

ENGLISH II: THEMES IN LITERATURE AND COMPOSITION GRADE 10

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 23, 2024
Produced by: Sara Graja, District Supervisor
Christina Caldwell, Teacher

Dr. David Gentile
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

Table of Contents

	<u>Page</u>
Program Description	1
Unit 1: Multi-Genre Thematic Study with Literature and Informational Texts	2
Unit 2: Research Simulation Tasks, Literary Analysis Tasks and Writing Across Multiple Sources	8
Unit 3: Informational, Explanatory or Expository Writing	13
Unit 4: Argument Writing	17
Sample Standards Integration	21
Appendix A: Teacher Resources	22
Appendix B: Suggester Climate Change Integration	26

Program Description

Students enrolled in Grades 9-12 in The Ewing Public Schools are required to take four years of English Language Arts. The English curriculum requires that students work toward College and Career Readiness with the support and guidance of a highly-qualified teaching staff and English classes are tiered so the skills necessary for students to be successful beyond high school progress from English I through English IV in a structured way. The three goals for our secondary English program are the following: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Within all English courses, students read fictional works of literature and informational texts, often considering how one text supports or refutes another; a thematic approach to reading and writing allows students to make these connections. Students write daily; the purpose of student writing is for them to inform, argue, analyze, express or entertain an audience. They work to make sense of literature or information by continually reading, thinking and discussing big ideas. Students read and write daily, sometimes with teacher support, often independently.

Scope and Sequence for Units of Study:

Course Instructional Time: 87 minutes 5 days per week for one semester
Specific pacing information is included within each unit of study for Grades 9-12.

Unit 1: Multi-Genre Thematic Study with Literature and Informational Texts [Pacing: 20 Days; some are embedded into other units of study]

Why Is This Unit Important?

In English II, several themes are overarching and applicable to myriad texts read by students. These topics include the development of identity when an individual interacts with others including those with whom they disagree, the dangers and realities of absolute power and the struggle of individuals and groups to win freedom. Within these broad topics, the literature has been broken up into more specific themes: ourselves and others; absolute power; and hard-won liberty. Many stories fall into multiple thematic categories, so it is expected that students make connections between this wide array of literature, informational texts and their lives so they see literature as a continuous dialogue in which the authors are making commentaries about the society in which we live. The themes that serve as focal points for literary study in English II are:

- Theme 1: Ourselves and Others (15 days)
- Theme 2: Absolute Power (25 days)
- Theme 3: Hard-won Liberty (25 days)

The Big Ideas embedded in this unit include:

- Common themes are shared among works of literature and can often be connected to contemporary society as well as one's personal experience.
- There is often a connection between a work of literature, the historical context of the author's life and the social environment in which the work was produced.
- An author's craft directly relates to his or her use of specific literary elements. A reader must be aware of the interaction between literary elements and how those interactions work to develop theme.
- The study of literature and informational texts within all three themes will help readers recognize the realistic and serious effects, both positive and negative, of one's actions.

Enduring Understandings:

- Readers must recognize literal and implied information provided within and beyond a text, reflect upon the information provided and infer beyond a text to determine the theme or central idea of a work.
- There are common themes that extend across myriad works of literature and can often connect to current events and personal experiences.
- The specific elements of a work of literature and the conscious choices made by the author, specifically and significantly impact the meaning of the work as well as the connections made by the reader to the work. It is a reader's responsibility to read actively, recognize these elements and analyze the work to recognize the development of theme.

- Reading nonfiction texts helps to build background knowledge or to enhance the reading experience, further enabling a reader to more thoroughly analyze information provided in a work of fiction.

Essential Questions:

- Is there always a 'correct' theme when analyzing a text?
- How can a reader utilize information obtained through nonfiction reading to enhance comprehension of a fictional text? Why is such information important?
- In what manner do literary devices, including but not limited to symbolism and imagery, contribute to the overall theme(s) of the works?
- In what manner do individuality and identity become essential in a world of conformity?
- What role does society have in shaping the individual?
- Is man inherently good or evil?

Acquired Knowledge:

- Figurative language is used to furnish new effects or add fresh insights into an idea or a subject.
- Writers can play with time (i.e., flashback) to develop mood or to add suspense or tension to a story.
- Internal and external conflicts have an impact on individual characters and on a work as a whole; in order to fully understand the theme of a work, a reader must make connections between those conflicts and connect them to the society in which the work was composed.
- Reading nonfiction texts (i.e., biography of an author, information about an historical time period, informational text about a specific event, etc.) enables a reader to synthesize information and analyze a work of fiction more thoughtfully, thus more accurately interpreting a writer's central idea or theme.
- There are common themes that extend across works such as developing identity through knowing oneself and interacting with others, recognizing issues related to absolute power and celebrating hard-won liberty.

Acquired Skills:

- Extrapolate examples of figurative language (i.e., hyperbole, imagery, metaphor, oxymoron, personification, simile, symbol, understatement) and explain how the language adds effect or insight to the idea, subject or theme presented.
- Identify how the use of various literary devices (i.e., alliteration, allusion, onomatopoeia, personification, etc.) contribute to the themes, conflicts and characterizations in texts.
- Analyze setting and characterization to construct meaning of how characters influence the progression of plot and resolution of conflict, ultimately leading to the theme of the literary work.

