

English 10 Honors

Content Area: English Language Arts
Course(s): English 10 Honors
Time Period: One year
Length: 43 Weeks (10 Months)
Status: Published

Course Overview

The English 10 Honors 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 begin the year by reviewing strategies for close reading and eventually learning how to combine these strategies to gain depth of comprehension. As the year progresses, students will employ their close reading skills as they continue to recognize and analyze patterns and common structures in the individual works before expanding their skills to draw connections between several works. 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 even graphic novels. 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 research 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. In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- Various forms of formative assessments are to be employed in order to provide ongoing and accurate evaluation of student progress and development of skills.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom, functioning both as preparation for instruction and for work completion.
- Organization of material, instruction, and information should be ongoing in order to provide students with optimal opportunities to learn and develop skills.
- Differentiated instruction is encouraged as needed to provide students with various methods for learning in order to meet the needs of diverse learners. Suggestions for modifications are included in the unit plans.
- Assessments should be varied in form, length, and value, and should assess topics of instruction delivered in class.
- The use of various technologies is encouraged in all units for purposes of research, work completion, collaborative work, and/or presentation of work.
- 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)

Course Name, Length, Date of Revision and Curriculum Writer

Course Name: English 10 Honors
Length: Full year (5 credits)
Date Revised: September 2024
Written by: Michelle Scarpari

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Unit 1: The Power of Communication

Content Area: Language Arts
Course(s): English 10 Honors
Length: 6 to 7 weeks
Status: Not Published

Summary of the Unit

Clear communication depends on the exchange and understanding of words, but what happens when people are limited in their words, ideas, and even thoughts? In this unit students will identify the ways in which language is used to develop an author's style, and will then shift gears to analyze the role of communication and language in dystopian literature. First, students will read a variety of texts, focusing on the different ways in which an author develops style (diction, syntax, figurative language, etc.). Students will review and apply skills such as close reading, annotation, and text-rooted responses. Once students have completed this close reading "boot camp", students will then read texts with a focus on dystopian societies, while also employing the same strategies that were used during the reading "boot camp" mini unit. The remainder of the unit focuses on dystopian literature with a concentration on how current events affect and influence an author's interpretation of the future. Students will research historical events and compare with events in the text to gain a better understanding of how themes and situations in dystopian literature originate. Particular attention will be paid to archetypes within dystopian literature, especially the protagonist's struggle against society. Themes such as dehumanization, relationships, and loss of freedom will be analyzed to further understand the author's purpose. The author's writing style will be examined via the study of language, particularly diction and its effects on the authenticity of the story, as is the importance of language as a significant element in literary study. Additionally, the skills gained in this unit will provide students with a basis for the reading and writing tasks they will take on throughout the academic year in this course, providing a framework for analysis of texts and development of their own writing.

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 a number of 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

Option One:

As a culminating assignment the students will demonstrate their understanding of the dystopian genre by writing a short story that incorporates characteristics as identified throughout the novel. Students will apply their understanding of archetypes, satire, central themes, and current issues (privacy, environmental, etc.) to write their story. Students are required to utilize narrative elements when writing their story. As an additional

activity, students may participate in a peer editing session, when students read one or two stories from other students (anonymously), and comment/peer edit based on the author's adherence to the dystopian genre.

Option Two:

Dystopias in real life- using either *1984* or *Brave New World*, students will identify an issue from the novel that also applies to our own society. Students will research the topic to analyze the causes/effects, conflicts, and examples within our own society. For example, students might connect censorship to both the novel and our own lives. Students will support their ideas with credible sources (it is suggested to work on this assignment in the library so the media specialist can assist with the assignment) and will also use MLA format including internal citations and a works cited page.

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

Film/Media:

- *Divergent*
- *Twilight Zone*: "Eye of the Beholder"
- *Twilight Zone*: "Number Twelve Looks Just Like You"
- *Twilight Zone*: "The Monsters Are Due on Maple Street"
- *1984* (excerpts only)
- "Mining Literature for Deeper Meaning" (TedEd)
- "Why Should You Read Edgar Allan Poe?" (TedEd)
- "Why Edgar Allan Poe Isn't Just a Sad Boy" (PBS)
- Two Plus Two Equals Five
- Pizza Palace

Short Stories and Excerpts:

- "The Way to Rainy Mountain" by N. Scott Momaday (excerpt)
- "Early Autumn" by Langston Hughes
- "Stay True Hotel" by Naomi Shihab Nye
- "A Plate of Peas" by Rick Beyer
- "Teenage Wasteland" by Anne Tyler
- "This is How You Lose Her" by Junot Diaz (excerpt)
- "The Black Cat" by Edgar Allan Poe
- "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:

- "Why Do People Follow the Crowd?" (ABC News)
 - "Literary Focus: Modernism and Postmodernism" (SS)
 - "In Between Cultures: A Granddaughter's Advantage" by Hayan Charara (SS)
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- “Letter from Birmingham Jail” by Martin Luther King Jr. (SS)
- “Speech to the Second Virginia Convention” by Patrick Henry (SS)

Poems:

- “A Dream Within a Dream” by Edgar Allan Poe
- “A Valentine” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe
- “Annabel Lee” by Edgar Allan Poe
- “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

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Reading With Purpose: A review of close reading strategies such as close reading, annotation, inference, and text-rooted response (2-3 weeks) “The Way to Rainy Mountain” by N. Scott Momaday	SWBAT recall previous literary terms and apply their understanding to analyze texts SWBAT apply annotation strategies to text to analyze the ways in which the elements of literature interact	Students will assess their prior knowledge of literary devices by completing a pretest (not graded). After reviewing the correct answers, students will make note of the terms they are unfamiliar with, as this is an overview of the terms students will be introduced to throughout the year After completing the pretest, students will work together to read “The Way to Rainy Mountain” by N. Scott Momaday. Students will identify as many literary devices as they can find, as well as discussing how these examples contribute to the imagery of the story Teacher will begin the lesson by asking, “when reading a text, what do you pay attention to?”.	Pretest (not graded)

<p>“Early Autumn” by Langston Hughes</p>	<p>to serve the author’s purpose.</p> <p>SWBAT cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>After discussing answers from volunteers, students will watch “Mining Literature for Deeper Meaning” (TedEd) Students will apply their understanding of the video to analyze “Early Autumn” by Langston Hughes, focusing on:</p> <ol style="list-style-type: none"> 1) What we learn about the characters based on internal thoughts and actions 2) How the setting helps to control the story <p>Characterization: Students will read “The Stay True Hotel” by Naomi Shihab Nye or “Teenage Wasteland” by Anne Tyler. Suggested activity- students will analyze the text by identifying ACTIONS (red colored pencil), SPEECH (blue colored pencil), and DESCRIPTION (green colored pencil). What do we learn about the father and daughter based on these descriptions?</p>	
<p>“Stay True Hotel” by Naomi Shiab Nye “Teenage Wasteland” by Anne Tyler</p>	<p>SWBAT identify how an author develops writing style and apply that</p>	<p>How does an author develop tone in their writing? Students will read “A Plate of Peas” and will identify literary terms (hyperbole, apostrophe, simile, personification, metaphor, and repetition), and will then analyze how these devices help to contribute to the tone of the story.</p>	
<p>“A Plate of Peas” by Rick Beyer</p>	<p>understanding to write a response using the style of an author</p>	<p>Author’s style: Students will apply the skills and strategies they learned from the previous texts/lessons to write a response that imitates an author’s style. Students will read a short excerpt from “This is How You Lose Her” by Junot Diaz and will write a response that emulates his style by using repetition, punctuation, syntax, and tone (urgent, desperate). Students can pick the topic, but it must begin with “You try every trick in the book to...”</p>	<p>Students will write a response analyzing</p> <ol style="list-style-type: none"> 1) Tone of the story 2) Ways in which literary devices help to contribute to the tone

