

English 9 Honors Curriculum Guide

English 9 Honors

One Year

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Course Overview

The Language Arts 9th grade program is meant to serve as an introduction to the text types that students will be studying at the high school level and beyond. The program is focused on close reading of text to serve as a model for successful writing and an initial step for them to develop their understanding of various works through text-rooted analysis of form, style, and purpose. Each unit has a thematic focus which ties together the various texts and assignments, and each is also centered on a specific text type which students will work with via both reading and writing assignments. As the year progresses and students begin to develop mastery of various text types, they will begin to encounter more variety of text types within the same unit and will work to draw in-depth connections amongst the various texts in their form, style, and purpose: fiction, informational text, argumentative text, poetry, drama, and nonfiction, all of which will be presented to students in both long and short examples. Students will also develop their own writing skills in poetry, fiction, argumentative writing, informational writing, written analysis, script development and other forms, encompassing a wide range of topics and styles. MLA Format will be used in instruction and by students to format their writing. To assess the skill development of the students and ensure a cohesive and complete implementation, various formative assessments will be employed throughout the course in addition to unit summative assessments, offering a variety of assessment forms including tests, writing assignment, creative projects, individual and group projects, etc., aligned with the skills covered in the unit. Each unit allows for differentiation of instruction through the various tools and resources as well as through the offering of several options for both short and long texts. The use of digital tools and resources is interwoven into each unit and offers students opportunities to work with various forms of media. Finally, modifications to the curriculum should be included to address the needs of students with Individualized Education Plans (IEP), English Language Learners (ELL), and At-Risk Learners as well as those requiring other modifications (504 plans).

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

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

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Unit 1: Pillars of Reading & Writing (Annotation and Style)

Content Area: Language Arts
Course(s): English 9 Honors
Length: 2 to 3 weeks
Status: Not Published

Summary of the Unit

In this unit, students will learn the foundations of text interaction by studying and employing close reading strategies to analyze elements of literature via various text types. Emphasis will be placed on annotation, close reading, and text-rooted response to develop understanding of the interaction amongst elements of style in relation to the author's purpose. Students will acquire knowledge of various writing devices to increase the level of sophistication in their writing, including pausing devices and MLA formatting. Students will develop skills to apply to the analysis of poetry, paying particular attention to the use of diction, structure, and sound to enhance meaning. 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

- Annotation is a valuable reading strategy essential to close reading as it allows students to reach depth of understanding for various text types, including but not limited to fictional, informational, and argumentative texts, as well as poetry.
 - Recognizing style is an essential part of developing an understanding of a writer's work and can assist a reader in identifying the purpose of a text.
 - The communication of meaning is enhanced by an author's stylistic choices, including their tone, diction, syntax, structure, etc.
 - Punctuation and other forms of structural formatting play a key role in developing meaning in a text.
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Essential Questions

- Why is annotation a valuable reading strategy?
 - How does an author's style impact understanding and further serve the author's purpose?
 - In what ways do pausing devices and structural formatting enhance communication of ideas?
 - How can an author's tone impact the communication of an idea or argument?
 - How do poetic elements work collaboratively to create and communicate meaning?
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Summative Assessment and/or Summative Criteria

Op-Ed Summative Assessment: Students will conduct a close reading of a provided text and identify the author's style and purpose. Once finished students will emulate the author's style and purpose in their own Op-Ed response.

SEA Projects: Students will work collaboratively in groups to develop a visual project (poster or digital) in which they conduct a style analysis of an assigned short text, creating an observational statement, drawing specific evidence to support the statement, and then developing a written analysis of the following style elements: Diction, Tone, Syntax, Structure.

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.

Short Stories:

- "Death by Scrabble" by Charlie Fish
- "Everyday Use" by Alice Walker
- "House on Mango Street" by Sandra Cisneros

Nonfiction Texts:

- "The Parent Trap: How Teens Lost the Ability to Socialize" by Clive Thompson
- "Technology Taking Over" by Yzzy Gonzalez
- "Sis! Boom! Bah! Humbug!" by Rick Reilly
- "The Parent Trap" by Rick Reilly
- "Driving While Stupid" by Dave Barry
- "The War on Tobacco" by Dave Barry
- "If You're Happy and You Know It, You're in Third" by Adriana Barton

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Developing Sophistication in Writing: Pausing Devices and MLA Formatting (1 week)	SWBAT develop understanding of pausing devices, their function and stylistic effects, and demonstrate mastery of use in a writing assessment.	Teacher will present mini- lessons on pausing devices: colons, semicolons, dash, double dash, hyphens, and commas. Students will complete practice worksheets, identifying need for various	Vocabulary quiz

		pausing devices in sample texts.	
<p>Annotating Strategies</p> <p>“Death by Scrabble” by Charlie Fish and either “Everyday Use” by Alice Walker or “House on Mango Street” (short story) by Sandra Cisneros (3 to 5 days)</p>	<p>SWBAT apply annotation strategies to text to analyze the ways in which the elements of literature interact to serve the author’s purpose.</p>	<p>Teacher will lead students through a reading of “Death by Scrabble” by Charlie Fish to practice a variety of annotating skills, including posing questions of the text, drawing connections, identifying literary elements, etc.</p> <p>Students will then complete annotation of “Everyday Use” by Alice Walker or “House on Mango Street” by Sandra Cisneros independently.</p> <p>Teacher will present Google Slides: Students will be introduced to the elements of style: Tone, Diction (including connotation and denotation), POV, structure and syntax.</p>	<p>Annotations</p>
<p>Close Reading and Analysis of Nonfiction text</p> <p>(5 to 7 days)</p> <p>“Sis! Boom! Bah! Humbug!” by Rick Reilly and other nonfiction texts</p>	<p>SWBAT conduct close reading of nonfiction texts, identifying style elements (diction, tone, syntax, structure) and analyzing how each fits the author’s purpose, then developing their own Op-Ed piece emulating the style of a selected author/text.</p> <p>SWBAT work collaboratively to conduct a style analysis of a short text and develop a visual project using the SEA format.</p> <p>SWBAT employ proficient oral speaking skills in</p>	<p>Teacher will directly instruct a text analysis of “Sis! Boom! Bah! Humbug!” by Rick Reilly with students. Guided annotation practice for style elements will be provided. Students will begin to formulate statements for each style element and provide textual evidence for each to prepare them for text analysis. Students will then create an individual Op-Ed response emulating the author’s style of diction, tone, syntax, and structure in a teacher-selected nonfiction text (teacher may provide options for text). Teacher will provide an overview of MLA formatting including proper heading, spacing, etc. for students to employ for assessment.</p> <p>OR</p> <p>Students will be divided into groups and each group will be assigned a different nonfiction text to close read and develop</p>	<p>Op-Ed response emulating the author’s style of diction, tone, syntax, and structure.</p> <p>OR</p> <p>Collaborative SEA project analyzing author’s style in selected nonfiction text.</p>

	presenting projects to class.	a literary analysis using the SEA format focusing on the following: Diction, Tone, Syntax, Structure.	
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New Jersey Student Learning Standards

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

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal

writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Suggested Modifications for Special Education, 504, Academic At Risk, ML and Gifted

Consistent with individual plans, when appropriate.

ML:

- 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:

- 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.

504/Special Education Students/Academically Struggling:

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

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- 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
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Suggested Technological Innovations/Use

- Study Sync Platform
 - Google Classroom/OnCourse Classroom
 - Use of Google Translate as needed
 - Skill Reinforcement: Kahoot, Blooket, etc.
 - Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - Peer-editing tools
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Unit 1B: Pillars of Reading & Writing (Annotation and Style)

Content Area: Language Arts
Course(s): English 9 Honors
Length: 3 to 4 weeks
Status: Not Published

Summary of the Unit

Students will develop skills to apply to the analysis of poetry, learning how to identify and analyze the use of the poetic devices poets depend on to create and develop meaning. Students will also learn how to use annotation skills to their study of poetry, and how to employ TPCASTT, a close reading strategy encouraged by College Board, as well as how to apply their knowledge of poetry to write their own original works. Additionally, upon completing this unit, students will be able to apply these skills to their work throughout this academic course which incorporates poetry into most units.

Enduring Understandings

- Poetry is a literary form using concentrated language to convey ideas, observations, and understandings about the Human Condition.
 - Recognizing a poet's style is an essential part of developing an understanding of a writer's work and can assist a reader in identifying the meaning in a poem.
 - The communication of meaning in a poem is enhanced by a poet's stylistic choices, including their word choice, tone, structure, and use of figurative language and sound devices.
 - Close reading is an essential part of developing an understanding of the poem's meaning.
 - There is a distinction between the meaning and the interpretation of a poem, with the first being the ideas and understandings communicated by a poet and the latter being the reader's application of the ideas and understandings in the poem to their own experiences.
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Essential Questions

- How does poetry convey ideas and understandings about humanity and all of its experiences?
 - How does knowledge and understanding of a poet’s style enhance the reader’s experience?
 - How do poetic elements work collaboratively to create and communicate meaning?
 - How can close reading lead to deep analysis of a poem and what strategies can help facilitate the close reading of poems?
 - How can a reader develop an interpretation of a poem based on knowledge of the poet and an understanding of their work?
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Summative Assessment and/or Summative Criteria

Written Literary Analysis: Students will complete a multi-paragraph literary analysis essay. Essay will focus on the author's use of POV, tone, and figurative language.

OR

Poetry Analysis Project - Students will work collaboratively in groups to conduct a TPCASTT analysis of a poem and develop a written literary analysis of four elements: diction, tone, structure, and imagery. Students will include a visual component capturing one of the following: a theme, dominant image, or narrative element of the poem.

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.

Poems:

- “Introduction to Poetry” by Billy Collins (SS)
 - “Some People Like Poetry” by Wislawa Szymborska
 - “How Do I Love Thee?” by Elizabeth Barrett Browning
 - “Shall I compare Thee to a Summer’s Day” by William Shakespeare
 - “Echo from Willowood” by Christina Rossetti
 - “The Guitarist Tunes Up” by Francis Darwin Cornford
 - “Those Winter Sundays” by Robert Hayden (SS)
 - “Patty’s Charcoal Drive-In” by Barbara Crooker
 - “Harlem” by Langston Hughes
 - “Dreams” by Langston Hughes
 - “Mother to Son” by Langston Hughes
 - “The Journey” by Mary Oliver (SS)
 - “Recuerdo” by Edna St. Vincent Millay (SS)
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- “The Bells” by Edgar Allan Poe (SS)
- “Ode to Family Portraits” by Gary Soto
- “Exit” by Rita Dove
- “Stopping by Woods on a Snowy Evening” by Robert Frost (SS)
- “We Real Cool” by Gwendolyn Brooks
- “This is Just to Say” by William Carlos Williams
- “My Papa’s Waltz” by Theodore Roethke

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Introduction to Unit: Terminology and Structure "Introduction to Poetry" by Billy Collins	SWBAT develop an understanding of poetry terminology and apply to study of poetry throughout unit.	Students will define given list of poetry terminology in preparation for poetry analysis: stanza, verse, imagery, diction, syntax, tone, alliteration, euphony, cacophony, repetition, internal rhyme, end rhyme, couplet, sight rhyme, onomatopoeia.	Complete benchmark assessment on poetic terminology in the form of a quiz.
"Some People Like Poetry" by Wislawa Szymborski (Focus: Structure)	SWBAT apply close reading and annotation strategies to poems identifying speaker, audience, subject and analyzing significance of structure.	Students will read and annotate "Introduction to Poetry" by Billy Collins. Review initial findings on board (speaker, audience, subject, structure, organization). Teacher will then direct students to focus on structure and the "subject" of each stanza as they read aloud and annotate. Review/discuss the figurative methods Collins provides for reading poetry and "translate" into literal guidelines for reading poetry.	Apply TPCASTT method to a poem (individually or in groups).

<p>“How do I Love Thee” by Elizabeth Barrett Browning and “Echo from Willow Wood” by Christina Rossetti (Focus: Form) (8 to 10 days)</p>		<p>Students will read “Some People Like Poetry” by Wislawa Szymborska with a focus on the significance of the structure. Review/discuss student findings.</p> <p>Introduce TPCASTT analysis method and model application of strategy. Students will use strategy throughout unit to propel analysis of poems.</p> <p>Introduce Sonnet form (Shakespearean and Petrarchan). Divide students into two groups, each being given one of the two sonnets (“How do I Love Thee” by William Shakespeare and “Echo from Willow Wood” by Christina Rossetti) and identifying which sonnet structure each follows and how that form is used to develop meaning. Review/discuss student findings.</p>	
<p>“The Guitarist Tunes Up” by Frances Darwin Cornford</p> <p>“Those Winter Sundays” by Robert Hayden</p> <p>OR</p>	<p>SWBAT develop understanding of how poetic elements such as word choice, imagery, and tone work collaboratively to develop meaning in a poem.</p>	<p>Teacher will lead students through TPCASTT analysis of “The Guitarist Tunes Up” by Frances Ford Cornford , focusing on use of Imagery as presented through use of figurative language. Tie in review and discussion to how the images also assist in establishing the tone in the poem.</p>	<p>Students will choose to work either “Those Winter Sundays” by Robert Hayden or “Patty’s Charcoal Drive-In” by Barbara Crooker, annotating the poem (individually or in pairs) and then complete written response: How does the imagery in the poem enhance the meaning?</p>

<p>“Patty’s Charcoal Drive-In” by Barbara Crooker (Focus: Imagery)</p>			
<p>“Harlem” by Langston Hughes</p> <p>“Dreams” by Langston Hughes OR “Mother to Son” by Langston Hughes (Focus: Theme)</p> <p>“The Journey” by Mary Oliver and “Stopping by Woods” by Robert Frost (Focus: Thematic Comparison)</p>	<p>SWBAT close read and analyze poems to identify themes.</p> <p>SWBAT compare two poems by the same author, analyzing how both poems treat the same theme.</p>	<p>Students will conduct TPCASTT analysis of “Harlem” by Langston Hughes in groups. Review student findings. Identify and discuss the themes in the poem.</p> <p>Then, students will conduct brief research on Langston Hughes focused on his life, career, and writing, finding facts to share/discuss with class. Read teacher-provided background information on Hughes, adding to student research findings. Discuss how this information enhances understanding of meaning behind Hughes’s work and enhances the themes.</p> <p>To introduce “The Journey” by Mary Oliver’s poem, have students respond in their notebooks to Mary Oliver’s question: “Tell me, what is it you plan to do with your one wild and precious life?” Then, in small groups, discuss the message behind the question. Teacher may pose additional guiding questions: What does leading your best life look like for you now and in the future? What barriers might stand in the way of people leading their own lives? What</p>	<p>Students will complete a long-answer assessment comparing themes of another Hughes poem (“Dreams” or “Mother to Son”) and “Harlem”.</p> <p>Complete benchmark assessment: SS Quiz for “The Journey” by Mary Oliver.</p> <p><i>Optional: Teachers may choose to also have students complete Think questions for the poem in SS.</i></p>

		<p>factors support people in living a life that aligns to their values? Tie in discussion to themes of poem. <i>OPTIONAL: Teachers may choose to show the StudySync intro video for the poem.</i></p> <p>Teacher will assign “Independent Read: “Stopping by Woods on a Snowy Evening” on SS for students to read and annotate poem. Lead students in a discussion about narrative elements and theme of poem. Discuss narrative elements as well.</p>	<p><i>Optional: Teacher may assign Quiz, view SS TV video, and Write assignment for Frost poem.</i></p> <p>Assign “Close Read: The Journey” on SS. Students will draw thematic comparison between “The Journey” and “Stopping by Woods on a Snowy Evening” to complete Write assignment.</p>
<p>“The Bells” by Edgar Allan Poe (Focus: Sound Devices)</p>	<p>SWBAT develop understanding of sound devices and their effect on meaning through the recognition, identification and analysis of examples in given poem.</p>	<p><i>Optional: Teacher will instruct students to complete the vocabulary activity for “The Bells” by Edgar Allan Poe on Study Sync. Teacher may also choose to show introduction video on SS for Edgar Allan Poe’s “The Bells”.</i></p> <p>Students will work in small groups, with each group assigned a different stanza and focusing on the following: rhyme scheme, subject, sound devices (euphony, cacophony, internal rhyme, assonance, consonance, alliteration). As a class, review each group’s finding.</p>	<p>Teacher may choose between the Think questions and Focus questions on SS for a written assessment of “The Bells” and the use of figurative language, sound devices, and tone.</p>

		<p>Next, student groups will consider closely their findings and respond to the following:</p> <ul style="list-style-type: none"> • How do the sound devices develop a tone in the stanza? • What word choice also contributes to the established tone 	
<p>“Ode to Family Photographs by Gary Soto</p> <p>OR</p> <p>“Exit” by Rita Dove</p> <p>OR</p> <p>“Stopping on a Snowy Evening” by Robert Frost</p> <p>OR</p> <p>“We Real Cool” by Gwendolyn Brooks</p> <p>OR</p> <p>“This is Just to Say” by William Carlos Williams</p> <p>OR</p> <p>“My Papa’s Waltz” by Theodore Roethke</p> <p>(3 to 5 days)</p>	<p>SWBAT work collaboratively on group poem analysis, employing TPCASTT method and conducting an SEA-formatted analysis on selected poems.</p>	<p><u>TPCASTT Project:</u> Assign students to groups (4 to 5 per group). Each group will select a poem from the list given to conduct a close reading using the TPCASTT method and culminating in a SEA-formatted written analysis on the following: Diction, Tone, Imagery, and Structure. Students will present findings on a poster/tri-fold and will include a visual element capturing the imagery of the poem. Groups will present projects to class.</p> <p>OR</p> <p><u>Poetry Analysis Essay:</u> Divide students into groups (4 or 5) and assign a poem to each group. Students will have one day to close read and annotate their given poem in class using TPCASTT. On day 2, students will begin drafting statements and noting evidence for each style element. On day 3, students will develop an SEA-formatted multi-paragraph essay analyzing and discussing one or two stylistic elements in the poem.</p>	<p>Group TPCASTT Projects OR Individual Poetry Analysis Essays</p>

New Jersey Student Learning Standards

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELA.L.KL.9–10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

ELA.L.KL.9–10.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

ELA.L.VL.9–10.3.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA.L.VI.9–10.4.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

ELA.L.VI.9–10.4.B Analyze nuances in the meaning of words with similar denotations.