- Identify and analyze the components of propaganda and manipulation of language and explain how such writing helps in the development of theme.
- Identify the forms of political, social, sexual, and/or religious censorship that exist in contemporary society and explain how censorship impacts identity development or social justice.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Journal writing, text-based reading response writing

Summative:

- Narrative writing (i.e., transform a passage into a different genre, rewrite dialogue between characters, create an original story inspired by a particular text or a thematic study)
- Tests or quizzes including written responses to open-ended questions
- PowerPoint, Prezi or other digital presentation analyzing the development of a theme or central idea in one or more literary works or informational texts

Benchmark:

- Essay writing to compare themes within or between works

Core Instructional Materials:

Thematic Study	Core Instructional Materials: <i>Collections</i> (Houghton Mifflin Harcourt, 2017)	Core Instructional Materials: Core Books	Supplemental Instructional Materials
Ourselves and Others	<ul style="list-style-type: none"> • *"What, of This Goldfish, Would You Wish?" by Etgar Keret (required) • "The Lottery" by Shirley Jackson • Court Opinion by William J. Brennan from <i>Texas v. Johnson Majority Opinion</i> • Editorial by Ronald J. Allen "American Flag Stands for Tolerance" 	<ul style="list-style-type: none"> • *<i>The Color of Water</i> by James McBride • *<i>The House on Mango Street</i> by Sandra Cisneros <p>*Students are to read either <i>The Color of Water</i> or <i>The House on Mango Street</i> during this unit of study.</p>	<ul style="list-style-type: none"> • A Little Piece of Sky by Nicole Bailey-Williams • Video: "People don't believe I am Japanese" says Miss Japan – BBC News • "Theme for English B" by Langston Hughes
Absolute Power	<ul style="list-style-type: none"> • *Excerpts from Shakespeare's <i>The Tragedy of Macbeth</i> (required) 	<ul style="list-style-type: none"> • Shakespeare's <i>Julius Caesar</i> (required) • <i>Animal Farm</i> by George Orwell • <i>1984</i> by George Orwell • <i>Fahrenheit 451</i> by Ray Bradbury 	<ul style="list-style-type: none"> • Nazi propaganda
Hard-Won Liberty	<ul style="list-style-type: none"> • *"Letter from Birmingham Jail" by Dr. Martin Luther King (required) • Argument by Mohandas K. Gandhi from "Letter to Viceroy, Lord Irwin" • "Bile" by Christine Lee Zilka 	<ul style="list-style-type: none"> • <i>The Hunger Games</i> by Suzanne Collins • <i>Antigone</i> by Sophocles 	<ul style="list-style-type: none"> • <i>A Lesson Before Dying</i> by Ernest J. Gaines

Interdisciplinary Connections:

- See appendix for possible lessons that build students' understanding on climate change.
- Informational texts will be infused into literature lessons (i.e., news stories, texts from databases or other reliable sources, etc.).
- Cross-content reading in the areas of science and technology will undoubtedly help students to understand the significance of symbols and images in science fiction or dystopian literature.
- Both world and American history will be infused into these units of study. Teachers are encouraged to communicate with teachers in the history department to share ideas and resources, as students enrolled in English II typically take U.S. History the same year.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade 10. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections:

- *Collections* online resources, A&E videos, student ebooks and close readers
- Students can submit work related to *Collections* in their ebook; all other written work can be completed and submitted through Google Drive.
- District databases found on the [District Discover Page](#) provide informational resources and websites for literary criticism and reviews
- [Common Lit](#) is a website with thousands of literary and informational texts and resources geared to students in middle or high school.
- Excerpts from the video adaptations of books (e.g., *The Hunger Games*, *Macbeth*, *Julius Caesar*) can be used to meet RL.9-10.7 (Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each).
- Websites such as [Docs Teach](#) provide primary and secondary source documents that can be infused into all three thematic units of study.

Accommodations or Modifications:

- The *Collections* series provides differentiated texts and resources to support students and to accelerate learning for students who need extension activities.

- Utilizing graphic organizers while reading will assist students in focusing on what the teacher feels is key information. Dependent readers often struggle with what is 'important,' so providing a graphic organizer helps them to focus. Differentiating graphic organizers holds all students accountable for extrapolating key information from a text but provides flexibility for the teacher, allowing him/her to meet the diverse needs of students within a classroom.
- Many of the suggested readings and required titles are available on audio CD or eBook download. Providing such resources allows auditory learners the ability to learn within their preferred learning style. It is important to note that an audio recording is not intended to replace reading the work, rather as an additional support for students.
- Video versions of literature read in class (i.e., *Julius Caesar*, *Macbeth*) can be used to support struggling readers or to help students learn the strategy of visualization when reading. It is important to note that a video is not intended to replace reading the work, rather as an additional support for students.
- Teachers can adopt and utilize different versions of the same text and can differentiate the reading materials to meet students' need.
- Differentiated class assignments will help to meet the needs of various learners.

Applicable New Jersey Student Learning Standards (2023):

- Language Domain:
 - L.SS.9–10.1, L.KL.9–10.2, LVL.9–10.3, L.VI.9–10.4
- Reading Domain:
 - RL.CR.9–10.1, RL.CI.9–10.2, RL.IT.9–10.3, RL.TS.9–10.4, RL.PP.9–10.5, RL.MF.9–10.6, RL.CT.9–10.8
 - RI.CR.9–10.1, RI.CI.9–10.2, RI.IT.9–10.3, RI.TS.9–10.4, RI.PP.9–10.5, RI.MF.9–10.6 RI.AA.9–10.7, RI.CT.9–10.8
- Writing Domain:
 - W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7
- Speaking and Listening Domain:
 - SL.PE.9–10.1, SL.II.9–10.2, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5, SL.AS.9–10.6

Unit 2: Research Simulation Tasks, Literary Analysis Tasks and Writing Across Multiple Sources [Pacing: 20 Days; some are embedded into other units of study]

Why Is This Unit Important?