			2) Students will write an essay that analyzes Poe's style using three works students in this unit. Students can pay attention to areas such as tone, syntax, and figurative language
<p>Dystopian Unit Pre-reading Activities: (5-8 Days)\</p> <p><i>Twilight Zone: "Eye of the Beholder"</i> <i>Twilight Zone: "Number Twelve Looks Just Like You"</i> <i>"The Pedestrian" by Ray Bradbury</i> <i>"The Last Night of the World" by Ray Bradbury</i> <i>"There Will Come Soft Rains" by Ray Bradbury</i> <i>"Little Brother"</i> <i>Two Plus Two Equals Four" (You Tube)</i> <i>Pizza Palace" (ACLU)</i></p>	<p>SWBAT collaborate in groups to determine traits that help to create the "perfect place"</p> <p>SWBAT articulate and oppose the arguments of others;</p> <p>SWBAT reflect on assignment to recognize the difficulties and challenges that arise from making a group decision</p> <p>SWBAT connect utopian creation to themes of corruption in dystopian literature</p>	<p>Creating the "Perfect Place":</p> <p>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>Using Padlet as a suggested site, students will assess their prior knowledge of dystopian stories by identifying archetypal characters, conflicts, and settings among the texts they are familiar with. Then, students will take notes from a slideshow to identify the traits of dystopian literature (propaganda, conformity, altered</p>	<p>Student presentations, discussion, and written reflection</p>

	<p>SWBAT identify important traits of dystopian societies.</p> <p>SWBAT Read text and view media to further develop their understanding of dystopian literature SWBAT draw connections to our own society, noting how literature can</p>	<p>perspectives, laws and punishments, undeserving worship, unconventional character, familiarity, caste system, back story, and technology) and common themes (dehumanization, totalitarianism/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>Teacher may assign or read in class any of the following texts as an introduction to dystopian literature: <i>Twilight Zone</i>: “Eye of the Beholder” <i>Twilight Zone</i>: “Number Twelve Looks Just Like You” “<i>The Pedestrian</i>” by Ray Bradbury “<i>The Last Night of the World</i>” by Ray Bradbury “<i>There Will Come Soft Rains</i>” by Ray Bradbury ”<i>Little Brother</i>” by Bruce Holland Rogers</p> <p>Four Corners: Teacher will give students a list of statements with which to agree or disagree. Students will walk to the side of the room that aligns with their beliefs about the statement and should be able to discuss their beliefs about the topic. 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</p>	<p>Class discussion, brief written reflection: For <i>Twilight Zone</i> episodes: In what way does this episode reflect the dystopian genre? What societal issue(s) is being critiqued in the episode, and in what way(s) is this still relevant? Support with specific examples to further develop your argument (¾ to one page) For other texts: Analyze the story within the lens of the dystopian genre</p>
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	<p>reflect issues and conflicts relevant to our own lives</p> <p>SWBAT engage in appropriate conversation, formulate opinions with justification, and respond to the viewpoints of others.</p>	<p>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. **This will be taught again after the anchor text is completed. Students will draw connections to the text now that they have completed the work</p> <p>Background research: Students will work in groups and research information about the time period in which the novel was written. Students will research credible sources (teachers may decide to assign specific websites) and identify significant moments/events that they feel may impact the authors' attitude toward society. Teachers might want to suggest topics for the students to help narrow their search. (Topics such as politics, the environment, technological advances, and world events might be helpful). Throughout the course of the novel, the students will add to the timeline, finding examples from the text to support how the selected events may have impacted the novel.</p>	<p>Select one statement from today's activity and write a one page response, being sure to include specific examples and details that help to support their belief.</p> <p>Background Research: Students will research the time period in which either <i>Brave New World</i> or <i>1984</i> was written, also finding relevant information about the author's life. Students will use selected websites to create a presentation using Slides</p>
<p>During Reading Activities (5 to 6 weeks)</p> <p><i>1984</i> <i>Brave New World</i></p> <p>www.xkcd.com/simplewriter</p>	<p>SWBAT define <i>archetypal criticism</i> and apply understanding to analyze literary elements such as setting, character, and conflict within the text</p>	<p>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>Reading Log options (to be collected after each section for <i>1984</i> or at the end of the novel for <i>Brave New World</i>):</p> <ul style="list-style-type: none"> For each chapter, create a title, provide and explanation for the title, select a significant quote, and explain the quote in

	<p>SWBAT build connections to the novel by responding in journal or through group discussion</p> <p>SWBAT identify and analyze the value of language in the text as well as in our own society, reflecting on the ways in language and communication are essential to living</p> <p>SWBAT analyze the importance of language and communication; SWBAT evaluate the harmfulness of restrictions to language.</p>	<p>Students will respond to teacher-created written prompts regarding quote analysis, theme analysis, and/or character development. (For example, 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? Students will practice making a claim and using textual evidence to support the claim.</p> <p>Destruction of Language Activity In pairs or small groups, students will visit the web site www.xkcd.com/simplewriter, which only allows users to type in 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 (i.e. Choose a religion and explain it as if the audience has never heard of it or explain which is better, iPhones or Androids, etc), 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) Reflection or discussion: describe the frustration in completing this activity</p> <p>What is satire? Students will recall examples from the past, and based on where they are in the novel, what are some examples of satire in the novel? In pairs, students will use satire to create</p>	<p>relation to the chapter</p> <ul style="list-style-type: none"> For each chapter (or selected chapters), select a significant quote, explain the quote in relation to the chapter, make a prediction, and explain the rationale for the prediction (based on information from that section) <p>Reading checks, journals, group discussions, and shorter writing responses will be collected and assigned throughout the novel</p> <p>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>SWBAT define <i>satire</i> and create propaganda connected to the text.</p> <p>SWBAT research the different types of government systems and apply understanding to their novel.</p>	<p>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>, or illustrate a hypnopædic phrase from <i>Brave New World</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>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>Satire poster with written analysis</p> <p>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> <p>”Why Do People Follow the Crowd? (ABC News) <i>The Twilight Zone: “The Monsters Are Due on Maple Street”</i> “The Refusal” by Franz Kafka “She Unnames Them” by Ursula K. Le Guin “The Story of a Vision” by Francis Le Fleche <i>Heart of Darkness</i> by Joseph Conrad <i>Things Fall Apart</i> by Chinua Achebe “Literary Focus: Modernism and Postmodernism” “In Between Cultures: A Granddaughter’s Advantage” “Letter From Birmingham Jail” by Dr. Martin Luther King Jr.</p>	<p>SWBAT compare content of one text to similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.</p>	<p>Students will read a nonfiction piece from ABC news, “Why Do People Follow the Crowd?” and will compare it with the selected novel (<i>Two Minutes Hate</i> for <i>1984</i> and selected scenes from <i>Brave New World</i>). What are some reasons why people follow the crowd, and what are the effects/dangers of this? Optional: The teacher may choose to show “The Monsters Are Due on Maple Street” and have students analyze the role of mob mentality in the episode as well as the text</p> <p>Explore “The Refusal” by Franz Kafka for dystopian traits and themes.</p> <p>Read “I Am Offering This Poem” and compare the theme to Winston and Julia in <i>1984</i> or John and Lenina in <i>Brave New World</i>,</p> <p>Explore the idea of family tradition and storytelling illustrated by “The Story of a Vision.” Compare this to the lack</p>	<p>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>“Speech to the Second Virginia Convention” by Patrick Henry “I am Offering This Poem” by Jimmy Santiago Baca “My Grandmother Washes Her Feet...” by Mojha Kafh “A Voice” by Pat Mora</p>		<p>of family units in the dystopian texts and the restrictions on communication.</p> <p>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>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>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>Post-Reading (1 week - can be incorporated throughout unit)</p> <p>Original Dystopian Short Story Informative essay</p>	<p>SWBAT identify significant themes within the dystopian genre and support themes with quotes from the novel</p>	<p>Dystopian Themes: Students will be grouped together to identify central themes in the novel. Each group will be given a theme and will have 5-7 minutes to identify two quotes to support this theme. Theme will be written and explained on post- its, which will then be placed onto poster paper. Depending on time, each group finds quotes to support 3-4 themes. Upon completion of activity, posters will be hung up around the room. Students will walk around the room and select one theme that is relevant to our society. This will be used to help students write their narrative story or essay (assigned at the end of the unit).</p> <p>Suggested themes for analysis:</p> <ul style="list-style-type: none"> -Dehumanization -Loyalty -Relationships/Family -Memory/Past 	<p>Group Challenge: Quotes for themes (These will stay up around the room as students complete their final assignment)</p>

		<p>-Power -Manipulation -Reality</p>	
	<p>SWBAT demonstrate understanding of dystopian genre by writing a narrative that is reflective of dystopian characters, settings, and conflicts</p>	<p>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. With remaining time, students will participate in peer review, in which they read the work of other students (anonymously).</p> <p style="text-align: center;">OR</p>	<p>Narrative essay (suggested rubric-NJSLA)</p>
	<p>SWBAT build a connection to themes within the dystopian genre by comparing an issue to our own society</p>	<p>Write an informative essay that connects an issue from the novel (<i>1984</i> or <i>Brave New World</i>) to our own society. Students will incorporate credible sources and time will be spent on:</p> <ul style="list-style-type: none"> ● Developing the introduction and thesis ● Reviewing rules for internal citations ● Creating a works cited page ● Other guidelines for MLA format 	<p>Informative essay (teacher created rubric due to MLA requirements)</p>

Suggested Modifications for Special Education, 504, MLs, At Risk 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 (Docs, Slides, Forms, etc)

-Use of Google Translate as needed

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

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

-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.