ELA.L.VI.9–10.4.C Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Cross Curricular/21st Century Connections

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

Unit 2: Divided We Fall (Fiction)

Content Area: Language Arts
Course(s): English 9 Honors
Length: 4-5 weeks
Status: Unpublished

Summary of the Unit

This unit will focus on narrative writing along with themes of coming of age, the immigrant experience, and cultural/social differences. Using texts such as *American Born Chinese* will allow students to explore the concept of stereotypes and examine where they come from and what harm they may cause. Also, students will be introduced to the graphic novel's genre and study how graphic novels are powerful mediums for expression. Through *Of Mice and Men* students will examine the harsh realities of life for migrant workers and the ways in which they struggle to achieve the American Dream despite the oppression they face. The third Anchor Text Option, *Interpreter of Maladies*, raises the question of Cultural Identity in combination with other themes, such as Coming of Age, through a variety of short stories. Through these texts, students will explore the ways in which humans react to one another's differences and understand the importance of tolerance and acceptance. With all three texts, students will work on incorporating textual evidence as they analyze theme, character, plot and structure. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about story elements to their own narrative writing projects.

Enduring Understandings

- Stereotypes are oversimplified—often offensive—ideas about specific groups of people.
- Stereotypes can be detrimental to how people in specific groups view themselves.
- Graphic novels are a powerful medium by which to explore ideas through words and images.
- Acceptance and tolerance of differences are crucial in our diverse society to create an even distribution of power.
- Narrative structure is key in developing depth of meaning.
- Characterization, both direct and indirect, is an effective tool in developing an author's commentary of the themes in a text.

Essential Questions

- How do stereotypes affect our sense of identity and impact our need to belong?
- How does narrative structure contribute to meaning?
- How do authors use narrative writing techniques to comment on their society?
- How do authors address themes of racial bias and physical disabilities in a restrictive environment?
- How are themes conveyed through character?

Summative Assessment and/or Summative Criteria

Summative Assessment Options:

Culminating Narrative Writing Task on SS: How do we form our own identity even when we feel out of place? Imagine you live in one of the settings of the graphic novel *American Born Chinese*, and you are friends with one of the three main characters: the Monkey King, Jin, or Danny. Imagine, like them, that you are new to the place you now live. Write a narrative in which you and one of these characters attempt to form your own identities and remain good friends.

How does the setting impact your character’s sense of identity? Will your character want to fit in, or will they endeavor to stand out? Will your character feel a sense of freedom from forming their identity in this new place or will they feel restricted? Use your understanding of the characters in the graphic novel to shape the interactions that take place in your narrative.

Culminating Narrative Writing Task on SS: How does belonging or not belonging in a group affect our sense of self? See SS extended writing prompt (p.227 in textbook).

Newspaper Assignment: In pairs or small groups create an *Of Mice and Men* –Newspaper Assignment cover page from the 1930’s time period. Your newspaper must include two articles based on events from the novel *Of Mice and Men*. The articles must demonstrate an understanding of the novel. A sample can be found here: https://bpb-us-e1.wpmucdn.com/share.nanjing-school.com/dist/a/38/files/2013/02/Cathy_Lianna_Newspaper_8English-2-rjdjqk.pdf

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.

Anchor Text Options

- *American Born Chinese* by Gene Luen Yang (SS)
- *Of Mice and Men* by John Steinbeck (SS)
- *Interpreter of Maladies* by Jhumpa Lahiri

Short Stories

- “The Necklace” Guy de Maupassant (SS)
- “Marigolds” Eugenia W. Collier (SS)

Nonfiction

- “This Chinese-American Cartoonist Forces us to Face Racist Stereotypes” by Joshua Barajas
<https://www.pbs.org/newshour/arts/this-chinese-american-cartoonist-forces-us-to-face-racist-stereotypes>
- “Positive Stereotypes are Hurtful, Too” Hailey Yook 2014 (*America Now 11th edition*)
- “Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone” by Brene Brown (SS)

Poetry

- “Sure You Can Ask Me a Personal Question” by Diane Burns (SS)
- “Welcome to America” by Sara Abou Rashed (SS)

Videos:

- John Steinbeck Banquet speech (for Nobel peace prize)
<https://www.nobelprize.org/prizes/literature/1962/steinbeck/speech/>
- “I Have a Dream” Speech by MLK: <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Additional Texts/Resources for use throughout unit:

- *Angela’s Ashes: A Memoir* (SS excerpt) Informational Text
 - “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell (SS) Fiction
 - Anticipation Guide for *American Born Chinese*:
https://teachingamericanbornchinese.weebly.com/uploads/1/3/2/5/13254095/anticipation_guide.pdf
-

- Anticipation *Guide for Of Mice and Men*:
https://materials4mystudents.weebly.com/uploads/2/6/6/4/26642331/eng3e_20151014_day_24_1_omam_a_anticipatory_set_final.pdf
- Introduction to the parable of The Monkey King https://www.youtube.com/watch?v=yN3_6efimoQ
- Comic format and genre <https://www.vox.com/2015/2/25/8101837/ody-c-comic-book-panels>
<https://dw-wp.com/2010/10/what-is-a-gn-pdf/> and <https://dw-wp.com/2010/10/what-is-a-gn-pdf/>
- “This Chinese American cartoonist forces us to face racist stereotypes” in resources above.
<https://www.pbs.org/newshour/arts/this-chinese-american-cartoonist-forces-us-to-face-racist-stereotypes>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Anchor Text Option 1: American Born Chinese</p> <p>Introduction (pre-reading)</p> <p>(1 week)</p>	<p>SWBAT explain the characteristics of a graphic novel and analyze how it differs from other genres.</p>	<p><i>Optional: Study Sync Blast and activities to introduce unit.</i></p> <p><i>Anticipation Guide (see resources)</i></p> <p>Teacher will introduce the genre of the graphic novel and familiarize students with aspects of it by reviewing key terms such as: panels, gutters, frame, dialogue balloons, thought balloons, captions, graphic weight.</p> <p>Discuss the format of the genre and how it compares to a comic. (see resources)</p>	<p>SS driving question, and student written response.</p> <p>Exit Ticket on aspects of a graphic novel.</p>
<p>Introduction to Parables (pre-reading)</p> <p>(1-2 days)</p>	<p>SWBAT define parable and explain the purpose of parables.</p> <p>SWBAT conduct short research on mythological Chinese entities to aid in their comprehension of the upcoming text.</p>	<p>Introduction to the parable of The Monkey King (see resources above)</p> <p>Students will be researching mythological Chinese entities as a pre-reading activity.</p> <p>Group Work: Research mythological Chinese entities:</p> <ul style="list-style-type: none"> • Ao-Kuang (sometimes spelled Ao-Guang) • Ao-Jun • Lao Tzu • Yama • The Jade Emperor • Tze-Yo-Tzuh Have each group make a short presentation on their findings. 	<p>Presentations of research</p>

		Pre-reading vocabulary activity on SS	Pre-reading vocabulary activity on SS
During reading (1-2 days)	<p>SWBAT compare and contrast different characters' points of view and examine how the structure of the text helps develop these povs.</p> <p>SWBAT examine the way in which the author uses language and style to create tone.</p>	<p>Begin reading pages 7-20</p> <p>Large group discussion about students' initial impressions of the Monkey King. Have students compare and contrast the various points of view and examine the ways in which the structure helps develop these points of view via a graphic organizer or chart paper on the board.</p>	
During reading (1 week)	<p>SWBAT explain how Yang uses both text, images, and structure to develop meaning.</p> <p>SWBAT analyze the way in which the author creates tone in the text.</p>	<p>Reading Pages 23-43</p> <p>Students will discuss via think-pair-share or small group discussion the purpose of the parable that Jin's mother tells him and focus on the kinds of challenges Jin faces as the child of Chinese immigrants.</p> <p>What pervasive stereotypes about Asian Americans are being addressed? How do stereotypes impact a person's behavior and beliefs?</p> <p>Consider what happens when society puts up strict barriers between groups of people.</p>	<p>Study Sync Quiz through page 40 or Study Sync</p> <p>Collaborative conversation</p>
During reading (1 day)	<p>SWBAT explain how characters' behavior and beliefs are shaped by events and by other characters, and how specific events propel the plot.</p> <p>SWBAT analyze how images enhance meaning.</p> <p>SWBAT describe how diction and dialect add to the characterization of Chin-Kee and what purpose it serves overall.</p>	<p>Introduce "sitcom" format before reading this section. Have students discuss its effectiveness during a turn and talk and then share their ideas with the class. Pages 43-52</p> <p>In pairs, examine the artwork on the page introducing Chin-Kee and the diction/dialect used. Determine the author's purpose for this characterization. p.48-49</p>	<p>Characterization chart for Chin-Kee with short written response explaining the author's purpose for such characterization.</p>
During reading (1 week)	<p>SWBAT determine author's purpose and</p>	<p>Students will work on annotating and reflecting on the author's</p>	<p>Cause/effect worksheet</p>

<p>“This Chinese American cartoonist forces us to face racist stereotypes”</p>	<p>evaluate his effectiveness in achieving this purpose via the graphic novel medium.</p> <p>SWBAT draw connections between Chin-Kee and racist stereotypes and explain the author’s purpose for his characterization of Chin-Kee.</p>	<p>purpose while reading via analysis questions. See “This Chinese American cartoonist forces us to face racist stereotypes” in resources above.</p>	
<p>During reading (1 - 2 days)</p>	<p>SWBAT analyze character motivation and determine what influences it.</p> <p>SWBAT examine the figurative and literal meaning of the golden pillars as they assess their role as a symbol in the novel.</p>	<p>Students will use a graphic organizer to compare and contrast Jin and the Monkey King in terms of motivation, changing appearances and their purpose in doing so.</p> <p>Students will work on creating a visual representation of the golden pillars and their literal and figurative meaning. Students will present their work to the class via oral presentations or a gallery walk.</p>	<p>SS quiz through page 84 or writing prompt on SS</p>
<p>During reading “The Necklace” by Guy de Maupassant or “Marigolds” by Eugenia Collier (3 - 4 days)</p>	<p>SWBAT determine a theme or central idea in “The Necklace” or “Marigolds” and analyze in detail its development over the course of the story, including how it emerges and is shaped and refined by specific details, such as the characters’ motivations and actions.</p>	<p>Optional comparative texts: “The Necklace” by Guy de Maupassant or “Marigolds” by Eugenia Collier. Compare to <i>American Born Chinese</i> pages 179-192 in terms of how each develops character and theme.</p> <p>Students will annotate for theme, characterization and elements of plot.</p> <p>Students will create a compare/contrast graphic organizer in small groups to compare/contrast the texts in terms of how they develop theme.</p> <p><u>Skill lesson: theme</u> Introduce the skill by watching the concept video on SS and reviewing the definition of theme. Complete turn and talk with the following:</p>	<p>Comparative Writing on Study Sync (Under Comparative Reading and Writing)</p> <p><i>Optional: Think Questions/Your Turn Questions at the end of the reading.</i></p>

		What is an example of a message or theme from a book, tv show, or movie that you feel is important for audiences? What do you think makes it an important message or theme?	
During reading (3 - 4 days)	SWBAT identify and describe character traits and setting details, as well as articulate the conflict that is integral to the story's plot.	<p>Introduce mini-project after reading pages 133-198 in <i>American Born Chinese</i>. While reading, focus on the concept of identity and one's power to transform.</p> <p>In this project, students will connect to the narrative and characters of <i>American Born Chinese</i> through the images and text of the book. They will choose two quotes and two images that they feel are particularly meaningful to the narrative, character(s), and/or themselves. By the end, students will visually represent a quote by drawing their own creative interpretation of the text that explores the significance to the work. On the other side, students will reproduce the image that they chose and write a detailed description of the image. Each student will then present both sides of their work to the class.</p>	Text Evidence skill lesson on Study Sync Mini Project
During reading (1 week) <i>American Born Chinese</i>	<p>SWBAT identify themes in <i>American Born Chinese</i> and explain how Yang develops them over the course of the text.</p> <p>SWBAT evaluate the effectiveness of Yang's story structure.</p> <p>SWBAT determine the meaning and effectiveness of the author's use of allusion.</p>	<p>P.201-233</p> <p>Use a story map to analyze story structure. Have students write a short-written response explaining how the structure interacts with the development of the theme.</p> <p>Students write an essay or debate the effectiveness of Yang's structure. How does Yang's structure contribute to his purpose and to what extent is it effective?</p> <p>Have students identify allusions in the text and explain via pair-share their meaning and purpose in the text.</p>	Argumentative writing piece or class debate/discussion
During reading	SWBAT engage in a Socratic seminar with	Have students begin preparing for a Socratic seminar using the following	Socratic Seminar

(1 day)	peers, responding directly to others by rephrasing and delineating arguments, determining the strength of evidence, and posing clarifying questions.	suggested topics: Narrative Structure, Characterization, Theme and Motif	(use of a discussion rubric is recommended)
<p>Post-reading (1 day)</p> <p>“Sure You Can Ask Me a Personal Question” (Poetry) by Diane Burns</p> <p>Or “Welcome to America” by Sara Abou Rashed</p>	<p>SWBAT write a short response that demonstrates their understanding of how a poem’s language and structure contributes to the speaker’s attitude and message.</p>	<p>“Sure You Can Ask Me a Personal Question” (Poetry) by Diane Burns</p> <p>Small group discussions:</p> <p>What effect does Burns’ repetitive use of words and phrases have on the poem? What does Burns’ repetition convey to the reader?</p> <p>What message is the author trying to convey in this poem? How does the last line of the poem solidify this message?</p> <p>Cause-and-Effect Chart on SS On the left side of the chart, list answers the speaker gives to the other person’s stereotypical questions. Then, on the right side of the chart, explain how the speaker’s answers convey her attitude toward these questions.</p> <p>For “Welcome to America” Students will start by working in small groups to conduct a five-minute keyword search on the process of entering a new country as a refugee. Then students will discuss the difficulties of being a refugee and the process of entering a new country.</p> <p>Optional Journal Prompt 1: <i>Have you experienced a time when it was difficult for you to join a group or be accepted? How did this experience affect your outlook on the process or the group you were trying to join? What are ways you have helped someone feel accepted in your school, community, or culture?</i></p>	<p>Small group discussions / Optional Reader’s Journal</p>

		<p>Optional Journal Prompt 2: “Sure You Can Ask Me a Personal Question”: Based on clues in the poem’s language and structure, what attitude does the speaker have about the personal questions she is asked, and what message does the poet seek to convey to those who would presume to ask such questions?</p> <p>Optional Journal Prompt 3: To what extent can Rashed’s poem “Welcome to America” be considered an argumentative piece? What might Rashed’s claim be? What examples of imagery might support her claim? What emotional appeals might she provide to convey her message?</p>	
<p>Post-reading (3 - 4 days)</p>	<p>SWBAT apply knowledge to create a project demonstrating comprehension of the text on a literal and figurative level.</p> <p>SWBAT develop narrative writing by using narrative techniques to develop the characters, setting, or other elements in the narrative</p>	<p>Culminating assessment (see Summative Assessment and/or Summative Criteria above)</p>	<p>End of unit summative assessment project(s) or SS Assessment</p>
<p><u>Anchor Text</u> Option 2: <i>Of Mice and Men</i> by John Steinbeck Introduction Pre-reading (1-2 days)</p>	<p>SWBAT explore background information and research links to answer the driving question: How will the concepts you’re learning today help you later in life?</p>	<p>Students can view “Blast” on Study Sync as an introduction to the unit/text.</p> <p><i>Optional anticipation guide (see link in resources above)</i></p> <p><i>Additional option for introduction to the novel: John Steinbeck Banquet speech (for Nobel Peace Prize) (see link in resources above)</i></p>	<p><i>Optional: Discussion prep guided note sheet/reflection sheet for Nobel peace prize speech or annotations.</i></p> <p>Collaborative conversations</p> <p><i>Optional: Anticipation Guide (fishbowl discussion)</i></p>