Synthesizing information from a variety of different sources, connecting research to literature and supporting a thesis with details written in one's own words or cited from its original source are essential skills in reading and writing. The Big Ideas included in this unit of study are:

- A clearly written thesis statement will convey the main idea of an essay or research paper.
- Details extrapolated from different sources and from different kinds of sources (i.e., books, newspapers, videos, radio addresses, speeches, internet resources, etc.) must be used to support a thesis statement; synthesis of information from a variety of sources is key.
- Details obtained when reading an informational text may provide insight into the analysis of a particular work or an author's body of work.
- Providing in-text and parenthetical citations for newly acquired information obtained through research is necessary to avoid the accusation of *plagiarism*.
- Writing a narrative, argumentative or informational essay including information synthesized from multiple sources is a skill that will carry a student through high school and into college.

Enduring Understandings:

- A research simulation task (RST) requires that students synthesize information across informational sources and respond to a text-based question using evidence from multiple sources. A literary analysis task (LAT) requires the same cross-source writing, but it involves works of fiction rather than works of information.
- The main idea of an entire RST or LAT must be summarized in one sentence; this is called the thesis statement. The remainder of the RST or LAT must provide informational support for this statement.
- Primary sources (i.e., speech, interview) differ from secondary sources (i.e., biography, book, informational video) in that primary sources were created during the time under study while secondary sources interpret or analyze primary sources. Each has value, but each must be considered and used differently.
- Plagiarism, also known as literary theft, is defined by Merriam-Webster in the following way: to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source.
- In-text and parenthetical citations are used to credit an original writer for his or her words or thoughts.

Essential Questions:

- How does one summarize the thoughts presented in an entire research or literary essay in only one sentence?
- What is the benefit of a primary source over a secondary source or vice versa?
- How do you utilize informational sources to support a literary analysis?
- What impact does the historical and/or social context in which a text was written have on the meaning of the text itself?
- How is plagiarism of literary works similar to copyright infringement related to music lyrics?
- How can a writer synthesize information from myriad sources rather than write about each source in isolation?

Acquired Knowledge:

- The key ideas presented in a research simulation task (RST) or literary analysis task (LAT) must clearly connect to and support the thesis statement.
- The thesis statement must be supported with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples.
- Details to support the thesis must be synthesized from multiple print and digital sources, all of which are credible and accurate.
- Primary and secondary sources can be used to obtain information that will help a reader to more thoroughly understand the life of a writer, the times in which an author lived and wrote and the work that a writer produced.
- The historical and social context surrounding a specific text influences the overall message or meaning of that text.
- Note cards and source information help a writer to organize notes and sources in order to organize the paper and avoid plagiarism.
- Precise language and domain-specific vocabulary help the writer to sustain a formal style and objective tone while managing the complexity of the research topic.
- The conclusion of the research essay or term paper must flow logically from the information presented or explanation provided.
- To avoid plagiarism, one must give credit to an original source by providing in-text or parenthetical citations.

Acquired Skills:

- Craft a thesis statement that identifies the main idea of the paper and is supported by all ideas and details presented in the paper
- Utilize well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations and other examples to support the thesis statement

- Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source and quote or paraphrase the information.
- Differentiate between primary and secondary sources, using each kind of source appropriately, to support a literary analysis
- Synthesize information related to a specific topic, the time period in which a text was written or a topic was generated or researched and the social context in which the text or topic was developed
- Quote or paraphrase data and conclusions obtained through research and provide explanations in one's own wording
- Utilize note cards and source information when conducting research and taking notes
- Include in-text or parenthetical citations to avoid accusations of plagiarism
- Use precise language and domain-specific vocabulary that sustains a formal, objective style to manage the complexity of the topic
- Draft a conclusion section that flows logically from the information and explanations presented in the RST or LAT
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Graphic organizers such as Cornell Notes, outlines, etc.
- Teacher conferences, observations and anecdotal notes
- Self-editing, peer-editing or teacher-feedback sheets

Summative:

- Completion of a research based-essay, using Scoring Rubric for Prose Constructed Response Items: Research

Benchmark:

- RSTs or LATs embedded into the reading units of study in Collections units of study

Core Instructional Materials:

- RSTs and LATs embedded into the Collections units of study
- Graphic organizers such as Cornell Note sheets or outlines
- Citation Samples
- Self, peer and teacher revising and editing checklists
- [Question-specific RST or LAT rubric](#), to be distributed at the beginning of the assignment so students are aware of expectations

Supplemental Instructional Materials:

- Research materials including online resources, district databases, books and videos
 - NOTE: It is recommended that English teachers involve the Media Specialist during the research process.

Interdisciplinary Connections:

- The expectations specified for completion of Research Simulation Tasks (RSTs) in English class mirror those specified for completion of Document Based Questions (DBQs) in history. Teachers are expected to title any RST-DBQ using both initials to help students make connections to the skills required in both classes.
- RST training has been provided for teachers of the humanities, so short texts can be provided and cross-source writing can be expected.
- Before reading a literary work, it is customary to research the life of the author and the time period in which the work was written. Doing so allows a reader to read the work through an informed lens. RSTs or LATs can be developed based upon a specific work, author or time period to frontload a text or as a summative assessment after a work is completed.

Technology Connections:

- Online resources and district databases to conduct research
- Videos to add research opportunities for visual learners
- Released RST and LAT prompts and proficient student responses from the [NJGPA assessment](#)
- Students can draft, revise and edit, peer review and publish with the *Collections* ebook or within Google Drive
- Websites such as [Easy Bib](#) and [Works Cited for You](#) help students to format a works cited page by asking them to key information into blanks.
- Websites such as [StudyGuide.org](#) and the [Purdue Online Writing Lab](#) provide links to help students see samples of parenthetical citations as well as works cited pages.

Accommodations or Modifications:

- Using graphic organizers such as blank outlines, note cards or works cited organizers will help students to focus on the correct information and will ultimately help them to organize their research paper.
- Exemplary research essays or essay templates provide support for struggling readers and writers. Providing exemplary benchmarks is a best practice that helps students to more thoroughly understand expectations and provides a model for them to use as a guide.