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- 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).

Unit 2: Moving Forward

Content Area: Language Arts
Course(s): English 10 Honors
Length: 5-6 weeks
Status: Unpublished

Summary of the Unit

How can the past influence the way we move forward as individuals, as a community, and as a culture? This unit looks to examine the past, and using these experiences, move forward with new knowledge and awareness. As readers, we often look to literature as a reflection of society. Therefore, looking at 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. The students will begin this unit by looking at the classics, focusing on the hero archetype. Then, as they proceed through the unit, they will examine characters and real life stories where humans endure setbacks and learn from the past. Students will apply reader's skills such as annotation and close reading to help them develop complex ideas with regard to theme, conflict, and characterization.

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?

Summative Assessment and/or Summative Criteria

Option One

Personal Hero's Journey: Students will select a stage from the Hero's Journey and describe how it applies to their own life. Students have the option of a personal essay, illustration, poem, or other idea that is approved by the teacher. For this assignment, students do not need to be literal in their interpretation of the hero's journey. For example, "crossing the threshold" could be entering high school, or "meeting the mentor" could be a coach or teacher who inspired them.

Option Two

Character Analysis/Argumentative Response: 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. (This works better for *Ethan Frome* or *And Then There Were None*)

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

Film/Media:

- "What Makes a Hero?" by Matthew Winkler (TED Talk)
- *Big Fish* directed by Tim Burton (2003)
- *Ethan Frome* directed by John Madden (1992)

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)
- "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 Hero’s Journey”:
- “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

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” by Tony Hoagland	SWBAT familiarize themselves with the traits of the classical period. SWBAT list the traits of a hero and explore the concepts of heroism within a poem	Students will read and annotate “Literary Focus: The Classics” in order to identify the aims and values of the period. In 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? Students can apply the TPCASTT strategy to this activity.	<i>StudySync</i> Think Questions, Class Discussion Written response

<p>“The Power of the Hero’s Journey” and/or “What Makes a Hero?” (TEDTalk)</p>	<p>SWBAT identify the steps of the hero’s journey by viewing video SWBAT Demonstrate understanding of the Hero’s journey by selecting a character and analyzing their journey as a hero</p>	<p>Students will read either “The Power of the Hero’s Journey” and/or view “What Makes a Hero” in order to familiarize themselves with Campbell’s archetype. Students will choose a popular hero (i.e. Marvel hero, Disney hero, character from a book, etc) and apply the steps of the hero’s journey to their story (students will be given resources to help them analyze the stages of the Hero’s Journey). Students can work with a partner to create a poster that analyzes the selected hero.</p>	<p>Notes/handout Poster- Hero’s Journey</p>
<p>“Valedictorian Address at Anacostia High School” “Methods of Motivation”</p>	<p>SWBAT familiarize with themes in the unit by exploring how and why people pursue goals SWBAT compare intrinsic and extrinsic motivation and identify examples in sources</p>	<p>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 compare/contrast traits of intrinsic and extrinsic motivation along with possible benefits of each.</p> <p>Students will perform a close reading for “Anxiety: Challenge by Another Name”, paying specific attention to diction and theme. After participating in a discussion, the students will write a short response that describes the narrator’s “journey” to overcome anxiety. What is the theme of the text?</p>	<p>Select quotes from each text and explain how the quote supports an idea about motivation.</p>
<p>“Anxiety: Challenge by Another Name”</p>	<p>SWBAT read and analyze text to identify the narrator’s ability to overcome adversity SWBAT write a well-developed response that describes the narrator’s</p>		<p>Student written response (1-2 paragraphs)</p>

	<p>visual illustration that analyzes the impact of these quotes on the story (plot, characterization, theme, etc.)</p> <p>SWBAT identify significant moments throughout the text and analyze these moments in journal responses</p> <p>SWBAT analyze the relationship of setting to plot and theme.</p>	<p>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 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>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? Quotes from the novel should help to support the setting.</p>	<p>Journal responses</p> <p>Setting project/Gallery Walk and reflection</p>
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<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.” “Arm Wrestling with My Father” “Appointment with Love” 	<p>SWBAT compare novel content to similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.</p>	<p>Read “Ramayana” and apply the hero’s journey. Does this text compare to the heroes in other texts?</p> <p>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>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> <p>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 are the characters’ motivations to kill or not to kill? Compare to the killer(s) in Christie’s novel.</p> <p>Optional for <i>Big Fish</i>: Read and annotate “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>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>Teacher’s choice of activities; Suggestions: 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>
<p>Post Reading (can be incorporated during reading) (1 to 2 weeks)</p>	<p>SWBAT apply understanding of the hero’s journey to their own lives, including details and anecdotes</p>	<p>Option One Personal Hero’s Journey: Students will select a stage from the Hero’s Journey and describe how it applies to their own</p>	<p>Narrative Essay Illustration Argumentative Essay Teacher-created rubric</p>

<p>Personal Hero's Journey</p> <p>Argumentative Essay</p>	<p>from their own lives to build a connection to a stage in the Hero's Journey</p> <p>SWBAT analyze a specific character's motivations, actions, and thoughts to create an argumentative essay that evaluates the character's consequences</p>	<p>life. Students have the option of a personal essay, illustration, poem, or other idea that is approved by the teacher. For this assignment, students do not need to be literal in their interpretation of the hero's journey. For example, "crossing the threshold" could be entering high school, or "meeting the mentor" could be a coach or teacher who inspired them.</p> <p>Option Two Character Analysis (Argumentative essay) 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. (This works better for <i>Ethan Frome</i> or <i>And Then There Were None</i>)</p>	
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Suggested Modifications for Special Education, 504, MLs, At Risk 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 (Docs, Slides, Forms, etc)

-Use of Google Translate as needed

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

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

-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., NJLSA.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).

Unit 3: The Persistence of Memories

Content Area: Language Arts
Course(s): English 10 Honors
Length: 6-7 weeks
Status: Not Published

Summary of the Unit

How does the past have a hold on us? Every day may seem like a new experience, but the past, dreams, and memories can always provide opportunities for growth. In this unit, students will define the characteristics of surrealism, reading both informational and fictional texts from or about writers and artists from that movement. From there, the students will read texts that focus on the way characters and people exist in a world after being shaped by actions from the past. 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.
- Nonfiction often employs a bit of stagecraft and good readers evaluate how subtle shifts in narrative strategy, tone, etc. reveal author's purpose/motivations and areas for critique
- Ethics (or a lack thereof) in the scientific community can have lasting implications for individuals and society at large.