<p>Pre-Reading (1-2 days)</p>	<p>SWBAT analyze how a work is related to themes and issues of its historical period.</p> <p>SWBAT draw from both primary and secondary sources to gather information</p>	<p><i>Optional Ongoing Reader’s Journal: Why is it important to learn about issues beyond those that immediately affect you?</i></p> <p>Webquest for The Great Depression and Migrant Workers to prepare to connect the experiences of individuals during the Great Depression to the experiences of characters in <i>Of Mice and Men</i>.</p>	<p>Webquest worksheet</p>
<p>Chapter 1 <i>Of Mice and Men</i> (1-2 days)</p> <p>During reading</p>	<p>SWBAT analyze setting and mood in chapter 1 of <i>Of Mice and Men</i>.</p>	<p>Read chapter 1 and discuss how Steinbeck establishes setting and mood. Have students keep track of key words, phrases and literary devices used to create the setting and mood. Consider using a setting web and/or mood chart.</p> <p>Introduce naturalism Students will read the first two paragraphs of the text <i>Of Mice and Men</i>, highlight naturalistic elements (on photocopies), and illustrate and label the setting described by those elements.</p> <p>Students will illustrate the scene and label each naturalistic detail. Then, at the bottom of the page, they will write a sentence in which they explain why John Steinbeck’s description can be considered naturalistic.</p>	<p>“Your Turn” activity on Study Sync</p> <p>Naturalism illustration</p>
<p>During reading</p> <p>“I Have a Dream” MLK Jr. (1 day)</p>	<p>SWBAT analyze arguments and claims together with applying knowledge of rhetoric as an effective persuasion method.</p> <p>SWBAT delineate and evaluate the argument and specific claims in a text.</p>	<p>Read “I Have a Dream” by MLK Jr., focusing on textual evidence, comparing and contrasting and argumentative writing.</p> <p>Students annotate speech, focusing on claims made and support made for each claim to assess the effectiveness of the speech.</p> <p>View “I Have a Dream” Speech by MLK (see link in resources above)</p> <p><i>Optional Journal: How do MLKs dreams relate to those of George and</i></p>	<p>Annotations</p> <p>Turn and talk to share annotations and findings.</p>

		<i>Lennie's? Is the concept of the American Dream achievable? Why or why not?</i>	
During reading (1-2 days)	SWBAT determine theme, methods of characterization and explain how they advance the plot. SWBAT define allusion and apply knowledge to the allusions in the text to discuss their effect.	Read chapter 2 and focus on theme, character and allusion. Suggested use of a graphic organizer for keeping track of allusions and their meaning in the text.	Character webs Theme tracker (Graphic organizer) Allusion worksheet
During reading (1 week) Chapters 3-4 in <i>Of Mice and Men</i> Paired Reading(s): "The Necklace" or "Marigolds"	SWBAT determine a theme or central idea in "The Necklace" or "Marigolds" and analyze in detail its development over the course of the story, including how it emerges and is shaped and refined by specific details, such as the characters' motivations and actions.	Theme in Chapters 3 and 4 Paired Text: "The Necklace" or "Marigolds" Students will annotate for theme, characterization and elements of plot either directly on the text or via an annotation chart. Students may create a compare/contrast graphic organizer in small groups to compare/contrast the texts. <u>Skill lesson: theme</u> Introduce the skill by watching the concept video on SS and reviewing the definition of theme. Complete turn and talk with the following: What is an example of a message or theme from a book, tv show, or movie that you feel is important for audiences? What do you think makes it an important message or theme?	Comparative Writing on SS: "The Necklace" or "Marigolds" and Of Mice and Men <i>Optional: These can be turned into Collaborative Conversations</i> Text evidence skill lesson on Study Sync
During Reading (3 days) Chapters 5 and 6 in <i>Of Mice and Men</i>	SWBAT examine language, style and audience. SWBAT identify and describe character traits and setting details, as well as articulate the	How does each author's style contribute to the development of the theme? Continue reading Chapters 5 and 6, examining style, language and the development of conflict. Language analysis activity- students will draw upon material learned in unit 1 with regard to informal and formal language. In small groups students	Style worksheet Turn and talk (with discussion tracker)

	<p>conflict that is integral to the story’s plot.</p>	<p>will characterize the language Steinbeck uses in <i>Of Mice and Men</i> and discuss its effect. Students will keep a “language record” as textual evidence to support their claims during their conversation.</p> <p>Turn and Talk topics:</p> <ul style="list-style-type: none"> • Discuss how Steinbeck explores the theme of isolation throughout the novella. • Interpret the ranch as a microcosm of America during the Depression. 	
<p>Post-reading (1-2 weeks)</p>	<p>SWBAT develop arguments and claims using textual evidence as support.</p> <p>SWBAT incorporate and effectively apply independent and dependent clauses along with prepositions and prepositional phrases.</p> <p>SWBAT effectively utilize transition words.</p>	<p>Utilize the SS Spotlight Skills Review lessons prior to end of the unit assessments</p> <p><i>Optional lesson on SS for Recognizing Genre–fiction. Under “Recommended for Additional Instruction” on the Instructional Path for Of Mice and Men</i></p> <p>See lessons on SS for: organizing narrative writing; story beginnings; narrative techniques; narrative sequencing; descriptive details; conclusions</p> <p>Culminating Narrative Writing Task (see Summative Assessment and/or Summative Criteria)</p>	<p>Review and final assessment (test)</p> <p>Personalized narrative</p>
<p><u>Anchor Text</u> <u>Option 3:</u> <i>Interpreter of Maladies</i> by Jhumpa Lahiri Selection 1: “A Temporary Matter” (5 to 7 days)</p>	<p>SWBAT identify and discuss differences between short stories and longer fiction and what is necessary for each.</p> <p>SWBAT identify the various elements of Freytag’s Pyramid in a short story.</p>	<p>Students will complete a Venn Diagram comparing the narrative elements in short stories and long fiction works. Review responses as a class and discuss key differences notes between the two genres.</p> <p>Introduce students to Freytag’s Pyramid (Plot Triangle), reviewing prior knowledge and adding to understanding.</p> <p>Read “A Temporary Matter”. With a partner, students will complete Freytag’s Pyramid worksheet identifying each element in the</p>	<p><i>Optional: Quiz on Freytag’s Pyramid.</i></p> <p><i>Optional: Ongoing reading quizzes throughout unit.</i></p>

<p><u>Comparative Texts:</u></p> <p>“Sure, You Can Ask Me a Personal Question” by Diane Burns</p> <p>“The Necklace” by Guy de Maupassant</p>	<p>SWBAT identify and symbolism in the story and discuss its importance in communicating the conflict.</p> <p>SWBAT annotate poem employing close reading strategies and draw connections from findings between poem and story.</p>	<p>story. Review and discuss, drawing connections between the Narrative Hook, the Conflict, and the Climax: What do these have in common? How are they connected? How does identifying one lead to identifying the others?</p> <p>Introduce “symbolism”. Divide class into groups and divide the story into multi-page segments, assigning one segment to each group. Provide large print copies on posters to groups to close read and annotate, focusing on symbols in the text. After half a period, have groups trade with another group to review/respond to their findings: are there other symbols or symbolic actions? What deeper meaning do they provide? Review/discuss all group findings on following class day.</p> <p>Students will read “Sure, You Can Ask Me a Personal Question” by Diane Burns, annotating with a focus on tone and structure: What questions does Burns seem to be answering in this poem? How does she organize the poem using these questions? Is there an intensification of the response? Explain. Then, students will draw connections to story selection by Lahiri, examining how the both authors intensify the responses (in poem) and confessions (in the story) as the story goes on. Discuss: What effect does this achieve? How is tone used? Mood? How does each affect the structure?</p> <p>Optional Journal Prompt 1: <i>Have you experienced a time when it was difficult for you to join a group or be accepted? How did this experience affect your outlook on the process or the group you were trying to join? What are ways you have helped someone feel accepted</i></p>	<p>Short written analysis of story’s use of symbols.</p> <p>TPCASTT analysis on poem</p>
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	<p>SWBAT identify parallel characters in two works.</p>	<p><i>in your school, community, or culture?</i></p> <p>Students will read “The Necklace” by Guy de Maupassant and annotate for characterization. Students will then draw connections in characterization: How does the protagonist in “The Necklace” parallel the individuals in “A Temporary Matter”? How are they all victims of circumstance? To what extent are they at fault for their circumstances?</p>	<p>Written Compare/Contrast (individual or pairs)</p>
<p>Selection 2: “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri (4 to 5 days)</p> <p><u>Comparative Text:</u> “Marigolds” by Eugenia Collier</p>	<p>SWBAT identify and discuss themes of “Identity” and “Coming of Age” in the text.</p> <p>SWBAT draw comparison between two works based on each author’s treatment of a selected theme.</p>	<p>Students will annotate “When Mr. Pirzada Came to Dinner” for characterization and POV (teacher may provide guiding directions OR present as guided oral reading in class for selected passages): How does Lilia’s POV affect how we understand the story? Consider the timeline and narrator’s present time. How can this be considered a Coming of Age story? How does it connect to Lilia’s Identity? Students will identify evidence of the narrator’s development from beginning to end, identifying key points in the story where the character grows/develops.</p> <p>Students will read “Marigolds” by Eugenia Collier. Students will trace how the protagonist develops from beginning to end and how she comes of age. Complete “First Read: Think” questions. Review/discuss.</p> <p><i>Optional: Assign “Skill: Textual Evidence” activity series in SS for “Marigolds” by Eugenia Collier to prepare for essay.</i></p> <p>Students will use annotations to develop an in-class essay in which they compare how each author treats one of the following themes in</p>	<p>Trace the narrator’s development from the beginning of the story to the end.</p> <p>“First Read: Quiz” on SS.</p> <p>Comparative Essay</p>

		their respective stories: “Identity” or “Coming of Age”.	
<p>Selection 3: “A Real Durwan” by Jhumpa Lahirii</p> <p>(4 to 5 days)</p> <p>Comparative Text:</p> <p>“Welcome to America” by Sara Abou Rashad</p>	<p>SWBAT identify and close read examples of symbolism and discuss how they enhance characterization .</p> <p>SWBAT examine how symbolism develops the theme of “Identity”. affects our examples to support their claims.</p> <p>SWBAT examine how POV can affect a reader’s understanding by close reading a poem and then mimicking its use of POV to develop an original poem told from the perspective of the protagonist in Lahiri’s story and focusing on the theme of “Identity”.</p>	<p>Students will read “A Real Durwan” (teacher may provide glossary of cultural terminology to assist students). Then, provide students selected passages for close reading (pgs 69, 72, 79, 81). Students will identify examples of symbolism in the descriptions of the characters, their actions, words, etc., analyzing how each enhances reader understanding of the characters. Review/discuss findings.</p> <p>Students will read and annotate “Welcome to America” by Sara Abou Rashad, focusing on the use of POV before completing the SS Quiz. Students will then complete the Write activity on SS. Review/discuss student responses.</p> <p>Students will then write a poem, mimicking Rashad’s style, particularly her use of POV, from the perspective of Boori Ma in Lahiri’s story.</p>	<p>SS “Independent Read: Quiz”</p> <p>Perspective Poem</p>
<p>Selection 4: “Mrs. Sen’s”</p> <p>(4 to 5 days)</p> <p>Comparative Text:</p> <p>“Braving the Wilderness: The Quest for True Belonging...” by Brene Brown</p>	<p>SWBAT draw connections between two themes, “Isolation” and “Identity”, identifying specific examples from the text.</p> <p>SWBAT use narrative elements, vivid details, and careful word choice</p>	<p>Students will read “Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone” and complete the Independent Read and quiz activities on SS.</p> <p>As a class, review the text and extract examples of the theme of “Isolation” - in what ways was Brene isolated in her narrative? How does she suggest that her “Identity” was in a sense a source of her isolation? Consider her identity in contrast to that of the girls around her at the tryout. Discuss.</p>	

	<p>to develop a personal narrative which points a vivid picture of a memory or experience.</p> <p>SWBAT collaboratively develop a written response comparing/contrasting how the two works treat the two themes.</p>	<p>Students will then reflect on an event in their lives which impacted their sense of identity and will complete the SS Write activity.</p> <p>As a class, consider and discuss the following question: What is Cultural Identity? (Teacher may encourage connections to summer reading texts). Then, students will read “Mrs. Sen’s” by Jhumpa Lahiri and create a chart which documents examples of Mrs. Sen’s and Eliot/his mother’s. Review/discuss findings. What connections do you see? Differences?</p> <p>Students will then close read the text in groups and select a passage from the story which relates to the Brene Brown text’s use of the themes “Isolation” and “Identity”. Groups will compare/contrast in writing how the two texts treat the two themes respectively.</p>	<p>SS Write Activity for Brown’s text.</p> <p>Comparative Writing</p>
Post-Reading	<p>SWBAT develop arguments and claims using textual evidence as support.</p> <p>SWBAT incorporate and effectively apply independent and dependent clauses along with prepositions and prepositional phrases.</p> <p>SWBAT effectively utilize transition words.</p>	<p>utilize the SS Spotlight Skills Review lessons prior to end of the unit assessments</p> <p><i>Optional lesson on SS for Recognizing Genre–fiction. Under “Recommended for Additional Instruction” on the Instructional Path for Of Mice and Men</i></p> <p>See lessons on SS for: organizing narrative writing; story beginnings; narrative techniques; narrative sequencing; descriptive details; conclusions</p> <p>Culminating Narrative Writing Task (see Summative Assessment and/or Summative Criteria)</p>	<p>Review and final assessment (test)</p> <p>Narrative Writing Task</p>

New Jersey Student Learning Standards

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

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Suggested Modifications for Special Education, 504, Academic At Risk, ML and Gifted

ELL (English Language Learners):

- 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:

- 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.

Special Education Students:

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

- 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

Suggested Technological Innovations/Use

- Study Sync Platform
 - Google Classroom/OnCourse Classroom
 - Use of Google Translate as needed
 - Skill Reinforcement: Kahoot, Blooket, etc.
 - Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - Peer-editing tools
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Cross Curricular/21st Century Connections

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

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

Unit 3A: Declaring Your Genius (Argument)

Content Area: Language Arts
Course(s): English 9Honors
Length: 7 - 8 weeks
Status: Not Published

Summary of the Unit

In this unit, students will explore argumentative writing in multiple forms through the examination and analysis of readings focused on the themes of Intelligence and Potential. The texts will exemplify argumentative writing in the form of letters, argumentative essays, research-based essays, and speeches. Student work will focus on recognizing, identifying, and analyzing the writing techniques used in argumentative writing with an emphasis on developing an understanding of and ability to recognize structure, reason and evidence, and rhetorical devices (ethos, pathos, logos), to then develop their own argumentative writing skills.

Enduring Understandings

- A writer's style influences how a writer conveys information and develops a claim or argument.
 - A writer's use of rhetorical appeals can strengthen the delivery and persuasiveness of an argument.
 - The success and efficacy of an argument can be affected by logical fallacy in a multitude of ways.
 - The potential for success and the measure of intelligence are connected but are both affected by multiple factors.
 - Human potential can be blamed for issues of climate change but can also hold the key for solutions.
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Essential Questions

- How do literary elements such as diction, tone, syntax, and structure contribute to the creation and development of an argument?
 - How does an author employ various types of research as well as narrative elements (e.g., anecdotes) to strengthen an argument?
 - How do rhetorical devices work independently and collaboratively to develop a strong, well-constructed argument?
 - How do you define and measure "Intelligence"?
 - How can the theme of "Human Potential" lead a response to climate change concerns?
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Summative Assessment and/or Summative Criteria

Rhetorical Appeals Comparative Analysis Essay: Students will write an in-class comparative analysis essay comparing two texts on the issue of climate change. Students will consider various style elements as they analyze how each author employs various strategies to develop an argument using the three rhetorical appeals: ethos, pathos, and logos. Students will have one day to read and annotate the two texts in preparation for writing the essay on the following class day.

OR

Rhetorical Appeals SEA Project: Students will work in groups to complete a rhetorical appeals poster project comparing two texts on the issue of climate change using the SEA (statement, evidence, analysis) format. In groups, students will identify the purpose of each text and complete an SEA analysis for each rhetorical appeal. All work will be presented on a poster demonstrating clear organization of ideas, depth of analysis, and clear comprehension of the arguments set forth in each text.