- Individual teacher conferences enable a teacher to provide specific feedback to students; doing so supports the struggling writer while challenging the gifted one.

Applicable New Jersey Student Learning Standards (2023)

Language Arts:

- Language Domain:
 - L.SS.9-10.1, L.KL.9-10.2, LVL.9-10.3, L.VI.9-10.4
- Reading Domain:
 - RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL. TS.9-10.4, RL.PP.9-10.5, RL.MF.9-10.6, RL.CT.9-10.8
 - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RL.CT.9-10.8
- Writing Domain:
 - W.AW.9-10.1, W.IW.9-10.2, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
 - SL.II.9-10.2, SL. ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5

Unit 3: Informational, Explanatory or Expository Writing [Pacing: 15 Days; some are embedded into other units of study]

Why Is This Unit Important?

This unit will focus on the craft of informational, explanatory, expository essay writing and will help students to develop the skills needed to effectively communicate with an audience. The purpose of informational/explanatory/expository essay writing is for the writer to synthesize information from primary and secondary sources and craft an essay that serves one of three purposes: 1) to increase a reader's knowledge of a subject, 2) to help a reader better understand a procedure or process or 3) to provide a reader with an enhanced comprehension of a concept. The Big Ideas embedded through this unit are:

- The main idea or central focus of the essay must be clearly articulated in the thesis and that thesis must be supported with facts obtained from reliable and unbiased sources.
- Thoughts presented in the essay must be organized logically and coherently; transitions must be smooth and must occur naturally.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language and use of domain-specific vocabulary are essential with informational writing.
- Strong essays must meet certain criteria (i.e., the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful and language is skillfully used, voice is clear and powerful, sentence structure is used correctly, a consistent verb tense is maintained throughout a piece and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- A topic must be supported using relevant facts, definitions, concrete details, quotations or other information and examples obtained from reliable and unbiased sources.
- When drafting an informational piece, a writer must attend to task, purpose and audience and must maintain an appropriate style and tone.
- A writer's voice and word choice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never 'done' and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the purpose of informational/explanatory/expository writing?
- What differentiates essay writing from other forms of writing (i.e., narrative, prose or poetry, memoir etc.)?
- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
- What makes a source more 'reliable' than another?
- Why is it important to consider audience and purpose when organizing one's writing?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

Acquired Knowledge:

- The author's purpose with informational/explanatory/expository writing is to provide information to a reader that increases his/her knowledge, help him or her to better understand a process or procedure or provide a reader with an enhanced understanding of a concept.
- Specific evidence must take the form of facts, statistics, quotes or details and must be obtained from reliable, unbiased sources.
- Key ideas must be connected to the topic and must flow with transitions from one point to the next, creating cohesion and clarifying information and ideas.
- Precise language, domain-specific wording and technical wording (where appropriate) will help to sustain a formal objective style that is straightforward and appropriate for a reader seeking information.
- A concluding paragraph or section must flow logically from the information or explanation provided, restate the main idea and summarize key points, all without repeating what was already stated or introducing new information.

Acquired Skills:

- Create a thoughtfully worded thesis that communicates the main idea of an informational essay
- Support a thesis with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples
- Evaluate sources for reliability and possible bias before deciding from which source to record information; use only reliable, credible and unbiased sources
- Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus clearly creating fluency and cohesion
- Utilize precise language, domain-specific wording and technical wording (where appropriate) to communicate information in a formal, objective style and tone
- Include compositional risks (i.e., anecdote, rhetorical question, development of mood, etc.) that create a voice appropriate to the audience and purpose

- Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work, all without repeating what was already stated or introducing new information
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Graphic organizer, note-taking sheets, etc. to assess pre-writing
- Teacher conference, observations and anecdotal records
- Writer's notebook
- Self-editing, peer-editing or teacher-editing checklists

Summative:

- Expository Essay, using Graphic Organizer

Benchmark:

- Completion of an informational writing task, using Informational Writing Rubric adapted from Collections, 2017 (benchmark)

Core Instructional Materials:

- Collections (Houghton Mifflin Harcourt, 2017)
- Text-specific prompts will be embedded into literary or informational units of study
- Graphic organizers

Interdisciplinary Connections:

- One method a writer can use to support his/her argument is to provide evidence from history or science. Thus, including the history or science teacher in the discussion of informational writing is key. Co-planning and co-teaching lessons on how to support one's opinion using evidence from history would provide a wonderful co-teaching opportunity.
- Contemporary events that connect to historical or scientific topics also provide an opportunity for cross-content reading and writing.

Technology Connections:

- Students can be provided time on the computer to research a particular topic
- District databases are available for students to ensure reliability of sources

- All student drafting, peer and self-revising and editing, teacher feedback and publishing can be completed in Google Drive
- Support resources (i.e., A&E videos, informational writing prompts and texts, etc.) are provided in the Collections online teacher resource kit

Accommodations or Modifications for Special Education, ESL or Gifted Learners:

- Topics can be differentiated based upon student interest, complexity of content, etc. Students can also be asked to choose a topic to investigate and research to serve as the focus of an informational essay.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to think beyond the literal by providing them with insightful, powerful, somewhat challenging quotes as the focus of explanatory essays. Students can also be given time to conduct research on the history, interpretation and use of selected quotes.

Applicable New Jersey Student Learning Standards (2023):

- Language Domain:
 - L.SS.9-10.1, L.KL.9-10.2, LVL.9-10.3, L.VI.9-10.4
- Reading Domain:
 - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RL.CT.9-10.8
- Writing Domain:
 - W.IW.9-10.2, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
 - SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5

Unit 4: Argument Writing [Pacing: 15 Days; some are embedded into other units of study]

Why Is This Unit Important?