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?
 - 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

Option One

Research Assignment (informational): After reading *The Immortal Life of Henrietta Lacks*, students will select a current ethical dilemma and write an informative essay describing the issue. The teacher may decide to assign this as argumentative, identifying the controversies surrounding the issue. Papers must follow MLA format and include credible sources

Option Two

My Life in Snapshots: Students will choose a series of events in their lives. Events should be based on strong memories of the past or events that helped shape their lives currently. For each event, students will provide an illustration or photograph, incorporate narrative events in describing this moment, and explain how/why this moment resonates with them to this day. Students should select 4-5 events (teacher discretion)

Option Three

Reflect on the nonfiction account studied in this unit and how it deals with the memories and dreams of individuals. Create an original narrative in which the protagonist is driven to action by the recurrence of a significant memory. Use what you have learned from this account and your own prior knowledge to inform your writing. You may choose to write about an imagined character or you may write a personal narrative reflecting your own experiences. Be sure to describe the memory and to make the connection between this memory and the primary conflict of your narrative.
(SS Culminating Writing Task)

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 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)
- “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
 - “Il Pleut” by Guillaume Apollinaire
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<p>During Reading Activities (4-5 weeks)</p> <p><i>The Immortal Life of Henrietta Lacks</i></p>	<p>SWBAT read assigned sections of text and identify the central figures and they role they play in the text</p>	<p>Prologue to chapter 5- teachers may decide to use SS for this option. Throughout the beginning chapters, students will identify the main character (Henrietta Lacks) and the central figures in her life. What role do they play in her life?</p> <p>Throughout the reading of the text, 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 may use the list as a reference for the research assignment later in the unit.</p>	<p>SS Character Analysis</p>
<p>Paired Reading “Facial Expressions- including fear- may not be as universal as we thought” by Michael Price</p>	<p>SWBAT identify social issues within the text and examine the causes/effects</p>	<p>Students will read the article “Facial Expressions- including fear- may not be as universal as we thought” by Michael Price (SS) and complete the questions provided in the textbook. Students will use both the article and <i>The Immortal Life of Henrietta Lacks</i> to write a comparative essay on the following topic (writing task on SS):</p> <p>Both of these texts detail experiments and clinical trials conducted on behalf of scientific curiosity. But what determines whether an experiment or clinical trial is ethical or moral?</p>	<p>Social Issues and themes (continued list to be used for discussions)</p>
<p>Paired reading “Seeing at the Speed of Sound” by Rachel Kolb (SS) (paired with chapters 6-11)</p>	<p>SWBAT read article to further develop understanding of scientific experimentation and compare with conflict in text</p>	<p>Students will read “Seeing at the Speed of Sound” (SS) and complete the assignment for “skill: Denotation and Connotation”. Upon completing this, students will create a chart where they select words from both texts, determine the denotation and connotation, and compare how they contribute meaning to the experiences of the characters</p> <p>Read “From Behind a Covered Window”(SS) and 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>Read “Love is Not All” (SS) and will complete “skill: poetic elements and structure” on SS. After completion, students will discuss the following: How do emotions motivate us? How do they motivate the characters in the novel?</p>	<p>Comparative Essay (SS writing task)</p> <p>SS questions Comparative essay (optional)</p>

<p>Paired readings “From Behind a Covered Window” by Ngo Tu Lap and “Love Is Not All” by Edna St. Vincent Millay (SS) (paired with chapters 12-17)</p> <p>Paired reading: “Ritual of Memory” by Kimberly Blaeser (SS) (paired with chapter 18-22)</p> <p>Paired readings (all on SS): <i>Rock, Ghost, Willow, Deer: A Story of Survival</i> by Allison Adelle Hedge Coke <i>The God of Small Things</i> by Arundhati Roy <i>Persepolis</i> by Marjane Satrapi</p>	<p>SWBAT apply TPCASTT strategy to read and analyze poems</p> <p>SWBAT read text and perform a close reading to determine how the figurative language used in the text helps to contribute to the theme</p> <p>SWBAT read texts and determine how experiences from youth can leave a lasting imprint on one’s identify</p> <p>SWBAT evaluate the ethics explored in the text and compare/contrast with Kohlberg’s theory on moral development</p>	<p>Optional SS comparative poem assignment</p> <p>Students will complete SS assignment “Close Read: Rituals of Memory”. Ultimately, students will be able to answer the following: What is one metaphor or other example of figurative language Kimberly M. Blaeser uses to capture her perspective on how her mixed ancestry shapes her memory? What is the explicit and implicit meaning of this language? In your response, cite evidence as you determine how the author’s language refines and shapes her ideas about the topic of memory.</p> <p>Teacher may choose to assign any or all of the following: <i>Rock, Ghost, Willow,</i> <i>Deer: A Story of Survival</i> by Allison Adelle Hedge Coke <i>The God of Small Things</i> by Arundhati Roy <i>Persepolis</i> by Marjane Satrapi Students can illustrate a “photograph” of a scene from the text and in the space below, explain how this incident left an imprint on the character’s (or author’s) identity</p> <p>Students will examine specific instances involving questions of ethics (i.e. 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>SS questions Group discussion/analysis</p> <p>Close Reading analysis (SS)</p> <p>“Photograph” SS Options: First Reads Comparative Response SS TV</p> <p>Journal/Handout</p>
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<p>Post Reading (1-2 weeks)</p> <p>Research Assignment Narrative Essay SS End of Unit Assessment</p>	<p>SWBAT apply understanding of themes in the text by writing a response selected from several options</p>	<p>Option One Research Assignment (informational): After reading <i>The Immortal Life of Henrietta Lacks</i>, students will select a current ethical dilemma and write an informative essay describing the issue. The teacher may decide to assign this as argumentative, identifying the controversies surrounding the issue. Papers must follow MLA format and include credible sources</p> <p>Option Two My Life in Snapshots: Students will choose a series of events in their lives. Events should be based on strong memories of the past or events that helped shape their lives currently. For each event, students will provide an illustration or photograph, incorporate narrative events in describing this moment, and explain how/why this moment resonates with them to this day. Students should select 4-5 events (teacher discretion)</p> <p>Option Three Reflect on the nonfiction account studied in this unit and how it deals with the memories and dreams of individuals. Create an original narrative in which the protagonist is driven to action by the recurrence of a significant memory. Use what you have learned from this account and your own prior knowledge to inform your writing. You may choose to write about an imagined character or you may write a personal narrative reflecting your own experiences. Be sure to describe the memory and to make the connection between this memory and the primary conflict of your narrative. (SS Culminating Writing Task)</p>	<p>SS Scoring for Assessment</p>
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Suggested Modifications for Special Education, 504, MLs, At Risk 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.

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- 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 (Docs, Slides, Forms, etc)
- Use of Google Translate as needed
- Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.
- Use of Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- 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.

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- 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).
 - 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 4: The Ties that Bind

Content Area: Language Arts
Course(s): English 10 Honors
Length: 7-8 weeks
Status: Not Published

Summary of the Unit

What does it mean to have ties that bind? We are bound to our families, friends, communities, and homelands, often by grand feelings such as love and loyalty and sometimes by dark ones such as shared hardship and fear. Because having ties to people and places is a universal experience, audiences have for centuries been drawn to stories about characters who stand up to or stand up for the people and places close to their hearts. In this unit, students will read either *Othello* or *Julius Caesar*. Both of these plays contain 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 and who to love?
- 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 (structure, development, etc) 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?

Summative Assessment and/or Summative Criteria

Option One

Literary Criticism Essay: Students will select one of the following types of literary criticism and analyze the selected play through any of the following lenses:

- Archetypal/mythological
- Psychoanalytical
- Gender/feminist

Using textual evidence, the students will write an analytic essay that incorporates literary criticism (teacher may select one type of criticism for their class). Students will make use of school databases to help them find credible, informative journals

Option Two

Plot Structure Analysis: Throughout the unit, students will complete a digital project that analyzes the structure of a Shakespearean tragedy. Students will identify introduction, rising action, climax, falling action, and conclusion/resolution in either *Othello*, or *Julius Caesar* and will be able to explain how each is important to the overall structure of the play. Students will use Slides, Canva, or poster paper to create their project. As students read the play, a select number of students will present their projects, and by the end of the unit, all students will have presented one of their acts to the class. Final projects will be submitted upon completion of the play.