OR

Comparative Analysis Essay: Students will read “Global Warming is Eroding Glacial Ice” and “Cold Comfort for ‘Global Warming’” and annotate each for evidence of three rhetorical appeals. Then, students will write a comparative analysis essay in which they choose one or two of the three appeals and compare how the two authors employ those appeals to achieve their respective purpose. In their analysis, students will consider the author’s purpose, claims, evidence, and other elements reviewed during unit.

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.

Nonfiction Anchor Text:

- *Outliers: The Story of Success* by Malcolm Gladwell

Nonfiction Short Texts:

- “An Indian Father’s Plea” by Robert Lake-Thorn (Letter) (SS)
- “The Singularity is Near” (SS)
- “Six Chilling Quotes from *The Social Dilemma*” by Emily White
- “Let’s Stop Calling It Content” by Clive Thompson
- “The Secret to Raising Smart Kids” by Carol S. Dweck (Essay) (SS)
- “The Sports Gene” excerpt on SS by David Epstein (Essay) (SS)
- “JFK’s Rice Stadium Moon Speech” - by John F. Kennedy (Speech)
- “Global Warming is Eroding Glacial Ice” Andrew C. Revkin (2001) (*75 Readings plus* 10th edition)
- “Cold Comfort for ‘Global Warming’” Philip Stott (2002) (*75 Readings plus* 10th edition)
- “Waste Not Want Not” Bill McKibben (2009) (*America Now* 9th ed)

Poetry:

- “Let America Be America Again” by Langston Hughes

Additional Nonfiction Short Texts for Class Use:

- “Pearl Harbor Address to the Nation” by Franklin Delano Roosevelt (SS)
- “Stanford Commencement Address” by Steve Jobs
- “Address to the Nation on the Explosion of the Space Shuttle Challenger” by Ronald Reagan (SS)
- “Nobel Acceptance Speech” by Malala Yousafzai (excerpts)

- “Warming Gets Worse” by Jeff Goodell (*America Now* 9th ed.)
- “Nurture Shock - One: The Inverse Power of Praise” by Po Bronson and Ashley Merryman (SS)

Videos:

- “Malcolm Gladwell Demystifies the 10,000 Hour Rule” <https://www.youtube.com/watch?v=1uB5PUpGzeY>

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Unit Intro: Recognizing Genre (2-3 days)	SWBAT develop understanding of literary terms associated with argumentative writing. SWBAT reflect on their own experiences with argumentative text.	<i>Optional: Teachers may choose to begin by assigning the “Blast: Big Idea” to students to generate discussion about unit themes.</i> Teacher will assign the “Skill: Recognizing Genre” activity series to provide students with unit literary terms and begin thinking about argumentative texts in its various forms. Teacher will follow up with activity review and discussion question: What are some examples of argumentative texts you have read? What techniques do you find most convincing in an argument? Why? Review of literary terms: (argumentative text, claim, reasons, evidence, rhetorical appeals, logos, pathos, ethos, text structure, counter argument, rebuttal)	Short quiz on literary terms, practice/samples of literary elements in context.
Author’s Purpose, POV, Reasons and Evidence: “An Indian Father’s Plea” by Robert Lake Thorn And	SWBAT identify POV, Purpose, and Claims in a text via close reading and annotation.	First Read: As they read, students will use annotation tool to note the following details / information:	Assign THINK questions on SS

<p>“The Secret to Raising Smart Kids” by Carol S. Dweck</p> <p>(4 to 5 days)</p>	<p>SWBAT identify examples of reasons and evidence, and evaluate how the reasons and evidence support the author’s purpose.</p>	<p>Whose POV is the letter told from? What is the subject of the letter? Who is the audience? Why is the author writing this letter? Review/discuss student findings, either after assignment OR by leading first read in class.</p> <p>Introduce “Purpose” and connect to the author’s “why” (What is the author’s purpose, or reason, for writing this letter / What is his claim?)</p> <p>After First Read, teacher will assign “Skill: Reasons and Evidence” activity series in SS.</p> <p>Working in small groups, each group will be assigned a different set of paragraphs to Close Read for “Reasons and Evidence”. Provide each group with chart paper divided into two columns. On left, students will identify a claim made. On right, they will provide the evidence supporting it. Post on board and review student findings.</p> <p>Orally or via written response: How does the author support his purpose with his claims and evidence?</p> <p>How does he organize these claims and evidence in the letter?</p> <p><i><u>Optional Ongoing Reader’s Notebook:</u> What argument does this text present about Intelligence? What does the author want the reader to understand? Do you agree with his view on Intelligence? Explain.</i></p>	<p>Students will complete “Your Turn” Multiple Choice questions on SS</p> <p>Close Read Activity on SS: Assign Questions 4 and 5</p>
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<p>Text Structure and Research- Based Evidence “The Singularity is Near” by Ray Kurzweil</p> <p>(2 to 3 days)</p>	<p>SWBAT reflect on and discuss personal opinions regarding the effects of technology on society.</p> <p>SWBAT recognize and identify key components of argumentative essay (speaker, audience, claim, evidenc</p> <p>SWBAT recognize, identify, and analyze use of various types of research as supporting evidence in an argument.</p>	<p><i>Optional: Teachers may choose to support reading of text by providing students with vocabulary terms from reading.</i></p> <p>Students will read “The Singularity is Near” by Ray Kurzweil and complete activity series on SS.</p> <p>Introduce literary terms for types of evidence: empirical, anecdotal, and statistical. Students will then identify examples of each in the text (individ / partner / sm. group).</p> <p>Teacher will write quotes from “Six Chilling Quotes from The Social Dilemma” each on a poster for carousel activity. Student groups will read each, draw connections to Kurzweil text, and respond with opinions/perspectives before rotating to next group. Review/Discuss before completing culminating activity: what types of evidence could an author to use to support the claims in the six</p>	<p><i>Optional: Quiz on Vocabulary terms</i></p> <p>Quiz on types of evidence</p> <p>Cumulative Writing Activity</p>

		quotes? Choose one and provide an example.	
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Introduction</u></p> <p>5-6 weeks</p>	<p>SWBAT define and develop understanding of chapter vocabulary.</p> <p>SWBAT reflect on and discuss factors for success to develop understanding of term “outliers”.</p>	<p>For duration of text, introduce chapter vocabulary to support students when reading (see Reading Guide or Novel Study for Terms on SS).</p> <p>Opening Activity: Carousel Webs. Working in four groups, each will receive a poster with one of the following words/phrases and a blank brainstorm web: Success, Nature vs. Nurture, Hard Work, Merit (OR Deserving). Each group will have 5 minutes to discuss and add to web before moving on to the next poster. Fifth rotation: groups will review what was added to the original poster. Discuss: Are there terms/ideas that overlap different posters? What are the biggest commonalities and differences among the words/phrases on the posters?</p> <p>Introduce the term “Outlier”; connect to topics on posters. Read <i>Outliers: The Story of Success</i> - Introduction. Connect to definition of “Outlier” via discussion.</p> <p><u>Optional Ongoing Reader’s Journal</u>: Do you know of anyone you can describe as an “outlier”? What is it that makes them extraordinary?</p>	<p><i>Optional / Ongoing: Teachers may choose to assess understanding of vocabulary on quizzes available on SS Novel Study.</i></p> <p>Carousel webs in groups</p> <p><i>Reading Quizzes available on SS Novel Study.</i></p> <p>Exit ticket (What is an outlier?) or use reader’s journal prompt as exit ticket.</p>

<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Chapter 1: The Matthew Effect</u></p> <p><u>Paired Text:</u> “The Sports Gene” by David Epstein (excerpt)</p>	<p>SWBAT demonstrate understanding of elements of argumentative text and how it differs from informational text.</p> <p>SWBAT apply prior knowledge of literary elements to chapter to develop understanding of how author’s style can contribute to how an argument is developed.</p>	<p>Assign “The Sports Gene” by David Epstein (excerpt on SS) along with the FOCUS questions provided. Review and discuss: What is the central idea of this passage? Is this an Argumentative or Informational Text? What evidence can you use to prove it?</p> <p>Students will read Chapter 1: The Matthew Effect. Select passages (ex: pgs 18-19) to assign to small groups of students to close read, noting observations about the following: diction, tone, syntax, structure. Share slides template with class, 1-2 slides per passage, for groups to note observations. Share with class.</p> <p><i><u>Optional Ongoing Reader’s Journal:</u></i> Gladwell believes the “self-made man” narrative is a myth. Do you agree or disagree? What examples can you provide as support?</p> <p><i><u>Optional Mini-Project/Presentation:</u></i> Choose a Sport (Baseball, Basketball, Hockey, Lacrosse, Gymnastics, etc.). Consider the advantages and disadvantages associated with your selected sport (consider accessibility, expenses, equipment, gender bias, etc.). Create a visual project (e.g., mini-poster, slides) that captures each and then answer the question: What</p>	<p>Student-generated annotations in notebooks on “The Sports Gene” by David Epstein.</p> <p>Slides template to guide students in their analysis of diction, tone, syntax and structure.</p> <p><i>Optional Mini-Project/Presentation</i></p>
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		<i>can an athlete do to overcome the disadvantages presented in this sport? Present to the class.</i>	
<p>Chapter 2: The 10,000 Hour Rule</p> <p><u>Paired Video:</u></p> <p>“Malcolm Gladwell Demystifies the 10,000 Hour Rule”</p>	<p>SWBAT identify key details, events, and individuals in a text, and the connections amongst them.</p>	<p>Read Chapter 2: The 10,000 Hour Rule, using the annotation tool to identify key details, events, and individuals in the text. Then, view video: “Malcolm Gladwell Demystifies the 10,000 Hour Rule” https://www.youtube.com/watch?v=1uB5PUgZeY</p> <p>While viewing, students will note additional understandings that Gladwell adds to 10,000-hour rule. Review and note on board. Discuss: What other exceptions may there be to the rule? What else does Gladwell say contributed to the success of these individuals?</p>	<p>Written Response (See Full Prompt in SS Novel Study, Ch. 2).</p> <p>Guided questions for video to help students prepare for discussion.</p>
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Chapters 3 & 4: The Trouble with Geniuses, Parts 1 & 2.</u></p> <p><u>Paired Text:</u></p> <p>“The Origin of Intelligence”</p>	<p>SWBAT think about measures of intelligence and evaluate the reasoning behind the types of questions included.</p> <p>SWBAT develop an understanding of logical fallacies and identify examples of them in text.</p>	<p>Discussion: How do you define “genius”? How do you think we can best measure a person’s genius? Do you think a test can measure genius?</p> <p>Teacher will introduce different types of IQ tests to class, specifically general IQ tests and Raven’s Progressive Matrices. Provide students with sample questions from each type of test, allowing them time to try and solve as many as they can. Review correct answers and then discuss: What do you think these tests are trying to measure when they say they measure your IQ (i.e., knowledge,</p>	<p>Discussion (small or whole group)</p> <p>Exit ticket or worksheet for students to practice identifying / explaining logical fallacies.</p>

	<p>SWBAT compare and contrast two points to develop an argumentative essay, examining claims in each and using evidence to support their argument.</p> <p>SWBAT recognize and explain the effect of logical fallacies.</p> <p>SWBAT write an argumentative essay using evidence from the text and imitating one stylistic element used by Gladwell.</p>	<p>problem-solving skills, mathematical skills)? Is this what makes someone a genius?</p> <p>Read Chapters 3 & 4: The Trouble with Geniuses (independent or teacher-lead close reading).</p> <p>Read “The Origin of Intelligence”. Assign “Summarizing - The Origin of Intelligence” activities. Review with class. <i>(Optional: Assign “Skill: Arguments and Claims” activities as practice).</i></p> <p>Introduce “Logical Fallacies” by showing SS Define video. Have students develop their own examples of logical fallacies (may use SS activities). Review student work. Identify examples in “Origin of Intelligence” text and review with class.</p> <p>Students will work on an argumentative essay (options on SS)</p>	<p>“One-pager” summary of chapters 3&4</p> <p>Assign THINK questions from Novel Study for Ch. 3 & 4</p> <p>Argumentative essay in response to one of two prompts (See full prompt in SS “Close Read: Origin of Intelligence”). (See full prompt in SS “Comparative Writing: The Origin... and Outliers...”) <i>(Note: Teacher may choose to assign Prompt A as a Collaborative Conversation and save the second prompt for the writing assignment. See SS</i></p>
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			<i>Teacher's Edition for Discussion Guide, pg. 738).</i>
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Chapter 5: The Three Lessons of Joe Flom</u></p> <p><u>Paired Text:</u> “Let America Be America Again” by Langston Hughes</p>	<p>SWBAT conduct a theme-based reading of the text and respond to discussion questions citing evidence annotated while reading.</p> <p>SWBAT write a theme-based analysis for <i>Outliers</i> using textual evidence to support claims.</p>	<p><i>Note: Teacher may choose to skip or include Chapter 5 in text based on time-allowance.</i></p> <p>Read <u>Chapter 5</u>, directing students to pay close attention to the following as they read and annotate: Culture, Generation, and Family History. When done reading, students are to use their annotations about those topics to complete assessment.</p> <p><u>Optional Ongoing Reader's Journal:</u> <i>What does the American Dream look like today? How has it changed, or is it still the same basic principle about America being the land of opportunity?</i></p> <p>Analysis: what is the American Dream? How is the rags-to-riches story a part of it? In this chapter, does Gladwell build up or dismantle the idea of the American Dream? Use evidence from the reading to support responses.</p> <p>Students will read “Let America Be America Again” by Langston Hughes and draw thematic connections to Gladwell text via discussion / collaborative conversation.</p>	<p>Theme-based written analysis</p> <p>Collaborative Conversation: Thematic connections between essay and poem</p>
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p>	<p>SWBAT identify examples of anecdotes and evaluate</p>	<p>Introduce the term “anecdote.” Discuss how a writer or speaker may use an anecdote as a rhetorical</p>	

<p><u>Chapter 6: Harlan, Kentucky</u></p> <p><u>and</u></p> <p><u>Chapter 7: The Ethnic Theory of Plane Crashes</u></p>	<p>their effectiveness in developing an argument.</p> <p>SWBAT develop their own anecdote-driven speech and deliver it to the class while demonstrating proficient public speaking skills.</p> <p>SWBAT present their argumentative speech to the class demonstrating their mastery of rhetorical technique, quality of writing, and public speaking skills.</p>	<p>device: How can an anecdote be persuasive? How does it differ from simply telling the audience or reader what to think? (Teacher may choose to give their own anecdote as a model)</p> <p>Read Chapters 6 & 7, directing students to pay attention to how Gladwell uses anecdotes in these chapters. Then, have students work in pairs to select and close read one anecdote from the chapters and analyze it for its rhetorical effects. Guiding questions for students: What is the point Gladwell is trying to make with this anecdote? How does he use diction, tone, and/or syntax in this anecdote to get the reader to see things as he wants them to see it? Highlight examples. Is his explanation after the anecdote necessary? Why or why not? Review close readings from each pairing.</p> <p>Developing an argumentative speech-- Students will include an anecdote (personal or one they have heard/read about) to employ as a rhetorical technique, while imitating Gladwell's anecdotal style, incorporating the anecdote and ending with an explanation of what the audience should understand about the</p>	<p>Close reading worksheet, exit ticket</p> <p>Argumentative Speech (using rubric)</p>
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<p>(4 to 5 days)</p>	<p>SWBAT develop rhetorical analysis essay.</p>	<p>first identifying the purpose of the speech and then identifying examples of each appeal. Review findings as a class.</p> <p><u>Group Activity:</u> In small groups (may be one group per appeal OR if larger class, assign two groups to each appeal for a total of six groups), students will evaluate the effectiveness of one appeal in JFK's speech.</p> <p>Students will be given two days to complete Rhetorical Analysis Essay, with Day 1 dedicated to reading and annotating the given text and Day 2 for writing the essay. Teacher may choose which text(s) to use for essay from list of additional nonfiction texts on approved list.</p>	<p>Rhetorical Analysis Essay</p>
<p>“Waste Not, Want Not” by Bill McKibben</p> <p>“Global Warming is Eroding Glacial Ice” by Andrew C. Revkin</p> <p>and</p> <p>“Cold Comfort for ‘Global Warming’” by Philip Stott</p> <p>(3 to 4 days)</p>	<p>SWBAT identify the author's purpose and style based on literary elements studied and draw connections between style elements and rhetorical appeals.</p> <p>SWBAT examine and then compare/contrast how two authors employ rhetorical appeals to achieve their purpose.</p>	<p>Teacher will draw on students' prior knowledge and revisit literary terms from earlier in unit: claim, evidence, structure, diction, tone, anecdote, evidence, etc.</p> <p>As a class, read “Waste Not, Want Not” by Bill McKibben. Direct students to annotate the text with a focus on the terms reviewed above.</p> <p>Identify/discuss author's purpose in the text. On board, create a chart with each appeal as its own column. Connect student annotation findings to each appeal (e.g., How does the author use an anecdote?</p>	<p><u>Comparative Analysis Essay</u> (See Summative Unit Assessments above. Use additional texts listed)</p> <p>Student annotations, work shared with class on the board, whole group discussion</p>

		<p>How could this be an example of pathos?)</p> <p>Describe the style of the author’s diction - is it formal? Informal? How could this function as a form of ethos?). Students may also identify the various claims made throughout, examining how they fit under one or more appeals.</p>	
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New Jersey Student Learning Standards

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

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RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Suggested Modifications for Special Education, 504, Academic At Risk, ML and Gifted

ELL (English Language Learners):

- **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:

- **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.