This unit will focus on the craft of argumentative essay writing and will help students to develop the skills needed to effectively persuade an audience. Topics presented for argumentative/persuasive written responses may be based upon age-appropriate controversial issues, current events or controversial topics that reveal themselves when reading the literature or informational texts assigned in class. The Big Ideas embedded through this unit are:

- The purpose of argument writing is for a writer to clearly and powerfully communicate his or her position to a reader and to support that position with factual information (i.e., history, scientific evidence, current events, information presented in literature) in order to support his/her argument.
- The ideas presented in the essay must support a clearly worded thesis (purpose).
- Strong essays must meet certain criteria including the following: the opening and closing are evident; main idea is clearly expressed in the thesis, is maintained throughout the essay and is supported with specific details; word choice is powerful and language is skillfully used; voice is clear and powerful; sentence structure is used correctly; a consistent verb tense is maintained throughout a piece; and Standard English is used effectively.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- A thesis statement is the main claim that a writer is making (i.e., a position or argument) and is supporting throughout the essay.
- Support can take the form of definitions, details or quotations, must be factual and must be retrieved from a reliable source.
- A writer must be cognizant of task, purpose and audience and must maintain an appropriate style and tone throughout the piece.
- A writer's selection of words is one of the most important factors he/she must consider when writing; knowledge of one's audience and precision of language are essential.
- A writer's voice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never 'done' and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the purpose of argumentative essay writing? What differentiates argument writing from other forms of writing (i.e., informational, expository, narrative, speculative)?
- Why is it important to consider task, audience and purpose when organizing one's writing?
- How can one utilize evidence from literature when supporting one's position in an argumentative piece?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

Acquired Knowledge:

- To demonstrate a comprehensive understanding of the topic, one must support a claim with valid reasoning and detailed, relevant and sufficient evidence from credible sources.
- An effective argument not only acknowledges the opposing point of view, but also distinguishes it from the opposing claim and respectfully discredits it.
- Both claims and counterclaims must be presented fairly, evidence for each must be supplied and strengths and limitations of both are necessary, all while avoiding common logical fallacies and propaganda devices.
- Predicting the audience's knowledge and level of concern is essential and must be addressed when presenting claims and counterclaims.
- Argumentative essay writing sustains a formal style and objective tone based solely on fact.
- The voice a writer projects in an argumentative piece must be passionate and convincing; the voice must match the purpose.
- A concluding paragraph or section must flow from the argument and end powerfully (i.e., call to action, symbolic ending, reconnection to the beginning, etc.).

Acquired Skills:

- Read information related to a topic or issue and determine a position based upon relevant facts from reliable sources
- Use credible sources when supporting a position, fully explain the relevance of both claims and counterclaims and present a logical, detailed explanation of reasoning while avoiding common logical fallacies and propaganda devices
- Provide both claims and counterclaims, anticipating the level of knowledge and concerns of an audience and addressing such issues, culminating in an argument.
- Utilize transitions (e.g., words, phrases, clauses) to link major sections of the text and create cohesion while noting the differences between claims and counterclaims so the writer does not change 'positions'

- Maintain an objective style and tone appropriate for the purpose and audience of the piece
- Write with a passionate, authentic and convincing voice that is appropriate to purpose and audience
- Draft a conclusion paragraph or section that flows naturally from the argument, ends powerfully and attempts to leave the reader thinking (i.e., call to action, symbolic ending, circular ending, etc.)
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Graphic organizer such as a Roman Numeral outline
- Teacher conference, observations and anecdotal records
- Writer's notebook
- Self-editing, peer-editing or teacher-editing checklists

Summative:

- Argument Writing Essay
- Development of a Podcast, Debate, or Mock Trial

Benchmark:

- Completion of an argument essay, using Argument Writing Rubric adapted from Collections, 2017

Core Instructional Materials:

- Collections (Houghton Mifflin Harcourt, 2017)
- Articles or texts presenting multiple sides or interpretations of debatable or controversial issues
- District databases including Facts on File: Issues and Controversies
- Self, peer and teacher revising and editing checklists

Interdisciplinary Connections:

- Argumentative essay prompts can connect to topics that are presented in other content areas.
- Environmental issues such as pollution and recycling can be addressed
- Controversial issues connect to the first amendment and freedom of speech can be discussed in history class
- Seatbelt laws or drug testing in schools easily connect to content discussed in health classes.

Technology Connections:

- Lessons and resources to help students develop evidence-based arguments are available on websites such as [Read Write Think](#) and [Achieve the Core](#)
- District databases such as Facts on File: Issues and Controversies
- All student drafting, peer and self-revising and editing, teacher feedback and publishing can be completed in Google Drive

Accommodations or Modifications for Special Education, ESL or Gifted Learners:

- Writing prompts can be differentiated based upon student interest, difficulty of content, etc. Students can also be asked to self-select the topic of their argumentative essay, especially when initially introducing form and structure; providing choice has been shown to motivate reluctant writers.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and exemplary benchmarks must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to write about content-based persuasive or argumentative essays. This could potentially require gifted readers and writers to conduct research, read nonfiction texts, synthesize information, evaluate research for bias, form his/her own opinion and then write a response in a structured way.

List of Applicable New Jersey Student Learning Standards (2023)

- Language Domain:
 - L.SS.9-10.1, L.KL.9-10.2, LVL.9-10.3, L.VI.9-10.4
- Reading Domain:
 - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RL.CT.9-10.8
- Writing Domain:
 - W.AW.9-10.1, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
 - SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5

Sample Standards Integration:

21st Century Skills & Career Readiness Practices

CRP4. Communicate clearly and effectively and with reason.

In unit 3, students produce an expository essay. Students must write an essay where their thoughts must be organized logically and coherently. Additionally, a writer's selection of words is one of the most important factors he/she must consider when writing; precision of language and use of domain-specific vocabulary are essential with informational writing. A writer's voice and word choice must be passionate and powerful so his/her message is clearly conveyed.

