubs and/or Literature Circles facilitated in the balanced literacy workshop model

RESOURCES

Teacher Resources:

- [SPLC: Learning for Justice: Resources For Addressing Sexual Assault And Harassment In Class](#)
- [Exit, Pursued by a Bear](#) by E.K Johnston
- [Speak](#) by Laurie Halse Anderson
- [NPR: Interview with Laurie Halse Anderson of Speak](#)
- [NPR: 20 Years After 'Speak,' Laurie Halse Anderson Tells Her Own Story In 'Shout'](#)
- “The Minister's Black Veil” by Nathaniel Hawthorne (short story)
- NY Times Article: Text to Text connection The Scarlet Letter and Sexism and the Single Murderess*
- https://learning.blogs.nytimes.com/2013/09/26/text-to-text-the-scarlet-letter-and-sexism-and-the-single-murderess/?_r=0
- *The Scarlet Letter* by Nathaniel Hawthorne
- [CommonLit: Book Pairings for The Scarlet Letter](#)

Chromebooks, Smartboard, projector, speakers:

- Laptop, LCD projector

UNIT OVERVIEW

Content Area: English

Unit III Title: The Development of a Dynamic American Family Structure and the Emergence of Adolescence in America

Target Course/Grade Level: English II, English II Honors/10

Unit Summary: Students will read *Fences* by August Wilson. This unit will focus on the individual and his or her familial roles. Students will analyze how an individual's history affects his or her life. The culminating task will require students to write an analysis of what the fence in the novel represents to each character. Students will then self-assess the role they play in their own families by designing and explaining their own metaphorical fence.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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.

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.

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.

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.

- 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.
- 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.
- 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.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- 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.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

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.

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.

- 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.

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.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- 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.
- E. Recognize spelling conventions.

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.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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).
- 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.
- 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).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Unit Understandings:

Students will understand that...

- a person fulfills various roles throughout one's lifetime.
- the role an individual plays in a family is prevalent to the role he or she has in a society.
- history influences current African American culture.

Unit Essential Questions:

- How does an individual's history affect his or her present/future?
- How do families meet the physical, social, emotional and intellectual needs of their members?
- Does communication always resolve conflict?

Knowledge and Skills:

Students will know...

- historical Context of the novel (biographical knowledge of author, 1950's African American family unit)
- Black experiences in the United States of the 20th Century, biographical knowledge of author
- consciousness of pre-civil-rights movement psyche
- define, recognize and understand following literary terms: characterization, theme, conflict, and metaphors
- the use of words and actions as a method of character development.

Students will be able to...

- identify types of conflicts through characters' interactions.
- distinguish the different types of characters.
- connect historical context of the 1950's to the family dynamics.
- explain how roles are learned and stereotypes are formed.
- correlate ongoing themes in the studied play to poetry.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows.

Literary Analysis Task (W2, W9): After reading passage(s), students will think about the similarities and differences in how the two authors developed the themes in each text. Students will write an essay in which they identify a theme from each text and analyze how the theme is developed using specific details from both selections.

Project: Through the unit students will learn the symbolic meaning of the fence Troy builds. Students are to write an analysis of what the fence means to each character. Students will then self-assess the role they play in their own families by designing and explaining their metaphorical fence.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Discussions and small group presentations on addressed subject matters.
- Character Charts (actions, motives, etc throughout the play).
- Reenactment of key scenes to facilitate learning objectives.
- Text-to-text connections (play and poems)
- Complete a character chart while reading play, cataloging characters’ choices and motives.
- Poetry analysis tasks used to deepen their understanding of the play’s major characters.
- Discussions and small group presentations on addressed subject matters.
- Conduct a research to develop an understanding of African American life in the 1950’s-60’s
- Contemporary text Book Clubs and/or Literature Circles facilitated in the balanced literacy workshop model

RESOURCES

Teacher Resources:

- [CommonLit: Book Pairings for Fences](#)
- [All American Boys](#) - Jason Reynolds and Brendan Kiely
- [All American Boys Reading Group Guide](#)
- [Analytical Essay: The Importance of Home](#)
- [The Importance of Home Rubric](#)
- Marriage by William Carlos Williams
- Those Winter Sundays by Robert Hayden
- Mirror by Sylvia Plath
- Fences by August Wilson

Equipment Needed:

- Chromebooks, projector/whiteboard, speakers

UNIT OVERVIEW

Content Area: English

Unit IV Title: Perceptions of Beauty in American Culture

Target Course/Grade Level: English II, English II Honors/10

Unit Summary: Students will read *Catcher in the Rye* by JD Salinger. This unit will focus on the emergence of adolescence. Students will analyze the struggles of growing up through the literary psychological lens theory. The culminating task will require students to hypothesize a psychological diagnosis for Holden.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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.

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.

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.

RL.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.

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.

- 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.
- 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.
- 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.

- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

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.

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.

- 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.

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.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- 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.
- C. Recognize spelling conventions.

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.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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).
- 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.
- 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).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Unit Understandings:

Students will understand that...

- social rejection and isolation can affect an individual's psyche.
- individuals choose when and how to conform to society's expectations.
- individuals can acquire self-actualization through reflection of various experiences.

Unit Essential Questions:

- What is an individual's responsibility toward society?
- Is conformity essential to survival?
- How do experiences affect our point of view and vice versa?
- What are some indicators of individual growth?

Knowledge and Skills:

Students will know...