Special Education Students:

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

- 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
-

Suggested Technological Innovations/Use

- Study Sync Platform
 - Google Classroom/OnCourse Classroom
 - Use of Google Translate as needed
 - Skill Reinforcement: Kahoot, Blooket, etc.
 - Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - Peer-editing tools
-

Cross Curricular/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).

Unit 3B: Research

Content Area: Language Arts
Course(s): English 9 Honors
Length: 4 weeks
Status: Unpublished

Summary of the Unit

For this unit students will conduct research in order to develop and defend a claim on the topic of climate change. Students will determine credible sources and utilize a variety of sources in order to synthesize their research into a coherent, well-structured speech. Additionally, students will adhere to MLA formatting guidelines such as proper quote integration and citation and formatting a works cited page. Students will research using databases and credible web sources in order to gather, select and analyze information relevant to their topic. Students will then draft, revise and finalize their writing into a well-organized speech where they develop and defend their claims using evidence from their research. Students will recognize the value and purpose of research and the way in which writing/speaking are effective tools for communication. Students will use technology in order to collect, organize, create and present information to the intended audience.

Enduring Understandings

- Writing and speaking are processes by which writers/speakers communicate their thinking and learning to achieve a direct purpose.
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.
- Climate is regulated by complex interactions among components of the Earth system.
- Climate varies over space and time through both natural and man-made processes.
- Life on Earth depends on, is shaped by, and affects climate.
- Logical fallacies create misleading or false information and negatively affect the validity of an argument.

Essential Questions

- Process writing is an effective means of developing and supporting arguments to serve an author's purpose.
- What is the relationship between mankind and climate change?
- How can we determine credible sources and avoid logical fallacies?
- Why do we need to evaluate what we read?
- How and why does structure impact meaning and effective communication?
- Persuasive speeches utilize rhetorical appeals to persuade their audience.

Summative Assessment and/or Summative Criteria

Research paper: Students will write a 2–3-page research paper on one of the following topics on climate change.

Possible Research Topics:

1. What is the evidence that shows the climate is changing?
2. What is the evidence that shows humans are causing climate change?
3. How is climate change a serious problem?
4. What are the environmental health impacts of climate change?
5. What is the importance and role of international climate change politics?
6. How is climate change fueling human migration and displacement?
7. Should the United States invest more in nuclear power?
8. Should the United States government take aggressive steps to combat climate change?
 - a. What steps should the United States government take to combat climate change and why?



Resources

- School subscription databases such as Facts on File and Gale
- Video: <https://www.youtube.com/watch?v=EtW2rrLHs08> Climate Change 101 with Bill Nye | National Geographic
- Article: <https://www.un.org/en/climatechange/what-is-climate-change> "What is Climate Change?"

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Introduction 1-2 days</p> <p>Video: “Climate Change 101 with Bill Nye” by National Geographic</p> <p>“What is Climate Change?” UN article</p>	<p>SWBAT determine what a persuasive speech is, what purpose it serves and explain the components of it. Acquire new vocabulary consistent with the research topic to apply to their reading and writing.</p> <p>SWBAT determine the causes of climate change and explain how humans contribute to it.</p> <p>SWBAT define climate change and recognize ways to combat it.</p>	<p>Teacher will introduce the concept of a persuasive speech to students. Terms that may need to be defined/introduced are: synthesize, primary sources, secondary sources, integration, etc. Additional key words essential to the speech will be given on the instruction handout (i.e. climate change, global warming, emissions, etc.)</p> <p>Review of appeals with a sample persuasive speech.</p> <p>Introduction to climate change “Climate Change 101 with Bill Nye” (see link in resources above)</p> <p>“What is Climate Change?” UN article (see link in resources above)</p>	<p>Vocabulary quiz on relevant terms.</p> <p>Sample speech annotations</p> <p>Guided note sheet for article and video (teacher-created)</p>
<p>Determining credible sources 1 day</p>	<p>SWBAT determine credibility of sources via evaluation.</p>	<p>Lesson on determining credible sources (Google Slides presentation with examples and tips). How can you determine if a source is credible?</p>	<p>Evaluating websites worksheet (teacher-created)</p>
<p>Introduction to Databases (1 day)</p>	<p>SWBAT recognize databases as a research tool.</p> <p>SWBAT apply database skills to gather credible research to develop and support claims.</p>	<p>Lesson on databases - what are databases? Why are they a valuable research tool? What features do they offer?</p>	<p>Guided note sheet (cloze format) (teacher created)</p>
<p>Research (3 - 5 days)</p>	<p>SWBAT gather relevant, credible research to develop and support claims.</p>	<p>Researching and taking notes Teacher will guide students through researching their topic and taking detailed notes as they gather relevant information for their speeches.</p>	<p>Research note sheet (teacher-created)</p>

	SWBAT organize ideas and research via a graphic organizer.	Students will cite textual evidence on a graphic organizer to save for use in final speech.	
Thesis Statements (2 days)	SWBAT develop a strong, focused thesis statement. SWBAT evaluate thesis statements for strength and explain strengths and weaknesses of samples.	Development of thesis statement - teacher will explain what a thesis statement is and the purpose it serves. Then the teacher will present a mini lesson on how to determine the strength of a thesis using examples.	Evaluating sample thesis statements worksheet (teacher-created)
Outlines (2 days)	SWBAT create an outline as an organizational tool for research paper writing. SWBAT revise and edit outlines to prepare for writing.	Begin outline Teacher will go over the basic format for an outline using a sample. A template may be provided for students to use as they begin to structure their own outlines with their current research. Finalize outlines (revise thesis statements after teacher feedback is provided).	Outline template
Plagiarism (2 days)	SWBAT properly integrate quotations from reliable sources in order to adhere to MLA standards and support claims.	The teacher will present a mini lesson on plagiarism. What is it? How can it be avoided? Demonstrate for students using samples. Then teach how to avoid plagiarism by properly integrating quotations into writing. Demonstrate examples to the class. Introduce Turnitin.com.	Plagiarism example worksheet (teacher-created)
Introductions (2 days)	SWBAT write an effective, well-structured introduction with a focused thesis statement.	The teacher will present a mini lesson on introductions, discuss structure, content and revised thesis statements. The teacher may decide to include graphic organizers to assist students. Students will begin to draft their introductions following the sample provided by the teacher.	Writing introductions
Body paragraphs (4 days)	SWBAT write effective, well-structured body paragraphs. SWBAT vary sentence structure, transitions and support claims with properly cited evidence.	Mini lesson on body paragraphs Review the structure of body paragraphs, topic sentences, review of quote integration and concluding sentences.	Writing body paragraphs

Conclusion (1-2 days)	SWBAT write effective conclusions to summarize arguments.	Mini lesson on conclusions Teacher will review how to structure a conclusion and allow students time to begin drafting their conclusions.	Writing conclusions
Works Cited Page (1 day)	SWBAT properly format a works cited page in MLA format.	Mini lesson on works cited page, teacher will provide a sample to the class and identify and discuss the various components of a works cited page. Students may use online citations tools such as citation machine and easybib.com to assist them. The teacher will also remind students of the citation tools on the databases. Students will begin drafting their works cited pages.	Works cited page
Peer Editing (1 days)	SWBAT work collaboratively with peers to edit writing for spelling, grammar and organization of ideas. SWBAT evaluate the effectiveness of arguments and offer suggestions for improvements.	Peer editing and revisions	Peer editing worksheet
Revisions (2 days)	SWBAT synthesize research while developing and supporting claims.	After peer editing, students will begin to revise their speeches and make corrections. When finished, final drafts will be submitted.	Final drafts
Presentations	SWBAT effectively present their persuasive speeches to the class while using rhetorical appeals and research to enhance their claims.	Students will present their speeches to the class.	Student presentations

New Jersey Student Learning Standards

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

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

RI.CR.9–10.1. Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

- Study Sync Platform
- Google Classroom/OnCourse Classroom
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)

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- Peer-editing tools

Cross Curricular/21st Century Connections

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
 - 9.4.12.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.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).
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Unit 4: The Art of Disguise (Drama)

Content Area: Language Arts
Course(s): English 9 Honors
Length: 7 - 8 weeks
Status: Unpublished

Summary of the Unit

In this unit, students will study drama in its many influential forms. Texts include Susan Glasspell's *Trifles*, a classic Shakespearean play, Ibsen's *A Doll's House* and the contemporary craft of *A West Side Story* by Arthur Laurents. Students will examine how the genre has evolved over time while drawing cross-genre connections to poetry and fiction focusing on the theme "The Art of Disguise". Students will consider how we view the concept of performance and how we may perform for others on modern-day stages such as on social media, including how our personas, real or manufactured, affect our place and success in this modern world.

Enduring Understandings

- Our social media-influenced society places much emphasis on personality and image as an individual brand.
 - The internet is a modern-day stage for performing in our daily lives which affects our understanding of relationships.
 - Drama as an art form has evolved in various ways since the time of William Shakespeare yet still carries many of his influences.
 - A stage performance by an actor is influenced by multiple factors, including written dialogue, stage directions, and directorial influence.
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Essential Questions

- How do we perform for different audiences?
 - What value do we place on image and personality in our modern-day world, both with in-person relationships and on virtual platforms?
 - How has the craft of drama changed over time and what influences from the earlier art form do we still witness today?
 - How do dramatic elements such as stage directions, etc., affect the development of the narrative and characters in a drama?
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Summative Assessment and/or Summative Criteria

Students will work in a group to develop a one act play divided into scenes on the influences of social media in their daily lives. Students will demonstrate an understanding of various dramatic elements (use of scenes and setting, stage directions, dialogue, character development, etc.) in their one act play. The play's theme will focus on some of the thematic concepts explored in this unit, including but not limited to the following: the need for a disguise in our lives, the culture of personality and how it influences our path to success, or the concept of performing for different audiences.

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.

Fiction Anchor Texts:

- *As You Like It* by William Shakespeare (SS)
- *Trifles* by Susan Glaspell

Fiction Short Texts and Excerpts

- *A Doll's House* by Henrik Ibsen (SS)
- *West Side Story* by Arthur Laurents (SS)
- "We Wear the Mask" by Paul Laurence Dunbar (SS)
- "The Pose" by Amwar Khan (SS)
- "Blues Ain't No Mockin Bird" by Toni Cade Bambara (SS)
- "Sympathy" by Paul Laurence Dunbar

Nonfiction Short Texts

- "Quiet: The Power of Introverts in a World That Can't Stop Talking" by Susan Cain (SS)

Videos:

- Royal Shakespeare Company's performance of *As You Like It*, 1.2: <https://www.youtube.com/watch?v=M5W8LyuiYs&t=4s>
- Royal Shakespeare Company's performance of *King Lear*, 1.1 <https://www.youtube.com/watch?v=D3gS2-D2ZH0>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Unit Intro and “We Wear the Mask” by Paul Laurence Dunbar (3 to 4 days)	<p>SWBAT develop understanding of unit themes, Disguise and Performance, via self-reflection and discussion.</p> <p>SWBAT develop an understanding of vocabulary terms and apply knowledge of terms to reading.</p> <p>SWBAT apply knowledge of poetic elements and poetry analysis to develop understanding of poem.</p> <p>SWBAT analyze themes present in poem.</p>	<p>For duration of text, introduce vocabulary in context to support students when reading.</p> <p>Teacher will introduce unit themes by showing Unit Overview video and assigning “Blast: The Art of Disguise” to students. Review student responses.</p> <p><i>Optional: Teacher may also assign “Skill: Content Vocabulary” series to support reading of unit introductory materials.</i></p> <p><i>Optional Ongoing Reader’s Notebook: What is it about watching a performance that we find so moving? What kind of performances are you most intrigued by: dramatic? athletic? Illusion?</i></p> <p>Students will read the Intro information for the poem “We Wear the Mask” by Paul Laurence Dunbar on SS. Teacher will provide additional context (see SS textbook, Gr. 9, Vol 2., pg 105). Then, read the poem, annotating for poetic elements as well as in response to the following: What does the poem suggest about the need for a disguise? How do the actions by the speaker also suggest a sense of disguise or hiding? How does your understanding of the poet’s life and writings affect your understanding of the poem? (See “Text Talk” questions on pg 107).</p>	<p>Quiz on unit literary terms.</p> <p><i>Optional Ongoing Assessments: Teacher may choose to assess understanding of vocabulary as well on quizzes.</i></p> <p>Reading Quiz on “We Wear the Mask” on SS.</p> <p>“Collaborative Conversation” Activity (See “Collaborative Conversation” on pg 109).</p>

		Review and discuss responses. Connect to the themes introduced earlier for the unit.	
<p>“The Pose” by Anwar Khan</p> <p>and</p> <p>“Blues Ain’t No Mockin Bird” by Toni Cade Bambara</p> <p>(3 to 5 days)</p>	<p>SWBAT conduct a close read via annotations activities.</p> <p>SWBAT develop understanding of terms “connotation” and “denotation” and apply to close reading of stories.</p> <p>SWBAT draw thematic connections between two texts via written and oral discussion.</p>	<p>Assign activity series “Independent Read: The Pose” for story “The Pose” by Anwar Khan. Discuss with students: What might be interesting, exciting, uncomfortable, or potentially dangerous about such an activity? How is this similar to or different from the mask Dunbar mentioned in his poem? What is at stake? Discuss student responses to Write question on SS.</p> <p>Assign First Read: “Blues Ain’t No Mockin Bird” by Toni Cade Bambara with Think Questions 1 & 2. Review and discuss student responses. Then, assign “Connotation and Denotation” activity series, including Define video. Once class has completed and reviewed the work, discuss: how does “performance” play a part in the story? Who is “performing”? How does it affect how others view them?</p>	<p>Reading Quiz on SS for “The Pose”, One-pager activity</p> <p>Complete “Close Read: Blues Ain’t No Mockin Bird” assignment with annotation guide to prepare for a Collaborative Conversation oral assessment (see Gr. 9, Vol. 2, pgs 144-145).</p>
<p>As You Like It by William Shakespeare</p> <p>Act 1</p> <p>(1 week)</p>	<p>SWBAT develop an understanding of drama literary terms and apply them to reading of texts.</p> <p>SWBAT apply knowledge of Shakespearean terminology to develop understanding of text.</p> <p>SWBAT participate in oral reading and demonstrate proficient oral reading skills.</p>	<p>Teacher will assign “Recognizing Genre” activity series (SS) to introduce genre and unit literary terms.</p> <p>Students will read a passage provided in Shakespearean English and use context clues to determine meaning of words listed on provided glossary sheet (teacher-made).</p> <p>As a class, review student findings; teacher will assist students in correcting noted meanings and fill in additional definitions to provide students with glossary resource as they read the play.</p>	<p>Quiz on drama and Shakespearean terms as used in context</p> <p>Group Mini-Project</p>

	<p>SWBAT develop an understanding of dramatic conventions and apply to their own rewrite of a scene.</p>	<p><u>Group Mini-Project:</u> Groups of students will read an assigned excerpt from a scene in Act 1 of the play and rewrite the scene including stage directions based on the dialogue (see SS video: “Dramatic Elements and Structure: Model” for sample to show students).</p> <p><u>Ongoing Support for Readers:</u> Before each scene in Act 1, teacher will provide students with synopsis of scene to develop a frame of reference as they read.</p> <p>Assign roles to students to take on during in-class oral reading of scenes, pausing to clarify and check for Comprehension.</p> <p>After reading Scene 2, show SS video “Dramatic Elements and Structure: Define” (found under “The Tragedy of Romeo and Juliet). Students will then review the text of scene 2 and find examples of the stage directions provided. Explain to students why Shakespeare did not provide many stage directions. Discuss as a class how the lack of stage directions can affect a production of the play.</p> <p>In small groups, student will view video clip of Royal Shakespeare Company performance (For AYLI: Act 1, sc. 2; for King Lear: Act 1, sc. 1) and follow along with text. Students will note down stage directions followed by actors but not included by Shakespeare to create a more thorough “script” of the text.</p>	<p>Comprehension questions</p> <p>Scene 2 worksheet</p> <p>Stage directions notes</p>
<p>“As You Like It” by William Shakespeare</p>	<p>SWBAT identify and discuss how Act 2</p>	<p><u>Optional Ongoing Support for Readers:</u> Teacher may choose to</p>	<p>Quiz: Students will be assigned excerpts from Act 2 and will identify examples of comedic</p>