Technology Integration:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Throughout the grade ten English course students are producing multiple writing pieces across several genres. Work collected in the portfolio may also include Power Point Presentations and other types of assignments. Students keep all of their work in a digital portfolio for the duration of the course. Many teachers use Google classroom for students to maintain and edit their portfolio. Using this platform allows for students to share their work with teachers and other students. Students reflect on their work throughout the semester and keep reflections on their body of work in the portfolio.

Interdisciplinary Connection: Social Studies

6.1.12.D.13.A Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

In grade ten, students read various fiction and nonfiction texts (unit 1), which are divided into three themes; Ourselves and Others, Absolute Power, and Hard Won Liberty. In unit 1, students are required to read Dr. Martin Luther King's "Letter from Birmingham Jail." As a leader in the Civil Rights Movement, Dr. King fought for the government to ensure civil rights for African Americans. Students learn specific historical events during their US History class in grade 10 and can apply this information to their reading, writing, and discussions in English class.

There are other connections to the social studies standards embedded throughout the fiction and nonfiction texts read in this course.

Appendix A: Teacher Resources

Unit of Study <i>Hard-won Liberty</i>	Standards	Current Instructional Materials:	Updated Supplemental Texts:	Example Activity(ies)
	<p>Diversity & Inclusion Law: (N.J.S.A. 18A:35-4.36a)</p> <p>NJSLS: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work</p>	<p>"Letter from Birmingham Jail" excerpt or "I Have a Dream" Dr. Martin Luther King (required)</p> <p>"March on Washington" Josephine Baker</p>	<p>CCP: "Who Taught You to Hate Yourself" Malcolm X → (Teacher may use the video as well to supplement)</p>	<p>Malcolm X Anchor Chart w/Media Coverage Analysis</p> <ul style="list-style-type: none"> - Students use primary sources to analyze how the media portrayed The Black Panther Party while identifying rhetoric used Example Anchor Chart - Malcolm X Comparison to Dr. Martin Luther King's portrayal
	<p>Diversity & Inclusion Law: (N.J.S.A. 18A:35-4.36a)</p> <p>NJSLS: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>"Letter from Birmingham Jail" Dr. Martin Luther King (required)</p> <p>"March on Washington" Josephine Baker</p>	<p>Honors: "From toward a Refuge" Aung San Suu Kyi's (in Collections)</p> <p>What to the Slave is 4th of July? Frederick Douglass (on Commonlit)</p>	<p>Short Answer Response Questions:</p> <ul style="list-style-type: none"> - Students will compare their student selected poem to mentor texts - Students will research their poet, the themes and connections to current events or social justice/awareness today - Students will create their own protest poem inspired by the

	RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work		The Poetry Foundation's Poems of Protest, Resistance, and Empowerment (A study of influential poets listed and/or the em's theme)	theme(s) found in their selected poem Example Protest Poetry Project
--	--	--	--	---

Unit of Study <i>Ourselves and Others</i>	<u>Standards</u>	Current Instructional Materials:	Updated Supplemental Texts:	Example Activity(ies)
	<p>Diversity & Inclusion Law: (N.J.S.A. 18A:35-4.36a)</p> <p>NJSLS: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn</p>	"The Wife's Story" Ursula LeGuin	<p>CCP: "The Faith Cure Man" Paul Laurence Dunbar (in Commonlit)</p> <p>The Colored American Slavery to Honorable Citizen (The Library of Congress)</p> <p>The present aspect of slavery in America and the immediate duty of the North (The</p>	<p>Socratic Seminar inspired by Ourselves and Others theme(s):</p> <ul style="list-style-type: none"> - Use overarching questions inspired by empathy to compare all short stories and primary sources from unit

	between them.		Library of Congress)	
	<p>Diversity & Inclusion Law: (N.J.S.A. 18A:35-4.36a)</p> <p>NJSLS: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work</p>	<p>"What of this Goldfish Would You Wish" Etgar Keret</p> <p>"The Wife's Story" Ursula LeGuin</p>	<p>Honors: "The Hill We Climb" Amanda Gorman (Video) & (PDF of Poem)</p>	<p>Socratic Seminar inspired by Ourselves and Others theme(s):</p> <ul style="list-style-type: none"> - Use overarching questions inspired by empathy to compare all short stories and poems from unit <p>Example Socratic Seminar</p>
	<p>Diversity & Inclusion Law: (N.J.S.A. 18A:35-4.36a)</p> <p>NJSLS: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<p>Independent Reading - Student Choice</p>	<p>CCP & Honors: Independent Reading - Student Choice inspired by Diverse Voices</p> <ul style="list-style-type: none"> - Diverse Voices Book Choices Here 	<p>Book talk and book shopping inspired by diverse narrative list</p>

Appendix B: Climate Change Integration
English Language Arts
Grade Level 10

Note: New Jersey has created a [New Jersey Climate Educator Hub](#). Create a FREE account with your district email to access FREE Teaching Resources, Exemplar Lesson Plans, and Professional Learning Opportunities.