- the historical and social climate of 1950's New York City (a focus on teenage culture emergence)
- the following literary terms: antihero, first person narration and unreliable narrator, symbolism, theme, allusion, hyperbole, tone, and irony, symbols, and themes
- the psychological lens of literary analysis.
- Maslow's Hierarchy of Needs.
- Elisabeth Kübler-Ross's Five Stages of Grief.

Students will be able to...

- determine the meaning of the symbols of the hunting hat, the ducks in Central Park, the Catcher in the Rye
- interpret and analyze *The Catcher in the Rye* through the psychological lens.
- apply Maslow's Hierarchy of Needs and Ross's Five Stages of Grief to Holden Caulfield
- distinguish between the 1950's and current teenage culture in the United States.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows:

Informative/Explanatory Writing Task (W2): After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.

Hypothesize a psychological diagnosis for a protagonist of your choice using Maslow’s Hierarchy of Needs, Ross’ 5 Stages of Grief, and a section from the Diagnostic Statistical Manual of Mental Disorders (DSM V- online Assessment Measures). Examine the evidence and write a report following the conventions of literary psychological lens theory explored in unit.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reading quizzes targeting literary devices.
- Character development interaction charts.
- Socratic seminars or book clubs / Literature Circles facilitated in the balanced literacy workshop model
- Double Entry Journal.
- Fill in character charts that focus on the interactions Holden has with others and how his experiences mold his perception of the world.
- Double Entry Journal tracking the decline of Holden’s mental state.

RESOURCES

Teacher Resources:

- *The Catcher in The Rye* J.D. Salinger
- *Kindness for Weakness* by Shawn Goodman
- *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez
- [Modern Novels to Pair with Classics: Catcher in the Rye](#)
- [CommonLit: Book Pairings for Catcher in the Rye](#)
- DSM-5 “Online Assessment Measures”:
- <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures>
- NY Times Articles:
- <https://learning.blogs.nytimes.com/2014/10/23/text-to-text-catcher-in-the-rye-and-the-case-for-delayed-adulthood/>
- “Nothing Gold Can Stay” Robert Frost

Equipment Needed:

- Chromebooks, projector/whiteboard, speakers

UNIT OVERVIEW

Content Area: English

Unit V Title: Pursuing the American Dream

Target Course/Grade Level: English II, English II Honors/10

Unit Summary: Students will read *The Great Gatsby* by F. Scott Fitzgerald and *Bodega Dreams* by Ernesto Quinonez simultaneously. This unit will focus on idealism and realism. Students will analyze the American dream in the context of the 1920's and today. The culminating task will require students to make thematic connections using the explored time periods and literary devices of the unit to inform their analysis.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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.

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).

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.

- 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.
- 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.
- 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.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

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.

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.

- 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.

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.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- 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.
- C. Recognize spelling conventions.

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.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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).
- 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.
- 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).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Connections and Standards: Social Studies

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Unit Understandings:

Students will understand that...

- literature provides a lens to view our own lives and society
- one's incapability to accept one's true self has consequences
- there is a difference between realism and idealism
- the fulfilment of a dream is heavily dependent on an individual's definition of success and perception of reality

Unit Essential Questions:

- Can fiction reveal truth?
- Is it possible to not know oneself?
- Why do people "dream"?
- Why do some people have difficulty distinguishing between what is reality and what is illusion?
- What is the difference between being in love versus loving the idea of a person?

Knowledge and Skills:

Students will know...

- the historical context of the Roaring Twenties (social mobility, moral lifestyle, entertainment)
- the American Dream and its depiction in *The Great Gatsby* in 1920's America
- the American Dream and its existence in today's America

Students will be able to...

- describe the American Dream's influence in today's society
- formulate text-to-text connections
- differentiate social mobility over the course of history
- generate a connection between the author's choices and the novel's theme.
- build an argument for the metaphorical and literal significance of "death's concept"
- analyze the themes in *The Great Gatsby* by evaluating distinctions between reality and idealism.

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows:

Informative/Explanatory Writing Task (W2): After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- What does the green light symbolize and how does the symbolism help Fitzgerald deliver the theme?
- Does Gatsby's dream match his reality? Was Gatsby's dream ever obtainable?
- Who or what is responsible for Gatsby's "death" both figuratively and literally?
- Small group poetry dissections
- The Writing Process
- Provide final task examples as well as rubrics
- Think-Pair-Share
- Socratic Seminar
- Guided Reading
- Contemporary text Book Clubs and/or Literature Circles facilitated in the balanced literacy workshop model
- Exploring diction: Experimenting with the right word vs the almost right word (thesaurus)
- Dorothy Parker Poetry Analysis in relation to the women in the novel.
- Chart evaluating the impact of the middle class narrator
- Quotation Analysis activities
- "Things To Do": West Egg vs East Egg attraction brochure
- Creating a forensic file for Gatsby's and Wilson's deaths.

RESOURCES

Teacher Resources:

- *The Great Gatsby* by F. Scott Fitzgerald
- *Bodega Dreams* by Ernesto Quinonez
- [CommonLit: Book Pairings for The Great Gatsby](#)
- "The Flapper" by Dorothy Parker
- "A Certain Lady" by Dorothy Parker
- Lesson on Diction:
- <https://learning.blogs.nytimes.com/2013/04/25/teaching-the-great-gatsby-with-the-new-york-times-2/>

Equipment Needed:

- Chromebooks, projector/whiteboard, speakers