<p>Act 2 (optional)</p> <p>(4 to 5 days)</p>	<p>develops the conflict established in Act 1.</p> <p>SWBAT participate in oral reading and demonstrate proficient oral reading skills.</p> <p>SWBAT identify comedic or tragic elements included in scenes.</p>	<p>continue providing scene synopsis as needed.</p> <p>Assign roles to students to take on during in-class oral reading of scenes, pausing to clarify and check for comprehension.</p> <p><i>AYLI:</i> While reading scenes, pause to discuss comedic elements evidenced in dialogue (i.e., physical comedy, puns, irony).</p> <p><i>KL:</i> While reading scenes, pause to discuss tragic elements evidenced in dialogue (i.e., tragic flaw, situation, etc.)</p>	<p>elements (from <i>AYLI</i>) or tragic elements (from <i>KL</i>).</p>
<p>“A Doll’s House” by Henrik Ibsen Excerpt</p> <p>(2 to 3 days)</p>	<p>SWBAT close read an excerpt from the play to develop understanding of how dialogue helps to develop characterization.</p> <p>SWBAT identify characteristics of stage plays in this excerpt.</p>	<p>Teacher will show Introduction video on SS for <i>A Doll’s House by Henrik Ibsen excerpt</i>.</p> <p>Discuss: how does this intro suggest the theme of Disguise in this text?</p> <p>Teacher will assign SS activity series (Read and Quiz).</p>	<p>Complete “Write: Literary Analysis” prompt on SS</p>
<p>“West Side Story” by Arthur Laurent Excerpt</p> <p>(2 to 3 days)</p>	<p>SWBAT develop understanding of characters and their situations via reading.</p> <p>SWBAT develop understanding of how dialogue and stage directions work collaboratively to build tension.</p>	<p>Assign First Read activity series on SS.</p> <p>Review and discuss student responses to Think questions (particularly #3).</p> <p><i>Optional: Teacher may choose to assign “Close Read: Write” activity on SS to students individually or in groups</i></p>	<p>Complete “Close Read: Read” activity on SS.</p>
<p><i>Trifles</i> by Susan Glaspell</p> <p>(pre-reading)</p> <p>1 day</p>	<p>SWBAT research life for women during the pre-World War I period to gain an understanding of the historical context of <i>Trifles</i>.</p>	<p>Pre-reading research on women’s experiences in the pre-World War I period including property rights, farm life, women’s roles, etc.</p>	<p>Webquest</p>
<p>(During reading)</p> <p>2 days</p>	<p>SWBAT examine the use of scenery in <i>Trifles</i>.</p>	<p>Read pages 7-14 from <i>Trifles</i>. Design the scenery for that scene. Then block (place) the</p>	<p>Stage template</p>

		characters on the stage, paying attention to the stage directions given in the play.	
(During reading) 1 day	SWBAT compare the characterization between the men and women in the play to analyze author's purpose.	Students will work in pairs to compare the characterization of the men to the women using textual evidence. They will share their conclusions with the class.	Characterization analysis worksheet
Paired Text: "Sympathy" by Paul Laurence Dunbar (During reading) 2 days	SWBAT examine the extended metaphor in "Sympathy" and compare its themes to <i>Trifles</i> .	Read pages 15-21 Students will read and annotate the poem "Sympathy" by Paul Laurence Dunbar . Students will then work on discussion questions analyzing the poem's meaning and its connections to <i>Trifles</i> .	Annotations and small group discussions Discussion tracker worksheet
(During reading) 1-2 days	SWBAT trace the development of themes within the text by reviewing select quotes and categorizing them.	Read pages 22-26 Teacher will write the following themes on the board: Crime and Justice; Isolation and Confinement; Gender Differences/Roles Students will then be divided into groups for a "quote and theme sort activity". They will be given a series of quotes from the play and must categorize them according to the correct theme. For each quote they must determine the context of the quote, and then decide to which theme this quote correlates and why.	Quote and theme sort activity cards and worksheet
(post-reading) 2-3 days	SWBAT use textual evidence to determine if a character is guilty of the accused crime.	Students will be divided into small groups where they will determine if Mrs. Wright is guilty or innocent based on the evidence found (or not found) at the crime scene. Students will gather evidence (on a	Court-room group activity statements.

	<p>SWBAT examine how the potential outcome of the verdict would differ from the evidence that the men found versus the evidence that the women found.</p>	<p>graphic organizer) from the text to support their judgement and then present it to the class, keeping in mind the importance of reasonable doubt. They will write a final written statement determining guilty/not guilty citing textual evidence to support their claims. Students will consider whether the men or women found more compelling evidence and what contributes to their findings or lack thereof.</p>	
<p>“Quiet: The Power of Introverts in a World that Can’t Stop Talking” By Susan Cain (3 days)</p>	<p>SWBAT identify key ideas in the reading and identify the compare/contrast details included.</p> <p>SWBAT reflect on the concepts of success, image, and personality in today’s world and develop a visual representation of the type of personality traits one needs to be successful.</p>	<p>Assign First Read activity series for “Quiet: The Power of Introverts in a World that Can’t Stop Talking”. Discuss the differences between “The Culture of Character” and “The Culture of Personality” described in the text. Which is better? Which can help you achieve success? How or how not? How is the concept of “performance” a factor according to the text?</p> <p>Assign Close Read activity (Vocabulary and Read) to students, having them annotate in response to the prompts provided. Discuss student findings as a class.</p> <p>Project: Students will create an avatar symbolizing today’s “Culture of Personality”. The project may be completed digitally or on a poster and should include an illustration of an imagined person who has achieved success in today’s “Culture of Personality”. The image should include several symbols representing the traits they believe are needed for success in today’s culture.</p>	<p>“Culture of Personality” Visual Project</p> <p>Close reading activity</p>

		<i>To enhance the project, teachers may choose to require students to draw connections to text via supporting evidence.</i>	
Writing a One-Act Play (Summative Assessment) (1 week)	SWBAT work collaboratively to develop a one-act play incorporating the various dramatic elements studied and based on one aspect of the unit's theme.	Teacher will assign groups to develop a one-act play for their summative assessment. Students will be given class time to develop a play on one of the many facets studied as part of the unit theme, The Art of Disguise. Student work will include evidence of the various dramatic elements studied in the unit (Act, scene, settings, dialogue, stage direction, etc.) On the final day, student groups will perform the play for the class.	Group One-Act Play

New Jersey Student Learning Standards

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

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

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RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL (English Language Learners):

- 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:

- 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.

Special Education Students:

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

- 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
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Suggested Technological Innovations/Use

- Study Sync Platform
 - Google Classroom/OnCourse Classroom
 - Use of Google Translate as needed
 - Skill Reinforcement: Kahoot, Blooket, etc.
 - Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - Peer-editing tools
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Cross Curricular/21st Century Connections

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

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

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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).

Unit 5: The Dance of Romance (Multi-Genre)

Content Area: Language Arts
Course(s): English 9 Honors
Length: 4 – 6 weeks
Status: Unpublished

Summary of the Unit

This unit focuses on a wide variety of literature examining the universal theme of love. The primary focus of this unit is poetry with texts such as Elizabeth Barrett Browning’s “How Do I Love Thee? (Sonnet 43),” and Edgar Allan Poe’s “The Raven”. These works are accompanied by contemporary works such as “Dusting” by Rita Dove and “Redbird Love” by

Joy Harjo. Selections such as short stories “The Gift of the Magi” by O. Henry and “Catch the Moon” by Judith Ortiz Cofer provide an opportunity for students to read across genres. Additionally, *Anthem* by Ayn Rand and *Untwine* by Edwidge Danticat serve as a novel study. Students will reflect on how love impacts those who experience it by synthesizing the ideas in these texts to generate their own argument about love’s ultimate effect and explain how that effect is demonstrated in each of the selections. Students will examine characteristics of various types of poems throughout the unit.

Enduring Understandings

- Love in its many forms is a prominent theme in literature as a major factor of the human condition.
 - Figurative language is a key tool for writers to express an idea or understanding to the reader, used by creating an association between a new concept and a familiar one.
 - As humans, we are deeply affected by our interactions with others, as members of societies, and also through our individual introspection.
 - Characterization can be enhanced by environmental factors, such as setting, society, etc.
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Essential Questions

- Why is love such a powerful and universal theme in literature?
 - What do readers get out of reading stories about people falling in love—and losing that love?
 - How do authors of both prose and poetry employ figurative language to express a theme?
 - How do a character’s experiences, positive and negative, affect how they develop over the course of a novel?
 - How do narrative elements such as setting shape a character’s experiences?
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Summative Assessment and/or Summative Criteria

Teachers may choose one of the Summative Assessments below.

For either Anchor Text:

A) Comparative Analysis Essay: In *Anthem*, Equality 7-2521 is dedicated to a very specific purpose, and he is also dedicated to his relationship with Liberty 5-3000. How does his love for her impact his choices?

In *Untwine*, we see Giselle experience the many stages of grief and, in connection, learn a lot about love in its many forms: Familial, Romantic, Friendly, etc. How does the love in her life help her as she navigates the stages of grief?

Select two or three works from this unit in which the love that individuals feel impacts their choices, purpose, and/or motivation. In a literary analysis essay, make a claim about how love can act as a motivating force. Cite evidence from the texts you have selected to support your position. Teacher may choose to make this an in-class timed writing OR complete as a process essay (Plan, Draft, Revise/Edit, Publish).

B) Character Transformation Project: For *Anthem*, students will trace the character development of Equality 7-2521 under each of his names in the novel: Equality 7-2521, The Unconquered, and Prometheus, examining inner conflicts, motivations, desires, and lessons learned.

For *Untwine*, students will trace the character development of Giselle as she learns to “untwine” her life from that of her sister, Isabelle, using the stages of grief as the “sections” of her development.

Project will include a visual component which captures how the main character evolves from beginning to end of the

novel, textual evidence as support, and a written analysis of his transformation focused on what he has learned about himself and his society through his ordeals and experiences. Students should also draw establish a thematic connection, considering how the theme of love contributed to the character’s transformation. Project may be enhanced by requiring that students establish connections to shorter texts studied throughout the unit.

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.

Anchor text options:

- *Anthem* by Ayn Rand (SS)
- *Untwine* by Edwidge Danticat (SS)

Poems:

- “Sonnet 116” by William Shakespeare (SS)
- “How do I Love Thee?” by Elizabeth Barrett Browning (SS)
- “Dusting” by Rita Dove (SS)
- “The Raven” by Edgar Allan Poe (SS)
- “Redbird Love” by Joy Harjo (SS)

Short Stories and Nonfiction Texts:

- “Love in a Headscarf” by Shelina Zahra Janmohamed (SS)
- “The Gift of the Magi” by O. Henry (SS)
- “Catch the Moon” by Judith Ortiz Cofer (SS)

Additional Resources:

- *Anthem* Anticipatory Guide: <https://teachnovels.com/wp-content/uploads/2023/03/Anticipation-Guide-ANTHEM.pdf>

Additional Short Text, Nonfiction, and Poetry Options:

- “An Echo from Willow-Wood” by Christina Rossetti

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Introduction to the Unit Theme: The Dance of Romance (2 to 3 days)	SWBAT develop understanding of theme-based vocabulary terms and literary terms to employ throughout unit.	<i>Optional: Teacher may assign “Blast: The Dance of Romance” to introduce the theme of the unit and review/discuss student responses.</i> Assign “Skill: Content Vocabulary - Terms About Romance” and “Skill: Recognizing Genre” to	Complete “Your Turn” Activity for both Skill Activity sets.

	<p>SWBAT participate proficiently in discussion regarding unit theme and reflect on prior poetry reading experiences.</p>	<p>develop understanding of vocabulary and literary terms for unit.</p> <p>Turn and Talk Activity: How can a poet create an emotion in a poem? What are some poems you've read with a specific emotion? What was the emotion? Why is love such a popular choice of theme for a poem? (use SS speaking frames if needed)</p>	
<p>"Sonnet 116" by William Shakespeare and "How do I Love Thee?" by Elizabeth Barrett Browning (SS)</p> <p>(4 - 5 days)</p>	<p>SWBAT develop an understanding of the Shakespearean sonnet form.</p> <p>SWBAT close read a Shakespearean sonnet to identify its various components and then mimic in their own original sonnets.</p> <p>SWBAT compare and contrast two sonnets to identify how each uses the form to answer a question.</p>	<p>Teacher will refer back to definitions for Shakespearean and Petrarchan sonnets from Unit Intro.</p> <p>Provide students with large-print copies of Sonnet 116 on small poster boards to conduct group reading and annotation, focusing on structural components (i.e., what love is not, what it is, concluding couplet). Review and discuss student annotations and conclusions: What is Shakespeare saying about love? How does he organize these ideas?</p> <p>Assign "How do I Love Thee" Independent Read assignment, focusing annotations on how Browning uses the sonnet form to answer a posed question. Review student findings.</p> <p>Complete compare/contrast activity on the two sonnets treating the same theme (love) and each poet's use of the sonnet form.</p> <p><i>Optional: Focus on use of figurative language in poem for students to refer back to during discussion and as examples</i></p>	<p><i>Optional: SS Independent Read Quiz on poem.</i></p> <p>Complete SS Independent Read: Write assignment; teacher may choose between the Write assignments provided for the two sonnets on SS OR combine the two prompts into one assignment.</p>

		<i>when completing benchmark assessment.</i>	
“Dusting” by Rita Dove (2 to 3 days)	SWBAT develop understanding of literary terms focused on figurative language and apply to a close reading of the poem, identifying and analyzing evidence of figurative language.	Assign “First Read” activity series to students. Review responses to Think questions. Show “Define” video for “Skill: Figurative Language” series for vocabulary acquirement and examples. Assign “Vocabulary” activity from series and review “Model” activity with students. <i>Optional: Assign “Skill: Textual Evidence” activity series if needed to review citing/evidence.</i> Assign “Close Read: Read” activity. Review student annotations and findings.	Complete SS “Close Read: Write Activity.”
“The Raven” by Edgar Allan Poe (2 - 3 days)	SWBAT conduct close reading of excerpt from poem after studying Skills Models presented on SS.	Show “First Read: The Raven” Intro video to set up the poem’s subject. Read “The Raven” aloud in class, focusing annotations on narrative elements of poem (setting, characters, etc.). Allow time for silent reading as well and additional annotations in a Think-Pair-Share. Review student findings as a class. Teacher may choose one of the following skills-based activities (or both): Show “Skill: Poetic Elements and Structure - Model” video to class and review the Skill Model with the students. OR Show “Skill: Connotation and Denotation - Define” video to class and review the Skill Model with the students.	Students will select or be assigned a stanza from the poem to Close Read, following either Skill Model selected by teacher.
<u>Anchor Text</u> <u>Option 1:</u>	SWBAT reflect on their personal ideas and experiences as they participate in	Complete Pre-Reading Anticipatory Guide to spark discussion regarding the conflicts and themes in the novel.	Small Group Discussion based on Anticipatory Guide (OR based on Notebook entry if applicable).