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

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>
- [Why Shakespeare Loved Iambic Pentameter \(TED ED\)](#)
- Internet Shakespeare <http://internetshakespeare.uvic.ca/>
- *Othello* (1995) Excerpts
- *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:

- “A Cultural Context for *Othello*” by Kristin Johnson-Neshati (excerpt only)
- “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 Buonarrotri 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

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Pre-Reading Activities (5 days) “Literary Focus: The Renaissance” (SS) “Have You Ever Heard of” “What Would Shakespeare Think of Us?” “A Shakespeare by Any Other Name” “Why Shakespeare Loved Iambic Pentameter” (Ted Ed)	SWBAT identify important facts about the Renaissance time period to gain an understanding of background/context of story SWBAT apply knowledge of Shakespearean time period to create a “quiz” for the class	Students will research from a teacher-generated list of topics or questions to gain a better understanding of Shakespeare’s time period as well as the background of Venice (for <i>Othello</i>) or historical background of Julius Caesar (for <i>Julius Caesar</i>). Teachers can provide web sites or leave the students to navigate independently. Working with a group (or independently), the students will create a set of multiple choice questions based on their findings. Questions will be combined to create a class set. Content should include questions about the author as well as the elements of tragedy. “Literary Focus: The Renaissance” is recommended as one source as well. Why Do We Read Shakespeare? Students will recognize the significance of Shakespeare in our	Student-created “quiz” (not graded)

	<p>the <i>exposition</i> part of the story</p> <p>SWBAT identify the purpose of a soliloquy and analyze soliloquies in the play to further build understanding of characters and motivations.</p> <p>SWBAT identify significant themes in the text and create an illustration for that theme</p>	<p>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>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? -What do we learn about this character through the soliloquy? <p>As the themes continue to develop, students will choose one theme to illustrate (i.e. jealousy, applicable to all three works). Students will caption their illustrations with a metaphor or simile (i.e. Jealousy is [like] a disease that consumes you) and explain their work on the back.</p> <p>Students will examine the rhetorical devices used in the plays such as repetition, ethos, pathos, and logos. Students will focus on Act III (Iago’s language in <i>Othello</i> and Marc Antony’s speech in <i>Julius Caesar</i>). For this assignment, students will:</p> <ul style="list-style-type: none"> -identify the type of rhetorical strategy used -the meaning of the quote -the effect it has on other characters 	<p>Act II: Rising Action Act III: Climax Act IV: Falling Action Act V: Resolution</p> <p>Comprehension questions, reading checks, teacher-created quizzes, end of act quizzes</p> <p>Soliloquy close readings</p> <p>Student illustrations with explanations</p>
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	<p>SWBAT analyze the use of rhetoric in the play, and the impact it has on the characters</p> <p>SWBAT define the characteristics of a tragic hero and analyze a character within that context</p>	<p>Students will be given the characteristics for a tragic hero. Using those characters, students will determine if a character from the selected play is a tragic hero (Othello in <i>Othello</i>, Brutus in <i>Julius Caesar</i>)</p> <p>Students will write a well-developed response and will include examples from the text for support.</p>	<p>Slide- Rhetorical Analysis</p> <p>Written response- Tragic Hero analysis</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><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>SWBAT compare similar topics, traits, and themes by considering their treatment and presentation in differing texts and media.</p>	<p>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>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>Read the excerpt from <i>Cherokee Family Reunion</i> and compare to the interracial marriage depicted in <i>Othello</i>.</p> <p>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>Read “People Should Not Die in June in South Texas” and discuss the feeling of grief as well as ways to cope with it. (Pairs well particularly with <i>Julius Caesar</i>).</p> <p>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>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>

-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 (Docs, Slides, Forms, etc)

-Use of Google Translate as needed

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

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

-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).
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- 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 5: Chopped, Stirred, and Blended

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

Summary of the Unit

Every culture is a stew of the customs, traditions, arts, languages, and institutions of its people. As a result, each culture is unique in its own way. But because everybody needs to eat, food is one place where cultures intersect. Culture has a big impact on what, where, when, and how we eat. Why do people feel strongly about the food they eat? Are we sometimes eating memories of long-ago meals rather than the actual food on the plate in front of us? What can our food choices and preferences tell us about ourselves and our cultures? In this unit, students will explore these issues as they 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. 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.

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?

Summative Assessment and/or Summative Criteria

Option One

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 (cultural, traditional, etc).

Visuals (photographs of the prepared meal, internet images of the ingredients, etc.) should be included.

Option Two

Informative essay: Students will research a culture, diet, or lifestyle and write an informative essay that discusses facts, statistics, examples, and impact on the society (essay requirements may differ depending on the topic selected). The students will be required to use school databases to help them explore the topic.

Option Three

Extended Writing Project (SS)

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

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 Christmas Memory” by Truman Capote
- Writing Prompts About Food, Family, and Culture <https://www.nytimes.com/2023/11/16/learning/writing-prompts-about-food-family-and-culture.html?auth=login-google1tap&login=google1tap>

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
- *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

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Pre-Reading Activities (3-5 days)</p> <p>Blast: Chopped, Stirred, and Blended</p> <p>“Literary Focus: Cross-Cultural Texts”</p> <p>“A Christmas Memory” by Truman Capote</p> <p>“Maple Sugaring (in Aunt Alberta’s Backyard)”</p>	<p>SWBAT reflect on the value of food in their lives by watching short excerpt and writing in relation to the topic</p> <p>SWBAT evaluate the relationship between food and culture for journal responses and whole group discussions</p> <p>SWBAT build understanding of “cross-cultural” genre by identifying examples and characteristics</p> <p>SWBAT read narrative and identify the techniques used by the author to develop the theme and connect back to the role of food as culture</p>	<p>Students will complete “blast” on SS to introduce the topic. As a suggestion, the teacher may develop this into a whole group discussion.</p> <p>Students will complete journal responses that examine the role of food in culture. A suggested resource is a <i>New York Times</i> article called “Writing Prompts About Food, Family, and Culture”. Students can write about their experiences in a journal assignment, or they can engage in group discussions about each topic.</p> <p>To build a better understanding of the unit, the students will complete the assignment Literary Focus: Cross-cultural texts (SS). Students will read the article and complete the questions that are provided. Prediction: Based on this information, what are some things you expect to read about?</p> <p>Students will read and discuss “A Christmas Memory” by Truman Capote. As they read, the students will underline or highlight the techniques used by the author to develop this story (the students can focus on imagery and dialogue for this story). The story will be paired with the poem “Maple Sugaring (in Aunt Alberta’s Backyard)”. After reading, students will discuss the food traditions within both texts and will compare within their own lives. 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>Read and annotate “Fish Cheeks” for imagery, diction, and structure. Students</p>	<p>Blast/group discussion</p> <p>Journals</p> <p>SS Assignment (quiz and think response)</p> <p>Student responses can be written formally or informally, or discussed as a class Use (SS) for “Maple Sugaring”</p>

	<p>SWBAT review text and explore the significance and/or symbolism of food in the text</p> <p>SWBAT connect themes of food and tradition to their own lives by writing about their personal experiences with food</p> <p>SWBAT read and analyze the text, focusing on the use of allusions and how it helps to add to the cultural setting of the story</p> <p>SWBAT apply understanding of central themes in the novel into an analysis, focusing on the role of food in the text</p>	<p>-create a chart that analyzes their food, meanings, and character experiences with the food When working on this assignment, students should pay attention to the cultural significance and symbolism of the food discussed</p> <p>Students will complete SS Blast- Go With Your Gut and answer the following (group discussion): How does culture impact your diet?</p> <p>Students will read the story “B Wordsworth” and will focus on the use of allusions in the story (Skill assignment on SS) Students can work with a partner to help them formulate ideas for the literary analysis assignment (also on SS): How does the author use a point of view and cultural setting to develop the theme? In your response, analyze details about at least two characters from the short story.</p> <p>As students read the novel, they will focus on the role of food in the story. For the remainder of the novel, students will keep a journal or log in which they consider the following roles in the text: -memory/identity -conflict/resolution -symbolism of their characters -power within relationships (men/women and mother/daughter) -recognition of culture Students will create a poster or Slide that examines 1-2 roles within the text</p>	<p>Group Chart</p> <p>SS Blast and discussion</p> <p>SS Assignment: Skill- allusion Close read assignment (literary analysis)</p> <p>Slide/Poster (Presentation is optional)</p>
<p>Blast- Go With Your Gut (SS)</p>			
<p>“B Wordsworth” by V.S. Naipaul (SS)</p>			