Unit of Study	Standard	Supplemental Texts, Resources, and/or Example Activities
Unit 1 Absolute Power	RI.CT.9–10.8 W.WR.9-10.5 SL.UM.9-10.5	<p>Lesson Title: Power, Control, and Climate Change: A Comparative Study of Orwell's Animal Farm and Environmental Issues</p> <p>This lesson bridges the themes of Orwell’s Animal Farm with climate change, offering students a chance to see how literature reflects real-world struggles with power, control, and misinformation.</p> <p>Grade Level: 10th Grade English Duration: 1 class period (60-75 minutes)</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Students will be able to analyze themes of power and control in Animal Farm and connect them to current discussions on climate change. • Students will be able to evaluate how the misuse of power in Animal Farm parallels the way governments, corporations, or groups may manipulate information related to climate change. • Students will be able to draw connections between fiction and real-world environmental issues, understanding how literature can reflect and comment on societal problems. <p>Materials:</p> <ul style="list-style-type: none"> • Texts: Excerpts from Animal Farm by George Orwell (focus on Chapter 5, where Napoleon seizes power, and Chapter 9, where propaganda is spread)

		<ul style="list-style-type: none"> Articles on Climate Change: Brief articles or infographics about how corporations or governments influence climate change narratives. <ul style="list-style-type: none"> Example: "How Oil Companies Misled the Public About Climate Change" (source or excerpt provided) The Role of Governments in Climate Policy and Regulation" Graphic Organizer: Compare and Contrast chart for Animal Farm and real-world climate change scenarios Smartboard: To display videos or key points during discussion -Video: Short video on climate change and misinformation (e.g., from reputable sources like NASA or the UN) <p>Lesson Plan:</p> <ul style="list-style-type: none"> Do Now (10 minutes) Prompt: Display the following question on the board: In Animal Farm, how does the abuse of power by the pigs affect the lives of the other animals? Can you think of a real-world situation where leaders or powerful groups have manipulated information to benefit themselves? <ul style="list-style-type: none"> Students write a quick response in their journals (3-5 minutes) and then share in pairs. Call on a few students to share with the whole class. Introduction to the Lesson (10 minutes) Teacher Explanation: <ul style="list-style-type: none"> Briefly review the themes of Animal Farm, especially the themes of power, control, and propaganda. Emphasize how Napoleon and Squealer manipulate information to maintain control over the other animals. Introduce the concept of climate change as a real-world issue where power and control are also at play. Governments, corporations, and other influential groups sometimes control or distort information about climate change for various reasons (economic interests, political power, etc.). Close Reading: Animal Farm Excerpts (15 minutes)
--	--	--

		<ul style="list-style-type: none"> ○ Distribute or project excerpts from Animal Farm (Chapter 5: Napoleon's rise to power, Chapter 9: Propaganda). ○ Students will read the excerpts closely, focusing on how the pigs manipulate the truth to gain and maintain power. ● Guided Discussion Questions: <ul style="list-style-type: none"> ○ How do Napoleon and Squealer distort the truth? ○ What are the consequences of this manipulation for the other animals? ○ How does Orwell use this story to critique real-world governments and leaders? ● Connection to Climate Change (20 minutes) <ul style="list-style-type: none"> ○ Transition to the real-world issue of climate change. Ask students: Have you ever heard conflicting information about climate change? Who do you think controls that narrative, and why?* ○ Mini-Lecture: Provide students with background on how corporations (like oil companies) and certain governments have historically spread misinformation about climate change to protect their economic interests. ○ Show a brief video clip about climate misinformation. ○ Pass out a short article or infographic that highlights how these powerful groups influence public perception of climate change. ● Small Group Work: Compare and Contrast (15 minutes) <ul style="list-style-type: none"> ○ Divide the class into small groups. Each group will use a graphic organizer to compare the manipulation of power and information in Animal Farm to how misinformation is used to downplay the severity of climate change. ○ Guiding Questions: <ul style="list-style-type: none"> ○ - Who are the "Napoleons" and "Squealers" in the climate change debate? ○ - How does the manipulation of information affect the general public (the "animals")?
--	--	---

		<ul style="list-style-type: none"> ○ - What are the consequences of this misinformation on the world's response to climate change? ○ ● Class Discussion and Share Out (10 minutes) <ul style="list-style-type: none"> ○ Bring the class back together and have each group share their findings. ○ Discussion Questions: <ul style="list-style-type: none"> ○ - How does power operate similarly in Animal Farm and in the climate change debate? ○ - What are some ways the general public (like the animals in Animal Farm) can resist or challenge misinformation? ○ - How can literature like Animal Farm help us think critically about real-world issues like climate change? ● Exit Ticket (5 minutes) <ul style="list-style-type: none"> ○ Prompt: What is one way that the story of Animal Farm has changed how you think about climate change or the role of powerful groups in environmental issues? <p>Homework Assignment:</p> <ul style="list-style-type: none"> ● Write a short response (1-2 paragraphs) answering the following question: What is the role of the public in ensuring accurate information about climate change is shared and acted upon? How does this compare to the role of the animals in Animal Farm who are aware of the pigs' lies but feel powerless to stop them? <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in group work and class discussions. ● Completed graphic organizer comparing power dynamics in Animal Farm and climate change. ● Exit ticket responses. ● Homework reflection on the role of the public and powerful groups. <p>Differentiation:</p>
--	--	--

		<ul style="list-style-type: none"> • For struggling students: Provide additional scaffolding, such as sentence starters for the graphic organizer or pair them with stronger readers for group work. • For advanced students: Offer an optional research extension to explore another modern environmental issue and draw parallels to Animal Farm. <p>Extension:</p> <ul style="list-style-type: none"> • Students can create a multimedia presentation or infographic comparing Animal Farm to a real-world environmental issue of their choice.
Unit 1 Hard-Fought Liberty	RI.CT.9–10.8 W.WR.9-10.5 SL.UM.9-10.5	<p>Lesson Title: Survival, Resources, and Climate Change: A Comparative Study of The Hunger Games and Environmental Issues</p> <p>This lesson helps students draw connections between the dystopian world of *The Hunger Games* and real-world environmental issues caused by climate change. By exploring themes of survival, resource control, and environmental degradation, students will gain a deeper understanding of both the novel and current global challenges.</p> <p>Grade Level: 10th Grade English Duration: 1 class period (60-75 minutes)</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Students will be able to analyze the themes of survival, resource control, and environmental collapse in The Hunger Games. • Students will be able to connect these themes to current discussions about climate change, resource scarcity, and environmental degradation. • Students will be able to evaluate how environmental and political factors shape both the fictional world of The Hunger Games and the real-world challenges posed by climate change. <p>Materials:</p>