<p>Pre-reading for Anthem by Ayn Rand</p> <p>(1 day)</p>	<p>anticipatory discussion.</p>	<p><i>Optional Ongoing Reader's Notebook: Choose one of the statements from the Anticipatory guide and develop your response.</i></p>	
<p>During Reading</p> <p>Chapter 1</p> <p>(4 days)</p> <p>Comparative Texts: "The Gift of the Magi," by O. Henry</p> <p>and</p> <p>"Catch the Moon" by Judith Ortiz Cofer</p>	<p>SWBAT analyze the protagonist's POV via discussion questions.</p> <p>SWBAT draw thematic connections between anchor text and one of the two comparative readings via group discussion.</p>	<p>Chapter 1</p> <p>Provide students with discussion questions for small group discussions where they can draw conclusions based on key excerpts from the novel. Assign each group 2 questions and an excerpt to analyze. Sample discussion questions: 1. What conclusions might you form about a society that assigns names like Equality 7-2521, Union 5-3992, and International 4-8818? 2. Why does Equality feel so strongly about hiding the existence of the train tunnel from the very first moments of its discovery? 3. Equality states that spending time alone is "the great transgression and the root of all evil." Why would the people of the society hold such a view?</p> <p>Continuing in two groups, assign one of the stories to each group: "Catch the Moon" or "The Gift of the Magi." Groups will come together to discuss the story: In "Catch the Moon," "The Gift of the Magi," and Anthem, the main characters take pride in their possessions— perhaps too much pride. How is our sense of pride attached to what we own? What is each author attempting to convey to their audience about investing oneself in material goods? How does this connect to the anchor text?</p>	<p>Group Discussion:</p>
<p>During Reading</p> <p>Chapter 2-3</p> <p>(4-5 days)</p>	<p>SWBAT develop understanding of the society in <i>Anthem</i> and analyze how Equality 7-2521's POV affects the reader's</p>	<p>Chapters 2-3</p> <p>Independent read activity on SS (Instructional Path on SS)</p> <p>Gallery Walk Discussion - Questions: 1) How does Equality</p>	<p>Reading Quiz on SS from Independent Read on Ch's 2-3</p>

	<p>understanding of the society.</p> <p>SWBAT think critically about societal rules and discuss how these are being challenged by the protagonist in chapters 2 and 3.</p>	<p>7-2521 giving Liberty 5-3000 a new name challenge the order of their society? How does the name “Golden One” both follow and reject the usual naming conventions? 2) After secret encounters with Liberty 5-3000, Equality 7-2521 demonstrates happiness. How does this cause him problems? 3) Equality 7-2521 recalls, at age ten, seeing a Transgressor burned alive. Why does this Transgressor seem more like a saint to Equality 7-2521 than the Saints of Labor, the Councils, and the Great Rebirth that he has learned about? 4) How does the convention of love at first sight challenge the society’s rules and assumptions about how humans should behave?</p> <p>Poster Mini-Project: Students will list the rules evident thus far in the text based on Equality 7-2521’s POV, collecting textual evidence. Then, have students draft a “Code of Laws” for the society in the text by examining the collected evidence from the text and codifying the rules into five laws, ranked by order of importance in the text. Present to class and explain decisions made.</p>	<p>Poster Mini-Project</p>
<p>During reading</p> <p>Chapters 4-6</p> <p>5 days</p> <p>Paired text: “Love in a Headscarf” By Shelina Zahra Janmohamed</p>	<p>SWBAT examine the irony in the character’s thought process in relation to the values of his society.</p> <p>SWBAT determine central or main idea and discuss its relevance to the author’s purpose.</p> <p>SWBAT explain the effect of POV in</p>	<p>Chapters 4-6</p> <p>Students will Close Read chapter 5, focusing on the irony of the chapter by responding to the following: How does the chapter show the irony of Equality 7-2521’s experiments? How does it show the tension between his developing individuality and his continued loyalty to his society?</p>	<p>Whole class discussion on chapter 5 (discussion tracker used)</p>

	<p>achieving the author's purpose.</p>	<p>If doing optional paired reading, students may respond to the following in a class discussion or in the <i>Optional Ongoing Reader's Journal: Both</i> Chapter 4 of <i>Anthem</i> and "Love in a Headscarf" are about courtship. What matters to the main characters in each text when meeting their potential partners? What brings Equality 7-2521 and Liberty 5-3000 together? How does this differ from Shelina Zahra Janmohamed's experience?</p> <p>In Chapter 5, Equality 7-2521 begins to take pride in his own body. "We wish it were possible to us," he wonders, "to know the likeness of our own person." Discuss the significance of this moment of discovery and curiosity in Equality 7-2521's process of becoming an individual. How important is it that he cares about his own body? How does his acquaintance with his body impact his own self-image? Use evidence from the text to support your analysis.</p>	
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<p>During reading</p> <p>Chapters 7-9</p> <p>(4 days)</p> <p>Paired texts: “The Raven”</p>	<p>SWBAT draw conclusions about the main character’s development via close reading and analysis of the chapters.</p> <p>SWBAT identify and describe character and setting detail.</p> <p>SWBAT articulate the emotions that are integral to the poem’s mood in “The Raven” and draw connections to the novel.</p>	<p>Chapters 7-9</p> <p>Assign Think Questions on SS focusing on character development.</p> <p>Review and discuss student findings.</p> <p>Have students trace the settings used in the novel thus far and respond: How does setting contribute to the character’s development?</p> <p>Conversations: Think back to the poem studied in this unit, “The Raven”. In both “The Raven” and <i>Anthem</i>, the main characters deal with loss. How can loss affect our sense of identity? How does communal loss differ from personal loss?</p>	<p>Collaborative Conversations</p>
<p>During reading</p> <p>Chapters 10-12</p> <p>(2 to 3 days)</p> <p>Paired text “Redbird Love” by Joy Harjo</p>	<p>SWBAT identify and describe the literary devices that are integral to the poem’s themes.</p>	<p>Chapters 10-12</p> <p><u>Discussion:</u> In both “Redbird Love” and <i>Anthem</i>, partners provide both literal and metaphorical homes for each other. How can a partner impact our sense of self? What does it mean to always “circle back” to someone?”</p>	<p>Independent read activities on SS</p>
<p>Post-reading</p> <p>(5 - 7 days)</p>	<p>SWBAT trace the development of a dynamic character throughout the text.</p> <p>OR</p> <p>SWBAT draft, develop, revise, and edit a comparative analysis essay.</p>	<p>If selecting <u>Character Transformation Project for Summative Assessment</u> Prep: Students will work with a partner or group to gather evidence in response to the project prompt. Next, students will brainstorm ideas for demonstrating the character’s transformation through a visual representation before beginning to develop the project.</p> <p>If selecting <u>Comparative Analysis Essay</u> and administering as a process essay: Students will begin by selecting the titles they will</p>	<p>Final Assessment: Character Transformation Project Presentations OR Comparative Analysis Essay Submission.</p>

		<p>use for the comparative analysis and drafting an outline and thesis statement.</p> <p>Next, students will work on developing each body paragraph and a final conclusion. Students will complete Revise and Edit partner reviews.</p>	
<p><u>Anchor Text</u> <u>Option 2:</u></p> <p><i>Untwine</i> by Edwidge Danticat</p> <p>Pre-Reading</p> <p>(1 day)</p>	<p>SWBAT reflect on previous experiences and thoughts concerning a selected theme and connect to introductory video.</p>	<p>As an anticipatory assignment, first play the SS Intro video for students.</p> <p>Then, present students with the following novel themes and have them choose one to reflect on (i.e., what does this make you think of?</p> <p>How do you expect this theme to develop in the novel based on the overview video?): Nature vs. Nurture, Grief, Identity, Love in its Many Forms (romantic, familial, friendship, etc.), Trauma.</p> <p><i>Optional Ongoing Reader's Notebook: Choose one of themes and develop your response.</i></p>	<p>Small Group Discussion based on Anticipatory Activity.</p>
<p>During Reading</p> <p>Chapters 1-8</p> <p>(4 to 5 days)</p>	<p>SWBAT close read excerpts and analyze how the author uses various literary techniques to develop characterization.</p>	<p>Chapters 1 - 8</p> <p>Assign each group an excerpt to analyze for its use of literary techniques and characterization.</p> <p><i>Sample techniques:</i> flashback/nonlinear timeline, dialogue, narration, description, etc. <i>Sample questions:</i> 1. How are the various characters processing trauma? 2. What themes discussed during the anticipation activity are already starting to show as the characters are introduced? 3. Do we have a reliable narrator in Giselle? Explain.</p> <p>Discuss each group's findings, focusing on how the various techniques develop our understanding of each character.</p>	<p>SS <i>Untwine</i> Independent Read - Write activity</p>

<p>Optional Paired Text: “Dusting” by Rita Dove</p>	<p>SWBAT compare their own experiences with memories to that of the characters in the anchor text or poem.</p>	<p>Optional Paired Text Activity: SS Comparative Writing assignment for <i>Untwine</i> and “Dusting”. May be completed as an assessment or in the Optional Ongoing Reader’s Notebook.</p>	<p>Optional Paired Text Assessment: Complete and submit SS Comparative Writing assignment for <i>Untwine</i> and “Dusting”.</p>
<p>During Reading Chapters 9 - 15 (4 to 5 days)</p>	<p>SWBAT develop understanding of the stages of grief and identify the stages as they occur in the text.</p> <p>SWBAT conduct close reading of text and identify and analyze effects of figurative language.</p>	<p>Introduce students to the Kubler-Ross Grief Cycle. Then on chart paper, have them list the various stages and connect to self-selected passages in the text. (NOTE: All stages will not be met yet). Students are to include page numbers and brief explanation of the connection.</p> <p>Define “extended metaphor” and discuss how an author may use it in their work. Have students read and annotate excerpt, Chapter 15 pgs. 124-126, identifying the extended metaphor, beginning and end, and analyzing its effect on the reader’s understanding of Giselle’s grief. Which stage does this suggest she is at? Why?</p> <p><i>Optional Ongoing Reader’s Notebook: Why does Giselle blame herself for the car accident? IS she to blame? Why/not? Who is? How does assigning blame either help or hinder her coping and recovery?</i></p>	<p>Review/Discussion of Grief Cycle activity.</p> <p>SS Reading Quiz, Ch’s 9 - 15</p>
<p>During Reading Chapters 16 - 23 (4 to 5 days)</p> <p>Paired Text: “The Raven” by Edgar Allen Poe OR</p>	<p>SWBAT draw thematic connections between the anchor text and a poem, analyzing how each text addresses the theme of lost love.</p> <p>SWBAT conduct a close reading of a select passages to develop depth of</p>	<p>After reading chapters 16 - 23, split class in two groups with half working with “The Raven” and other half with “How Do I Love Thee?”</p> <p>Students will review poems and identify evidence of the theme of lost love. Then, groups will connect their poem to anchor text by finding passages reminiscent of the lost love described in their poem:</p>	<p>Written response</p> <p>SS Think Questions for Ch’s 16 - 23 in Novel Study</p>

<p>“How Do I Love Thee” by Elizabeth Barrett Browning</p>	<p>understanding of novel’s title.</p>	<p>How does Danticat echo the feelings of loss in your assigned poem? Refer to specific passages as evidence.</p> <p>Close Reading: Ch. 22, pgs 174-175. Discussion: How does this passage develop the meaning of the title in this novel? What other passages can you recall develop the meaning of the title?</p>	
<p>During Reading</p> <p>Chapters 24 - 31</p> <p>(4 to 5 days)</p> <p>Paired Reading: “Love in a Headscarf” by Shelina Zahra Janmohamed</p>	<p>SWBAT identify author’s style in short text and compare to style in anchor text, focusing on a common theme in the two works.</p>	<p>Students are to complete “Close Read” activity series on SS, completing READ activity with guided annotating and viewing SS TV Video. Review student responses and come to conclusions regarding author’s audience, purpose, and message.</p> <p>Discussion: Draw connections between short text and anchor text focusing on how each author treats the theme of tradition through their word choice, use of figurative language, and other selected style elements.</p> <p><i>Optional Ongoing Reader’s Journal: What purpose does tradition serve? Does it foster love and community? Or does it impose rules and restrictions that limit one’s freedom? Compare and contrast the role of tradition in these two texts.</i></p>	<p>Complete WRITE prompt under “Close Read: “Love in a Headscarf” activities (may be completed as a Collaborative Conversation).</p>
<p>During Reading</p> <p>Chapters 32 - 36</p> <p>(4 to 5 days)</p> <p>Paired Texts: “Gift of the Magi” by O. Henry</p> <p>OR</p>	<p>SWBAT close read passage to identify shift in tone and protagonist’s outlook, and compare to earlier passages.</p> <p>SWBAT draw thematic connections between texts independently based on group</p>	<p>Close Reading: Review Chapter 35, pgs. 294 - 295, paying close attention to how this passage indicates the beginning of a shift in how Giselle thinks about Isabelle. How does this passage also demonstrate a shift in tone? Conduct close reading of tone and compare to earlier passages.</p> <p>Divide students into two groups and assign one short text to each group. Students are to close read</p>	<p>SS Quiz</p> <p>Collaborative Conversations: In each group, discuss the main theme of your group’s assigned story and connect to one of the themes studied in <i>Untwine</i>.</p>

<p>“Catch the Moon” by Judith Ortiz Cofer</p>	<p>discussion and findings.</p>	<p>each text (may be completed via SS, Independent Read for “Gift of the Magi” and First Read for “Catch the Moon”). Annotate assigned story with focus on themes.</p>	
<p>Post-reading (5 to 7 days)</p>	<p>SWBAT trace the development of a dynamic character throughout the text.</p> <p>OR</p> <p>SWBAT draft, develop, revise, and edit a comparative analysis essay.</p>	<p>If selecting <u>Character Transformation Project for Summative Assessment</u> Prep: Students will work with a partner or group to gather evidence in response to the project prompt. Next, students will brainstorm ideas for demonstrating the character’s transformation through a visual representation before beginning to develop the project.</p> <p>If selecting <u>Comparative Analysis Essay</u> and administering as a process essay: Students will begin by selecting the titles they will use for the comparative analysis and drafting an outline and thesis statement. Next, students will work on developing each body paragraph and a final conclusion. Students will complete Revise and Edit partner reviews.</p>	<p>Final Assessment: Character Transformation Project Presentations OR Comparative Analysis Essay Submission.</p>

New Jersey Student Learning Standards

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

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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

Suggested Modifications for Special Education, 504, Academic At Risk, ML and Gifted

ELL (English Language Learners):

- 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:

- 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.

Special Education Students:

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

- 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

Suggested Technological Innovations/Use

- Study Sync Platform
 - Google Classroom/OnCourse Classroom
 - Use of Google Translate as needed
 - Skill Reinforcement: Kahoot, Blooket, etc.
 - Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - Peer-editing tools
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Cross Curricular/21st Century Connections

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

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

Unit 6: Human Potential (Multi-genre)

Content Area: Language Arts
 Course(s): English 9 Honors
 Length: 4 to 6 weeks
 Status: Unpublished

Summary of the Unit

This unit will examine the range of human potential with a focus on resilience in the face of extreme hardship. As students read the memoir *Night*, they will analyze the effects of indifference and examine man’s inhumanity against

man. Throughout the text, they will focus on the ways in which the author struggles to overcome his circumstances to survive and maintain his faith. With the second Anchor Text Option, *The Picture of Dorian Gray*, students will analyze the theme of human potential through an exploration of morality, the importance of relationships in our lives, and the need for an understanding of the self. In either text, students will evaluate man's capacity for perseverance when faced with the most extreme trials and tribulations. Students will apply various close reading skills learned throughout the year as they examine structure, figurative language, etc. and will be able to draw connections across a multitude of genres, tying texts together through purpose, themes, and style.

Enduring Understandings

- Tolerance can make a difference in the world.
 - The only way to not repeat history is to study it and work towards fixing past mistakes.
 - Genocide was not an isolated event during World War II, it is still happening today.
 - Primary source documents are an essential tool in developing an understanding of historical fiction and nonfiction.
 - Genre impacts our experience of historical events.
 - Authors employ the dynamic character technique to convey real life experiences.
 - We are often a product of our surroundings, our environment, and our society, and all of our experiences influence who we are.
 - Literature reflects aspects of the human condition that may be influenced by the passing of time but which at their foundation define what it means to be human.
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Essential Questions

- How can silence and indifference perpetuate violence?
 - How should individuals, organizations, and nations confront bullying, hatred, civil rights violations, and/or policies of genocide?
 - How do individuals respond to systematic brutality, persecution, and violence?
 - What is the purpose of a memoir?
 - How does personal testimony enhance our understanding of a historical event?
 - How do authors employ genre to further serve their purpose?
 - How does society's influence affect the development of an individual?
 - How can a classic novel be reflective of modern day social issues?
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Summative Assessment and/or Summative Criteria

Options:

Culminating Writing Task on SS for *Night* by Elie Wiesel

Socratic Seminar for *Night* with the use of a discussion rubric

Playbill Project for *The Picture of Dorian Gray*, identifying the allegorical elements in the novel and including written character analyses, paired musical selections, and character perspective writing.