<p>During Reading Activities (3-4 weeks) Option Two: SS Unit</p> <p>“Parsley” by Rita Dove “The Latin Deli: An Ars Poetica” by Judith Ortiz Cofer</p>	<p>Apply TPCASTT strategy to analyze poems, paying specific attention to techniques such as symbolism, theme, and figurative language</p>	<p>First read: Students will read “Parsley” by Rita Dove and complete the quiz/think portion of the assignment. Students will work in groups to highlight words and phrases, and then analyze the connotative meaning behind them.</p> <p>Using both the “first read” and “connotation” assignment, the students will write an analysis using the following prompt:</p> <p>In this political poem, Dove uses symbolism to convey themes about inequality, prejudice, violence, and family. Remembering that a symbol is often a material item that stands for something else, such as a flag for patriotism, choose one symbol that is central to the poem’s meaning. Write a literary analysis in which you interpret the meaning of this symbol and explain how the poet uses it to develop a specific theme.</p> <p>Students will read and annotate “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? Students will identify figurative language in the poem, identifying how the use of figurative language creates meaning in the poem.</p> <p>**StudySyncTV can help provide further context</p>	<p>SS First Read Close reading analysis</p> <p>SS Options: Skill- figurative language Close reading response OR Figurative language chart</p>
<p>“Curry: A Tale of Cooks and Conquerors” by Lizzie Collingham “Chinese Cooking” by France Chen Jitong “The New Food Fights: U.S. Public Divides Over Food Science”</p>	<p>SWBAT read texts and identify cultural misconceptions through the lens of food</p>	<p>Students will read “Curry: A Tale of Cooks and Conquerors”, “Chinese Cooking” and “The New Food Fights”. Teachers may decide to use SS assignments for each.</p> <p>Students will make a chart to examine the three different articles, paying attention to the misconceptions, shared norms, and cultural differences. After completing this activity, students should be able to answer the following:</p> <p>What cultural misconceptions can we learn through the lens of food? Read “Curry: A Tale of Cooks and Conquerors.” Compare to <i>The Joy Luck Club</i>. What determines authenticity?</p>	<p>SS Suggestions For “Curry”- independent read assignment For “Chinese Cooking”- independent read assignment For “The New Food Fights”- Skill: Informational Text Elements or Close Read writing assignment Writing response- synthesizing information from all three sources</p>

<p>“Lines Written in Early Spring” by William Wordsworth “B Wordsworth” by V.S. Naipaul</p>	<p>SWBAT read and analyze texts to identify themes and the language used to help develop those themes</p>	<p>Students will read “Lines Written in Early Spring” and complete quiz in SS (Teachers may decide to show StudySyncTV for further help). Once students feel familiar with Wordsworth, they will read “B Wordsworth”, identifying how the use of allusions helps to develop the theme of the story. It is suggested the students complete the skill assignment in SS for allusions</p>	<p>SS independent read (For “Lines Written in Early Spring”) SS Skill: Allusion (for “B Wordsworth)</p>
<p>“Florida’s Edible Wild Plants: A Guide to Cooking and Collecting”</p>	<p>SWBAT recall examples of formal and informal language and examine the effectiveness within a text</p>	<p>Students will read “Florida’s Edible Wild Plants” and underline words and phrases that can be considered formal (red colored pencil), informal (blue colored pencil), or technical (green colored pencil). Volunteers will write the phrases in the provided space on the board (separated into three columns). Words will be discussed. Upon completion, the students will answer the following in a short response: How does the informal language, formal language, and technical terms in the text help to appeal to a variety of audiences?</p>	<p>Response (SS assignment)</p>
<p>“Ethopia” by Audre Lorde</p>	<p>SWBAT read poem and analyze how poetry can provide the emotional and personal aspects of a historical event</p>	<p>Students will read “Ethiopia” by Audre Lorde and take note of three facts they learned about Ethiopia’s famine crisis. In another column, students will take note of the emotional aspect of the famine. Why are both facts and emotional aspects important in learning about a historical event? Students will complete written response on SS (personal response)</p>	<p>SS: Independent Read Quiz Write</p>
<p>Post-Reading (1 week) Choose from: Food Diary Informative Essay Extended Writing Project (SS)</p>	<p>SWBAT connect with themes of food as part of cultural tradition by creating a “food diary” that expresses their connection to food within the family, religion, culture, etc.</p> <p>SWBAT identify a “food lifestyle” and write an informative essay that is researched and well-developed</p>	<p>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 (e.g., photographs of the prepared meal, Internet images of the ingredients) should be included.</p> <p>Students will research a culture, diet, or lifestyle and write an informative essay that discusses facts, statistics, examples, and impact on the society (essay requirements may differ depending on the topic selected). The students will be</p>	<p>Final assignment options: Food Diary Informative essay Extended Writing Project (SS)</p>

	<p>SWBAT demonstrate understanding of themes and concepts in this unit by completing assessment from SS</p>	<p>required to use school databases to help them explore the topic</p> <p>Extended Writing Project: <i>To what extent can you get to know a group of people through their food?</i> Students will use information from texts throughout this unit to form their essay</p>	
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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 (Docs, Slides, Forms, etc)
 - Use of Google Translate as needed
 - Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.
 - Use of Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - 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).
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Unit 6: Origin Stories

Content Area: Language Arts
Course(s): English 10 Honors
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 have the opportunity to examine how context (culture, time period, etc.) 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

Option One

Research Essay (Extended Writing Project on SS)

Choose one origin story relating to a religion, culture, or nation that you would like to learn more about. Write a research paper explaining this origin story and how it has shaped a particular community. As part of your research process, select a research question, develop a research plan, gather and evaluate source materials, and synthesize and present your research findings (Works best for *The Book Thief*)

Research Essay (Extended Writing Project on SS)

How can choices we have made in the past influence our future actions?The human relationship to nature is complex, and has changed over the course of history. Research one aspect of the human-nature relationship and how it has changed in the past century. You might start by focusing on a component of the natural world that interests you, such as the oceans, a species of animal, or a specific resource. Then conduct your own research in order to establish how humans have used, protected, and/or come to understand your chosen natural subject over the course of the past century. Finally, craft a thesis based on your findings that articulates how humans might best view this relationship in the future, given our past choices. What actions do you believe we should take in the future when it comes to our relationship to nature, and what attitude do you believe we should have regarding your chosen subject? (Works best for *Silent Spring*)

Option Two

Self Portrait - Students will create self portraits; these can be drawn or compiled (actual photographs, collages, clips from magazine photographs, etc). Portraits should illustrate who the students are as people including familial or cultural influences. A writing component should also be assigned but the teacher can assign genre or have students choose (poem, narrative, explanatory, etc).

Option Three

Throughout the course of the unit the students will write five narrative vignettes that identify significant moments in their lives. Narrative techniques should be incorporated into their writing to better describe and show the significance of each moment. The students can use these narratives to create a video, graphic novel, or “novel” (five chapters).

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
- *Silent Spring* by Rachel Carson

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)

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/wellsmf/files/2012/10/Archetypal-Color-Wheel.pdf>
- “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/backgrounder/alternative-views-climate-change>

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
- “On Turning Ten” by Billy Collins
- “Hanging Fire” by Audre Lorde
- “Nothing Gold Can Stay” by Robert Frost
- “The Red Wheelbarrow” by William Carlos Williams
- “Morning” by Mary Oliver
- “Symphony in Yellow” by Oscar Wilde
- “Colors Passing Through Us” by Marge Piercy

Self-Selected Text Options:

- *The City of the Beasts* excerpt by Isabel Allende
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- *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>SS Blast: Origin Stories</p>	<p>SWBAT familiarize with themes within the texts of the unit by thinking about their own origin</p>	<p>Journal: How has your past affected where you are now? Think of one or two events that impacted where (or who) you are now. For example, if you moved, what were the effects of this? Answers will be discussed. Students will complete SS Blast: Origin Stories. With remaining time, students will discuss the blast topic in relation to their own lives</p>	<p>Journal SS Blast response</p>
<p>SS Literary Focus: Magical Realism</p>	<p>SWBAT define characteristics of a literary genre and analyze texts in the unit through the lens of “magical realism”</p>	<p>Students will learn about Magical Realism by completing assignment on SS (Literary Focus). Throughout the course of the unit, students will be asked to think about certain texts within this framework</p>	<p>SS Literary Focus: Magical Realism (quiz and think) Ongoing assignments throughout the unit (connections to Magical Realism)</p>
<p>“On Turning Ten” by Billy Collins “Hanging Fire” by Audre Lorde (use for <i>The Book Thief</i>)</p>	<p>SWBAT define the term “Bildungsroman” and apply understanding for poetry analysis</p>	<p>Journal- What is a rite of passage? What are three rites of passage that you plan to go through before you graduate high school? Students will research the characteristics of the coming of age theme. To help them gain a better understanding, they will think of 5 examples (books, tv shows, etc.), citing specific events.</p> <p>Poetry Analysis: The students will read “On Turning Ten” and “Hanging Fire”. After reading both poems, students will compare/contrast, paying attention to the different ways both poets approach the topic of coming of age</p>	<p>Journal Poetry Analysis</p>