		<ul style="list-style-type: none"> • Texts: Excerpts from The Hunger Games by Suzanne Collins (focus on the environmental and resource-related struggles in District 12 and the Capitol's control over resources) • Articles on Climate Change: <ul style="list-style-type: none"> ◦ Example: "Climate Change and Resource Scarcity" (brief article or infographic on how climate change affects food, water, and resource availability) ◦ "Environmental Refugees and Displacement" (short article on how environmental degradation leads to population displacement) • Graphic Organizer: A Venn diagram to compare environmental issues in The Hunger Games and real-world climate change effects • Promethean Board: To display visuals or key points during discussion • Video: Short video on climate change's impact on global resources (e.g., National Geographic, United Nations) <p>Lesson Plan:</p> <ul style="list-style-type: none"> • Do Now (10 minutes) <ul style="list-style-type: none"> • Prompt: Display the following question on the board: <ul style="list-style-type: none"> ◦ In The Hunger Games, how does the scarcity of resources (like food and water) impact the people in District 12? Can you think of any real-world situations where environmental issues like drought or natural disasters have affected communities? • Students write a brief response in their journals (3-5 minutes) and share their ideas in pairs. • Call on a few students to share their thoughts with the class. • Introduction to the Lesson(10 minutes) <ul style="list-style-type: none"> • Teacher Explanation: • Review key elements of The Hunger Games, particularly the way District 12 suffers from a lack of resources and the Capitol's control over food and energy supplies. • Transition to the real-world issue of climate change, explaining how environmental factors (e.g., rising temperatures, extreme weather)
--	--	--

		<p>are affecting resource availability globally.</p> <ul style="list-style-type: none"> • Introduce the concept of environmental collapse and resource control, connecting it to both *The Hunger Games* and the modern climate crisis. • Close Reading: The Hunger Games Excerpts (15 minutes) <ul style="list-style-type: none"> • Distribute or project excerpts from The Hunger Games (Chapter 1: Katniss in District 12, describing the struggles for food and basic survival). • Guided Reading Questions: <ul style="list-style-type: none"> ◦ How does the scarcity of resources affect life in District 12? ◦ How do those in power (the Capitol) control access to these resources? ◦ What survival strategies do Katniss and others use to cope with this scarcity? • Class Discussion: Lead a brief discussion connecting the scarcity in District 12 to how resources are distributed and controlled in real-world situations. • Connection to Climate Change (20 minutes) <ul style="list-style-type: none"> • Transition to the real-world impact of climate change on resources. Ask students: How do environmental changes like droughts, floods, and rising temperatures affect the availability of resources like food, water, and energy? • Mini-Lecture: Provide students with an overview of how climate change contributes to resource scarcity. Topics could include: <ul style="list-style-type: none"> ◦ Increased droughts affecting agriculture and food production ◦ Rising sea levels impacting freshwater supplies ◦ Extreme weather events displacing populations and creating “environmental refugees” • Show a short video (e.g., from National Geographic or the United Nations) highlighting the effects of climate change on global resources. • Pass out an article or infographic on climate change’s impact on
--	--	--

		<p>resource scarcity (e.g., agriculture, water supply, migration due to climate displacement).</p> <ul style="list-style-type: none"> • Small Group Work: Venn Diagram Comparison (15 minutes) <ul style="list-style-type: none"> • Divide students into small groups. Provide them with a Venn diagram to compare the environmental and resource challenges in The Hunger Games with real-world challenges caused by climate change. • Guiding Questions: <ul style="list-style-type: none"> ○ How are resource struggles similar between District 12 and places affected by climate change today? ○ How does the Capitol's control over resources compare to the way certain countries or corporations control resources in the real world? ○ What are the environmental consequences in both contexts, and how do they shape the actions of the people affected? • Class Discussion and Share Out (10 minutes) <ul style="list-style-type: none"> • Have each group share their findings from the Venn diagram. • Discussion Questions: <ul style="list-style-type: none"> ○ What are the consequences of environmental degradation and resource scarcity in both *The Hunger Games* and in real-world climate change scenarios? ○ How do those in power (like the Capitol) use resource control to maintain their authority? ○ How can we, as individuals or as a society, work to combat resource scarcity and protect vulnerable populations in the face of climate change? • Exit Ticket (5 minutes) <ul style="list-style-type: none"> • Prompt: What is one lesson from *The Hunger Games* about survival and resource control that you think applies to real-world climate change? How can societies today learn from the struggles in District 12?
--	--	--

		<p>Homework Assignment:</p> <ul style="list-style-type: none"> - Write a short response (1-2 paragraphs) answering the following question: How can resource scarcity caused by climate change impact global stability? Consider the role of food, water, and energy in shaping social and political power, both in The Hunger Games and in the real world. <p>Assessment:</p> <ul style="list-style-type: none"> • Participation in group discussions and Venn diagram comparison. • Exit ticket responses. • Homework reflection on the impact of climate change on global resources. <p>Differentiation:</p> <ul style="list-style-type: none"> • For struggling students: Provide additional scaffolding, such as sentence starters for the Venn diagram or pair them with stronger readers during group work. • For advanced students: Encourage them to research a specific case study of resource scarcity and climate change (e.g., water shortages in Sub-Saharan Africa or California wildfires) and present their findings to the class. <p>Extension:</p> <ul style="list-style-type: none"> • Students could create a visual project (poster or digital presentation) that compares the world of The Hunger Games with current environmental challenges. They could propose solutions or actions society could take to mitigate climate change and resource scarcity.
--	--	--