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.
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Anchor Texts

- *Night* by Elie Wiesel
- *The Picture of Dorian Gray* by Oscar Wilde

Nonfiction Texts

- Excerpts from *Born a Crime: Stories from a South African Childhood* by Trevor Noah (pages 3-4, 18-19, 21-31, 49-50)
- “Letters to a Young Poet” Rainer Maria Rilke (Argumentative)
- “The Perils of Indifference” (Informational) (SS)
- “Letter to my Younger Self” by David Robinson (SS)

Fictional Texts for use throughout the unit:

- “The Scarlet Ibis” James Hurst (SS)
- “Through the Tunnel” Doris Lessing (SS)
- “The Girl Who Can” Ama Ata Aidoo (SS)
- “The Story of Echo and Narcissus” by Ovid from *The Metamorphosis*

Poetry:

- “Ode to the Selfie” Megan Falley (SS)
- “To the Virgins to Make Much of Time” by Robert Herrick
- “Lift Every Voice and Sing” James Weldon Johnson (SS)
- “She’s Free!” by Frances Ellen Watkins Harper (SS)
- “The Gathering Place” by Amanda Gorman (SS)
- “First They Came” by Pastor Martin Niemöller
<https://www.hmd.org.uk/resource/first-they-came-by-pastor-martin-niemoller/>

Websites or Videos:

- <https://encyclopedia.ushmm.org/content/en/gallery/elie-wiesel-maps> Elie Wiesel – Animated Map from the United States Holocaust Memorial Museum
 - “The Perils of Indifference” by Elie Wiesel (Nobel Peace Prize Acceptance speech- edited version)
<https://www.youtube.com/watch?v=E1SgplSeywQ>
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Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<u>Anchor Text</u> <u>Option 1:</u> Pre-reading of <i>Night</i> by Elie Wiesel	SWBAT acquire domain specific vocabulary for application throughout the unit.	<i>Optional use of reading guide on SS throughout the unit.</i> Have students define key terminology necessary for comprehending the text. Words may include, but are not limited to: antisemitism, propaganda,	Vocabulary assessment

Introductory Vocabulary (1 day)		liquidation, Aryan, Kabbalah, Appelplatz, gestapo, ghetto, kaddish, kommando, Kapo, SS, Muselman, etc.	
Pre-Reading of Night by Elie Wiesel Background information on the Holocaust / Historical Context (2-3 days)	SWBAT research various aspects of the Holocaust in order to explain what the Holocaust was, how it originated and what the outcome was. SWBAT organize the timeline of events in proper order to gain an understanding of the timeline in which the Holocaust occurred.	Conduct a webquest in small groups using “The Holocaust: a Learning Site for Students” https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students Historical Context: Students work together to create a timeline of events to demonstrate the progression of the atrocities and their increase in severity over time <i>Optional: Historical Context can also be done in small rotating stations with each station being focused on a different topic associated with the historical context such as WWII, perpetrators, victims, etc.</i>	KWL Chart Webquest Worksheet (Can be done in groups or as a gallery walk) Prompts may be given for students to organize.
During reading Night by Elie Wiesel Preface (1-2 days)	SWBAT determine the author’s purpose for writing the memoir by analyzing the preface of <i>Night</i> .	Define dynamic character and discuss memoir as a genre. Read the preface of <i>Night</i> .	Reader’s journal free write in response to the preface of <i>Night</i> exploring Elie’s reasons for writing the memoir. Alternate assessment: small group discussions regarding Elie’s reasons for writing the memoir. Students can compare evidence they gathered.
During Reading Night by Elie Wiesel Section 1	SWBAT characterize Elie using textual evidence and examine the	Section 1 Focus on Elie’s religious values and the characterization of main characters.	Train activity - tracing the main events leading up to the liquidation

<p>(3-4 days)</p> <p>Paired reading “First They Came” by Pastor Martin Niemöller</p>	<p>effect of first person pov.</p> <p>SWBAT organize key events in order to evaluate their impact on Elie’s life and the developing conflicts during WWII.</p> <p>Compare the theme of “First They Came” with the theme presented in section 1 of <i>Night</i>.</p>	<p>Trace the stripping of their humanity from the first edicts through the Hungarian invasion followed by their deportation.</p> <p>Have students independently read “First They Came” by Pastor Martin Niemöller and make connections to the delusions the Jews of Sighet lived with. Turn and talk to relate to their own lives.</p>	<p>of Sighet. Cattle car graphic organizer (order of events activity)</p> <p><i>Optional comparative writing on SS.</i></p>
<p>During Reading <i>Night</i> by Elie Wiesel</p> <p>Sections 2-3</p> <p>(2 days)</p>	<p>SWBAT map Elie’s journey to trace key events and locations in correlation to the developing themes and conflicts.</p> <p>SWBAT analyze the use of figurative language and explain its effect on mood and tone</p>	<p>Sections 2-3</p> <p>Begin to map out Elie’s journey on a blank map of Europe to trace key events and locations as the memoir progresses.</p> <p>Focus on Mrs. Schachter and elements of foreshadowing, and other literary devices used. Consider how these contribute to the text's meaning and effectiveness.</p> <p><i>Writing Journal:</i> Re-read the section on the top of page 32 (34 in new copy) that starts... “Never shall I forget that night, the first night in camp, that turned my life into one long night.... ” After, do the following: A. Explain the context of passage B. Analyze the structure and style of passage C. What is the purpose of this passage?</p> <p>“The Gathering Place” by Amanda Gorman</p> <p>Students will read and annotate the poem and respond to the SS comprehension questions before engaging in a collaborative conversation.</p>	<p>Figurative language analysis worksheet</p> <p>Map of journey</p> <p>Writing Assignment or class discussion</p> <p>Teacher assigned quizzes as needed.</p>

<p>Paired Text “The Gathering Place” by Amanda Gorman</p>	<p>SWBAT reflect on how “The Gathering Place” connects to the unit’s essential question “How does culture influence your goals?”.</p>		<p>SS comprehension questions and/or collaborative conversation.</p>
<p>During Reading Night by Elie Wiesel Section 4 (2 - 4 days)</p>	<p>SWBAT draw connections between setting and its effect on the overall tone of a story.</p>	<p><i>Night</i> Section 4 Focus on the connection between setting and tone in the text and how Elie intertwines both. Students will work on creating vivid images of a setting via writing, drawing or other artistic medium. Attribute a tone to the setting created.</p>	<p>Artistic representation of tone assignment</p>
<p>During Reading Night by Elie Wiesel Section 5 & Paired reading: “The Perils of Indifference” by Elie Wiesel (SS) (1 week)</p>	<p>SWBAT identify allusions and how they give greater meaning to the novel. SWBAT analyze the characteristics and structural elements in the argumentative text “The Perils of Indifference” such as compare and contrast and cause and effect text structures.</p>	<p><i>Night</i> Section 5 Define allusion and give examples for students. As students read, they should identify allusions and consider their purpose and effect. As a class or in small groups students will read and annotate “The Perils of Indifference” by Elie Wiesel. Discussion (and possible writing prompt/ reflection journal) will follow: What is indifference? How is it dangerous? How can we learn from the past so we do not repeat its mistakes?</p>	<p>Allusion worksheet (teacher created)</p>
<p>During Reading Night by Elie Wiesel Sections 6-7</p>	<p>SWBAT recognize major themes within the novel, and discuss the</p>	<p>During the reading of sections 6-7, focus on how these sections help develop key themes in the text. Have students keep track of imagery in their notebooks and then turn and talk about the images they selected and why.</p>	<p>Theme Chart (ICE format)</p>

<p>(2 - 3 days)</p>	<p>author's purpose in writing the novel.</p> <p>SWBAT identify examples of vivid imagery and wording and explain how they enhance meaning.</p>		
<p>During Reading</p> <p>"The Scarlet Ibis" by James Hurst</p> <p>(3 - 4 days)</p>	<p>SWBAT analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT examine how diction and use of figurative language create mood in both <i>Night</i> and "The Scarlet Ibis"</p>	<p>Examine how each text propels the plot forward through their characters' decisions. How does each text use diction and figurative language to enhance its mood? In what ways do Doodle and the narrator represent some of the characters from <i>Night</i>? How do they each endure the hardships with which they are faced? How do they change in their attempts to overcome adversity?</p> <p>Compare the narrator and Doodle with Elie and those around him. Then engage in small group discussion considering the excerpt about the Rabbi and his son. In what way is that situation similar to the end of "The Scarlet Ibis"?</p>	<p>Story comparison chart in small groups and short presentation</p>
<p>During Reading</p> <p><i>Night</i> by Elie Wiesel</p> <p>Sections 8-9</p>	<p>SWBAT identify irony and its purpose in literature.</p>	<p>As the class reads Sections 8-9 focus on the use of irony and imagery to enhance meaning.</p>	<p>Irony identification / analysis activity with samples from <i>Night</i>.</p>

(2 - 3 days)	SWBAT develop imagery in a fictional writing piece using a graphic organizer for assistance.		Developing imagery activity (5 senses chart)
Post Reading “She’s Free” by Frances Ellen Watkins Harper (1 day) Elie Wiesel Animated Map	SWBAT determine the theme and trace its development over the course of a poem. SWBAT draw connections between the theme of <i>Night</i> and “She’s Free”. SWBAT mimic writing style by writing a poem about <i>Night</i> . SWBAT visualize Elie’s journey throughout <i>Night</i> .	Students will silently read “She’s Free” by Frances Ellen Watkins Harper and determine the theme of the poem. Next, the teacher will read aloud the poem and students will turn and talk to discuss the poem in terms of theme. How does the theme in “She’s Free” relate to themes presented in <i>Night</i> ? Students Rewrite “She’s Free” from Elie’s perspective as “He’s Free” using Watkins Harper’s style and structure. Use the following map to review https://encyclopedia.ushmm.org/content/en/gallery/elie-wiesel-maps Elie Wiesel: Animated Map from the United States Holocaust Memorial Museum	Poetry activity Poem rewrite
Post-reading (1-2 days)	SWBAT gain a deeper understanding of the text through questioning and discussion.	Socratic Seminar Review Use of a rubric is suggested	Socratic Seminar
Post-Reading (1 day)	SWBAT synthesize information from the text in order to correctly respond to questions posed on a test.	Culminating assessment	Final Test
<u>Anchor Text</u> <u>Option 2:</u> <i>The Picture of Dorian Gray by Oscar Wilde</i>	SWBAT close read the Preface and identify themes present in order to predict some of the perspectives	As a class, read and annotate the Preface of the novel <i>The Picture of Dorian Gray by Oscar Wilde</i> , focusing their reading on identifying the themes threaded throughout. Discuss: What are some of your expectations going into this novel? Explain how the preface creates a perspective from which the story will be told.	Discussion of Themes

<p>Pre-Reading</p> <p>Preface</p> <p>(2 days)</p>	<p>they expect to encounter in the novel.</p>	<p><i>Optional Ongoing Reader's Journal: Choose one of the statements from the Preface and expand on it in writing. You may agree, disagree, prove, refute, or simply develop/explain it further.</i></p>	
<p>During Reading</p> <p><i>The Picture of Dorian Gray.</i></p> <p>Chapter 1</p> <p>(2 to 3 days)</p>	<p>SWBAT develop understanding of the characters via a close reading of chapter 1.</p> <p>SWBAT develop a written character analysis based on a close reading of the text and its use of both direct and indirect characterization.</p>	<p>Split the class into two groups, one to examine Basil and one to examine Lord Henry. Each group will close read and analyze the text to develop an understanding of their assigned character. Students are to extract examples of both direct and indirect characterization, noting down the passage on a large chart (poster) and then explaining what they can infer about the character from each passage.</p> <p>Students will complete a culminating activity in which they will write a two paragraph analysis of their assigned character, using some of the evidence their group included on the chart and in response to the following: examine and discuss your character's perspective.</p>	<p>Written Character Analysis</p>
<p>During Reading</p> <p><i>The Picture of Dorian Gray.</i></p> <p>Chapters 2-4</p> <p>(1 week)</p> <p><u>Paired Reading:</u></p> <p>"Ode to the Selfie" by Megan Falley and Olivia Gatwood</p>	<p>SWBAT trace Dorian's development as a character via close reading and by extracting evidence of character development from text.</p>	<p>Students will read Chapters 2-5 of <i>The Picture of Dorian Gray</i>, noting characterization of Dorian over these three chapters. As a class, discuss the specific influences that have shaped Dorian's development thus far as evidence in his characterization.</p> <p>Students will read "Ode to the Selfie" by Megan Falley and Olivia Gatwood OR "To the Virgins to Make Much of Time" by Robert Herrick and complete the SS Independent Read activity series. Teacher will next provide poem on poster boards for student pairs/sm. groups to annotate for TPCASTT analysis. Then, pairs/sm. groups will draw connections to text and submit via written response: (Falley/Gatwood text) How does this poem reflect or counter Dorian's perspective? OR How</p>	<p><i>Optional: Ongoing reading quizzes</i></p>

<p>OR</p> <p>“To the Virgins to Make Much of Time” by Robert Herrick</p>	<p>SWBAT develop understanding of poem via TPCASTT analysis.</p> <p>SWBAT draw thematic connections between text and poem and discuss in writing.</p>	<p>does this poem reflect or counter Lord Henry’s perspective? (Herrick text) Review/discuss as a class.</p>	<p>SS Independent Read Quiz and Write activities.</p> <p>Pairs/Small Groups Written Response</p>
<p>During Reading <i>The Picture of Dorian Gray</i>. Chapters 5-10 (1 week)</p> <p><u>Paired Readings:</u></p> <p>“The Scarlet Ibis” by James Hurst</p> <p>“The Story of Echo and Narcissus” by Ovid from <i>The Metamorphosis</i></p>	<p>SWBAT explore thematic connections between anchor text and short texts, analyzing the themes and how each text presents them.</p>	<p><i>Optional Ongoing Readers Journal: What does the word “Beauty” mean to you? How do you think it has changed over time? Stayed the same? OR Is it okay to be “Selfish”? When and How? Why is this a difficult question?</i></p> <p>Students will read Chapters 6-10 of <i>The Picture of Dorian Gray</i>, focusing their reading on the theme of Beauty. Students will then add their own selected quotes from the text about beauty to posters/board. Next, students will read through all of the quotes and develop a written conclusion: what is Wilde suggesting about Beauty? What does he want you to consider? Believe? How are the characters in the text influenced by Beauty?</p> <p>Students will read “The Scarlet Ibis” by James Hurst. Select passages for students to close read, paying attention to themes presented. Students will discuss how each passage conveys the theme of Selfishness vs. Selflessness. Teacher may assign SS Theme Activity Series. Discuss thematic connections to novel: How do the characters in the novel portray this theme? Which characters are selfless? Which are selfish?</p> <p>Students will read “The Story of Echo and Narcissus” from <i>The Metamorphosis</i> and compare/contrast the character of Narcissus to Dorian from a thematic perspective: how are the themes of Beauty and Selfishness vs. Selflessness reflected in the Narcissus? How are they connected to Dorian’s ideas? Students will create a visual representation to compare and contrast the two themes in connection to the two characters (table/graphic / illustration / etc.) and present to the class.</p>	<p><i>Optional: Ongoing reading quizzes</i></p> <p>Written thematic analysis of Beauty as a theme.</p>

			SS Theme Activity Series
	SWBAT to think critically about texts to create a visual interpretation of the thematic connections present in each.		Group Discussions
			Creative Thematic Mini-Project.
During Reading <i>The Picture of Dorian Gray.</i> Chapters 11 – 14 (1 week)	SWBAT close read the Weisel text and identify the rhetorical strategies employed. SWBAT identify and discuss key	Students will then read “ The Perils of Indifference ” by Elie Weisel and extract key points made by Weisel in response to the following: What is “indifference”? What are the dangers in it? How can it affect an individual and a society? Discuss as a class. Students will also examine the rhetorical strategies used by Weisel and review as a class. Then, students will read Chapters 11 - 14 of <i>The Picture of Dorian Gray.</i> How does the painting echo the perils of indifference to which Weisel is referring? Students will discuss and then write a letter from the perspective of	<i>Optional: Ongoing reading quizzes</i>

<p><u>Paired Readings:</u></p> <p>“The Perils of Indifference” by Elie Weisel</p>	<p>takeaways from Weisel’s text.</p> <p>SWBAT draw connections between the Weisel text and the novel, identifying examples of Dorian’s indifference and matching them to the perils Weisel warns about.</p> <p>SWBAT demonstrate understanding of characterization by taking on the voice of a character and writing a letter from that character’s perspective.</p> <p>SWBAT incorporate textual evidence from Weisel text to support character claims in a letter writing assignment.</p>	<p>Basil Hallward to Dorian explaining the perils of his indifference and drawing in textual support from Weisel’s text.</p> <p><i>Optional: Teacher may assign SS Close Read Activity Series.</i></p> <p><i>Optional Ongoing Readers Journal: How has “indifference” affected your life, either your own or someone else’s? How does this echo what Weisel says about it as a dangerous thing?</i></p>	<p>Letter Writing Assignment: Basil to Dorian on “The Perils of Indifference”</p>
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<p>During Reading <i>The Picture of Dorian Gray.</i></p> <p>Chapters 15 - 20 (7 to 10 days)</p> <p><u>Paired Readings:</u></p> <p>“Letter to My Younger Self” by David Robinson</p>	<p>SWBAT analyze the novel as an allegory capturing the theme of Good and Evil, and identify the allegorical elements in the novel.</p> <p>SWBAT write short character analyses in the style of “Actor Bios” through which they will identify and explain the allegorical function of each character in the text.</p> <p>SWBAT draw thematic connections between song lyrics of their choosing and the themes of the novel.</p> <p>SWBAT write from the perspective of Dorian imitating the style of Robinson’s text.</p>	<p>Students will read Chapters 15 – 20 of <i>The Picture of Dorian Gray.</i> Teacher will present the term “allegory” and its meaning to class. In groups, students will examine the role of each character to determine what function they had in the novel as an allegory for the theme of good and evil (i.e., Lord Henry as the devil or evil influencer, Basil as his conscience, James Vane as his evil actions, etc.</p> <p>Students will read “Letter to My Younger Self” by David Robinson and complete SS Independent Read Activity Series.</p> <p>Together, student groups will create a Playbill project which will include a summary of the novel, “Actor Bios” for each character to explain each character’s allegorical function, and musical selections which capture the themes in the text. Students will also include a “Letter to My Younger Self” from the perspective of Dorian to include as an opening letter in the Playbill.</p>	<p><i>Optional: Ongoing reading quizzes</i></p> <p>Playbill Project</p>
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New Jersey Student Learning Standards

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL (English Language Learners):

- **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:

- **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.

Special Education Students:

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

- 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

Suggested Technological Innovations/Use

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

Cross Curricular/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).