<p>“There Will Come Soft Rains” by Sara Teasdale (use for <i>Silent Spring</i>)</p>	<p>SWBAT apply TPCASTT strategy to analyze a poem, focusing on the theme in connection with the unit</p>	<p>Journal: What will nature look like in the future? What concerns do you have about the future?</p> <p>Poetry Analysis: Students will read “There Will Come Soft Rains”, specifically paying attention to the theme of the poem. .</p>	
<p>During Reading Activities (4-5 weeks)</p> <p>Option One <i>The Book Thief</i> by Marcus Zusak</p> <p>“Nothing Gold Can Stay” by Robert Frost “The Red Wheelbarrow” by William Carlos Williams “Morning” by Mary Oliver “Symphony in Yellow” by Oscar Wilde “Colors Passing Through Us” by Marge Piercy</p>	<p>SWBAT recall the term <i>archetype</i> and build on knowledge by analyzing the role of color in literature</p> <p>SWBAT create a “color collage” that displays the different meaning associated with a color</p>	<p>Students will recall the term <i>archetype</i> and build on their understanding by adding color to archetypal criticism. Students will research a color (the teacher may choose to assign color to groups) and identify the symbolism behind the color. Students can think of examples from previous books or films for support.</p> <p>Students will read any of the following poems and analyze the use of color, and how it helps to create meaning: “Nothing Gold Can Stay” by Robert Frost “The Red Wheelbarrow” by William Carlos Williams “Morning” by Mary Oliver “Symphony in Yellow” by Oscar Wilde “Colors Passing Through Us” by Marge Piercy</p> <p>*Again, the teacher may choose to assign a specific poem to the whole class or in groups</p> <p>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>If teachers choose to, they can expand the color theory assignment by having students create a color collage. The student will create a collage that displays the different connotations of one color. Students should create a shape, and then add color to help depict the meanings behind the color For example, a student may cut out a heart shape, and then add images, stickers, words, etc. that showcase all the different way to interpret this color</p>	<p>Poetry Analysis</p> <p>Color Collage (optional)</p>

<p>Paired Texts <i>The Book Thief</i> (Prologue through Part One) <i>The Joy Luck Club</i> by Amy Tan (excerpt) SS</p>	<p>SWBAT identify examples of colors in the text and analyze the connotation within the story</p> <p>SWBAT identify the narrator and examine how personification helps to develop the point of view</p> <p>SWBAT read texts and compare/contrast parental relationships/roles</p> <p>SWBAT read texts and identify the negative and positive connotations behind language</p>	<p>After reading the prologue, the students will create a chart in which they:</p> <ul style="list-style-type: none"> -identify the colors -explain the quote -analyze within the context of the section <p>The teacher may also decide to teacher this throughout the novel</p> <p>SS Assignment (Independent read): Students will analyze the narrator (Death) in the story, paying attention to how he is portrayed in the story</p> <p>Students will read the excerpt from <i>The Joy Luck Club</i> on SS. The teacher may complete any of the assignments on SS (first read is recommended) and will then complete the comparative writing assignment that is also on SS (analyze Papa from <i>The Book Thief</i> and the narrator’s mother from <i>The Joy Luck Club</i>).</p> <p>Students will compare/contrast their philosophies regarding raising children. SS suggests writing a dialogue between the two characters</p> <p>SS Blast: Generation Now Students will complete Blast and then use answers for discussion</p> <p>First Read: “A Quilt of a Country” (SS). After completing the “think” assignment, students will use Post-Its to create a “quilt” of America. Students can use information from the text or modern examples</p> <p>And/or Skill: Arguments and Claims</p> <p>After reading Part 4 of <i>The Book Thief</i>, students will focus on the “Swapping of Nightmares” section, where the character Papa reads “Coming-of-Age Traditions From Around the World”. What traditions are discussed? Compare with our own society</p> <p>Students will read “Coming of Age Traditions From Around the World” (SS) The teacher may choose to focus on any of the following, and then use for discussion/group work:</p> <ul style="list-style-type: none"> -First read - Skill: Textual Evidence -Close reading (including StudySync TV) 	<p>Chart (may also be collected at the end of the novel)</p> <p>SS Assignment (Independent Read)- Read Quiz Write</p> <p>Comparative Writing Assignment (SS)</p> <p>Generation Now (SS Blast) First Read- Quiz and Think Skills: Arguments and Claims</p>
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<p>Paired Texts <i>The Book Thief</i> (Parts 2-3) “A Quilt of a Country” by Anna Quindlen (SS)</p>	<p>SWBAT apply understanding of the characteristics of the coming-of-age genre and cite examples from multiple texts</p> <p>SWBAT analyze the choice of Death as the narrator and how the role helps in the progression of the plot</p> <p>SWBAT demonstrate understanding of text by writing a summary</p>	<p>After reading parts 5 and 6, students will find quotes from this section where the narrator (Death) plays a part in the progression of the story. Students can work in groups to find quotes and analyze: -the significance of the quote to the story -how Death chooses to “step into” the plot, and how it affects the storytelling</p> <p>To complement this section, the teacher may decide to assign “A Very Old Man With Enormous Wings”. After reading the text, the students will work on Skill: Summarizing (SS) Once students understand the text, they will complete the comparative writing assignment on StudySync (comparing supernatural elements in both texts) If time is an issue, the teacher may choose to have the students create a poster, Slide, chart, etc.</p>	<p>Group analysis Writing response (optional) on SS</p> <p>Quote Analysis</p> <p>SS Summary Comparative Writing Chart, Slide, Poster (optional)</p>
<p>Paired Texts <i>The Book Thief</i> (Part 4) “Coming-of-Age Traditions Around the World” (SS)</p>	<p>SWBAT analyze the use of supernatural elements in literature, identifying and discuss how it helps to tell a story</p>	<p>For sections 7-9: Students will examine the effects of WWII from Liesel’s perspective. How does this perspective offer a different view? Students should consider Liesel’s innocence and mindset when analyzing this part of the story. Narrative response: Write about a memory from your childhood, looking at it now that you have a different mindset. How has this memory changed as a result of what you know now?</p>	<p>Quote analysis Narrative Response</p>
<p>Paired Texts <i>The Book Thief</i> (parts 5 and 6) “A Very Old Man With Enormous Wing” by Gabriel García Márquez (SS)</p>	<p>SWBAT analyze the effects of war from a child’s perspective SWBAT identify quotes that express the theme of the hardships of war</p> <p>SWBAT analyze the role of foreshadowing in the text and describe the effects on the main character</p>	<p>Upon completion of the novel, the students will recall examples of foreshadowing throughout the novel. Working in a group, students will complete a chart or Slides on the following: -3 quotes from the text that foreshadow the ending -How this event affects Liesel -Students’ thoughts on why the narrator chose to reveal this so early in the text</p>	<p>Group assignment End of novel options: Test/quiz Written response to themes within the text</p>
<p><i>The Book Thief</i> (parts 7-9)</p>	<p>SWBAT recall color archetypes and create an illustration that reflects the impact of colors in the text</p>	<p>Optional Assignment: Students will recall color archetypes from the beginning of the unit. Students will create an illustration that reflects a color in the novel. The illustration should depict symbols within the story. On the back, students will write one paragraph describing their illustration</p>	<p>Color Archetype Poster</p>

<p>Paired Texts: <i>The Book Thief</i> (part 10 to the Epilogue) <i>The Best We Can Do</i> by Thi Bui (SS)</p>	<p>SWBAT read text and analyze effective choices used for a graphic novel</p>	<p>After completing <i>The Book Thief</i>, the students will read <i>The Best We Can Do</i> (SS). It is recommended the students complete the Skill Assignment: Media because it gives them the opportunity to analyze a graphic novel. Optional assignment- students can illustrate a section from <i>The Book Thief</i>, incorporating guidelines they lines from SS assignment</p>	<p>SS Skill: Media Scene Illustration for <i>The Book Thief</i></p>
<p>During Reading Activities (4-5 weeks) Option Two: <i>Silent Spring</i></p> <p>Paired Texts: <i>Silent Spring</i> (ch 1-3) <i>“A Quilt of a Country”</i> by Anna Quindlen (SS)</p>	<p>SWBAT recall the term <i>fable</i> and apply understanding to discuss and analyze why the author includes a fable in the beginning of the story</p> <p>SWBAT connect to themes within the text by identifying societal issues</p> <p>SWBAT compare messages within texts, providing textual evidence for support</p>	<p>After reading chapters 1-3, the students will recall the term fable (they may need to refresh with some examples) and identify lines from the text that reflect the characteristics of a fable. Students will view a student discussion on fables in StudySync TV. After viewing the excerpt, students will write a paragraph on the following prompt: In Chapter 1 of <i>Silent Spring</i>, why do you think Rachel Carson presented her environmental warning as a fable? What shift occurs in the final paragraph of the excerpt? What effect do you think Carson is attempting to achieve with this shift?</p> <p>SS Blast: Generation Now Students will post and discuss response to the following question: What issues shape your generation's worldview?</p> <p>Comparative Essay: After reading chapters 1-3 in <i>Silent Spring</i> and “A Quilt of a Country”, students will write a comparative essay in which they complete the following: In a comparative essay of 300 words or more, compare and contrast how the author of each text reveals their respective truths and how they prime their audience to question myths that they have long believed in order to come to terms with “reality.” Which techniques do the authors use to convince their audiences and how are they successful? Cite specific examples from both texts to support your analysis.</p> <p>After reading chapters 4-6 in <i>Silent Spring</i>, students will analyze the following elements in the text:</p>	<p>Chapter 1-3 (SS): Quiz StudySync TV Write</p> <p>SS Blast</p> <p>SS Comparative Essay</p>

<p>Paired Texts <i>Silent Spring</i> (chapters 4-6) <i>The Best We Can Do: An Illustrated Memoir</i> by Thi Bui (SS)</p>	<p>SWBAT identify author’s purpose through examining two genres (informational and graphic novel)</p>	<p>Argument Themes Characteristics of informational texts (the teacher may choose to have the students create a chart to help them organize their information, or they can complete the assignment on SS)</p> <p>Students will read <i>The Best We Can Do</i> and complete the “Skill: Media” assignment on SS.</p> <p>After completing both readings and respective assignments, the students will write a paragraph on the following: Why is the selected genre appropriate for the text? Why is it effective that Carson writes with an informative purpose? Why is it effective for Bui to write in graphic novel form?</p> <p>Students will have time to prepare an argument for the following topic: At the end of Chapter 7, Rachel Carson questions if humans can perpetuate such suffering for other life forms and still retain their humanity. Do you think people can allow other living things to suffer and stay entirely human? Why or why not? Do humans change when they exert control over other living things? In an essay of 300 words, draw a conclusion based on both Carson’s findings and your own learning or experience. Be sure to support your arguments with sufficient evidence from the text. (This assignment comes from SS, but teachers may decide to use this assignment for a class discussion, debate, or assignment of their choice)</p>	<p>Text analysis (SS Independent Reading assignment) Analysis response</p> <p>Essay (SS) Teacher may decide to create a debate, group discussion or other assignment</p>
<p>Paired Texts <i>Silent Spring</i> (ch. 7-8) “A Very Old Man With Enormous Wings” by Gabriel Garcia Marquez (SS)</p>	<p>SWBAT analyze themes of morality and humanity within the texts in a well-developed response or discussion</p>	<p>(As an option, the teacher may choose to assign “A Very Old Man With Enormous Wings” to accompany the essay or discussion. This text is available on SS)</p> <p>The teacher may choose to turn this topic into a writing assignment, debate, or presentation: (topic take from SS) Do you think people in general prefer to do what is easy rather than what is best for the environment? Carson declares that humans are poisoning the earth because it is easy to</p>	<p>Slides Presentation Debate Essay (Teacher Choice)</p>

<p>Paired Texts <i>Silent Spring</i> (ch 9-11) “Coming-of-Age Traditions From Around the World” (SS)</p>	<p>SWBAT examine and discuss the theme of taking environmental actions in both the text and current society.</p>	<p>pick up a can of chemical insecticide without first considering the consequences. Do you agree or disagree with this assertion? Would chemical insecticides be less widespread if warnings were more clear?</p> <p>Students will read “Coming of Age Traditions From Around the World” (SS) The teacher may choose to focus on any of the following, and then use for discussion/group work: -First read - Skill: Textual Evidence -Close reading (including StudySync TV)</p> <p>As students near the ending of the text, they will take note of arguments made by the author. Students will create a Slide where they address the following:</p> <ul style="list-style-type: none"> • What is the author’s purpose in writing this text? • What are five points made by the author? • Analyze the effectiveness of each claim. Do you agree? Why, or why not? <p>The teacher may choose to have the students work together and/or present</p>	<p>SS Options: First Read (Quiz and Write) Skill: Textual Evidence Close Reading (including SS TV)</p> <p>Slide or Presentation of Choice</p>
<p><i>Silent Spring</i> (ch 12-17)</p>	<p>SWBAT read text and identify coming-of-age traditions from around the world, comparing and contrasting to their own lives</p> <p>SWBAT identify claims in text and analyze author’s purpose</p>		
<p>Post-reading (1 week - can be incorporated while reading)</p> <p>Memes/Political Cartoons</p>	<p>SWBAT identify a theme or conflict in the text and create a political cartoon or meme that illustrates the selected issue</p>	<p>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>Political Cartoon or Meme</p>

<p>Options for final assignment for unit</p> <p>Informative Essay (with research)</p>	<p>SWBAT demonstrate ability to research a topic and write a well-developed response using MLA format</p>	<p>Option One Research Essay (Extended Writing Project on SS) Choose one origin story relating to a religion, culture, or nation that you would like to learn more about. Write a research paper explaining this origin story and how it has shaped a particular community. As part of your research process, select a research question, develop a research plan, gather and evaluate source materials, and synthesize and present your research findings (Works best for <i>The Book Thief</i>)</p> <p>Research Essay (Extended Writing Project on SS) How can choices we have made in the past influence our future actions?The human relationship to nature is complex, and has changed over the course of history. Research one aspect of the human-nature relationship and how it has changed in the past century.You might start by focusing on a component of the natural world that interests you, such as the oceans, a species of animal, or a specific resource. Then conduct your own research in order to establish how humans have used, protected, and/or come to understand your chosen natural subject over the course of the past century. Finally, craft a thesis based on your findings that articulates how humans might best view this relationship in the future, given our past choices. What actions do you believe we should take in the future when it comes to our relationship to nature, and what attitude do you believe we should have regarding your chosen subject? (Works best for <i>Silent Spring</i>)</p>	<p>Research Essay</p>
<p>Self Portrait</p>	<p>SWBAT reflect on their own coming of age experience and create a self-portrait that illustrates their experiences</p>	<p>Option Two Self Portrait - Students will create self portraits; these can be drawn or compiled (actual photographs, collages, clips from magazine photographs, etc). Portraits should illustrate who the students are as people including familial or cultural influences. A writing component should also be assigned but the teacher can assign genre or have students choose (poem, narrative, explanatory, etc).</p>	<p>Self-Portrait</p>

Narrative	SWBAT incorporate narrative techniques to write about significant moments in their lives	Option Three Throughout the course of the unit the students will write five narrative vignettes that identify significant moments in their lives. Narrative techniques should be incorporated into their writing to better describe and show the significance of each moment. The students can use these narratives to create a video, graphic novel, or “novel” (five chapters).	Narrative Essay
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Suggested Modifications for Special Education, 504, MLs, At Risk 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.
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-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 (Docs, Slides, Forms, etc)
 - Use of Google Translate as needed
 - Use of skill reinforcement tools like Kahoot, Blooket, Quizizz, etc.
 - Use of Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - 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.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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