

# Kenilworth Public Schools

## Curriculum Guide

Content Area: ELA Honors 2  
Grade: 10  
BOE Approved: 8/14/23

Revision Date: N/A  
Submitted by: Jill Minarik  
BOE Revision Approved: N/A

# Class Name: English Two Honors

Grade Level: 10

Revision Date:

Unit 1- Introductory Unit Through Mini Writing and Reading Workshops	Unit 2- Coming-of-Age Through Memoir, Book Clubs, and Argumentative Writing	Unit 3- Rebellion and Societal Progress through Literary Analysis and Synthesis	Unit 4- Drama and Shakespeare through Inquiry and Research	Unit 5- Global Diversity through Short Stories and The Craft of Narrative Writing
Weeks 1-4	Weeks 5-12	Weeks 13-19	Weeks 20-29	Weeks 30--36

<p><i>Unit Description:</i> Students will use both their summer reading texts and supplemental essays given in class to review major writing skills from previous years, to become familiar with writing practices used in this course and also review close-reading strategies. Students will explore with a series of essays which will begin with a diagnostic writing assignment and end with major revisions to that same assignment. The culminating activity will be an individualized plan for the student to prove growth</p>	<p><i>Unit Description:</i> This unit focuses on a topic that is closely connected to the students within the course, as they are at an age where they are formulating their individual mindsets. Through the study of literature in which the main characters experience their own coming of age, the students will be able to evaluate their own environment and experiences to assess growth in both characters and themselves. This unit will focus on reading a non-fiction memoir as well as taking</p>	<p><i>Unit Description:</i> Rebellion involves a rejection of authority, a willingness to challenge established norms, and a desire to bring about change. Whether it takes the form of a political uprising or a personal act of defiance, rebellion is often seen as a necessary force for progress and growth. The rebellion explored in this unit leads to questions about human nature, the idea of free will, authority, power, and morality. One of the key issues in this unit is the question of when</p>	<p><i>Unit Description:</i> With a careful reading and analysis of William Shakespeare's Macbeth, students will learn about the power of choice and consequences. Over five weeks students will analyze Macbeth's moral dilemmas presented in the play in order to develop their own personal awareness and understanding of moral responsibilities. One question we will be asking while reading the play is whether Macbeth has control over his own life or if he is just</p>	<p><i>Unit Description:</i> In this unit we will explore how language is used to craft compelling, engaging narrative stories. Students will learn to employ such language in their own written pieces. The main goal for this unit is for students to recognize, understand, and be able to use key elements which make narrative writing creative and engaging: fluent sentences, the importance of narrative perspective, developing</p>
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<p>over the course of the year, which will be revisited a minimum of once each quarter (preferably once per summative assessment).</p>	<p>part in a book club centered around different novels whose main theme is coming of age. The unit will culminate in an argumentative essay that examines the ideas of experiences, change, and maturity.</p>	<p>rebellion is justified, necessary, and progressive. Some philosophers argue that rebellion is only justifiable in cases of extreme oppression, such as when people are denied basic human rights or subject to violence or torture. Others argue that rebellion can be justified when there is a significant gap between the ideals of a society and its actual practices.</p> <p>The unit will explore the relationship between the individual and society, and how progress can be made through rebellion in varying degrees. We will cover both a full-class novel, as well as a series of supplemental material in the form of essays, poetry, lyrics, speeches, and podcasts. The unit will culminate with students synthesizing a wide variety of sources to develop an answer to the key essential question: To what extent is rebellion necessary for society to progress?</p>	<p>surrendering to his fate. Besides the aforementioned theme of fate vs. determinism, we will also address feminine gender roles, the corrupting qualities of absolute power, the destructiveness of ruthless ambition, masculinity, and kingship. The unit engages with reading and writing processes by using various literary devices and the careful use and consideration of language to convey ideas. The unit explores themes relevant to students' lives including ambition, greed, power, and consequence. Throughout this unit learning will be presented in hands-on, inquiry-based ways, demonstrating to students that studying Shakespearean plays offers an opportunity for both reflection and research. The unit will culminate in a 3-week research project where students explore an area of inquiry based on major ideas presented during the reading of the play.</p>	<p>characterization, embedding authentic dialogue, and crafting descriptive imagery. Students will analyze mentor texts through short stories from writers of a diverse, global perspective. The rich points of view and shared experiences will model for students how writers craft compelling pieces. Students will write short narrative pieces to use throughout: shaping, refining, and applying their new skills to these pieces as the unit progresses. Students will then transfer these skills to a final piece, to demonstrate their learning.</p>
<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>

<ul style="list-style-type: none"> <li>● Generate a strong, specific claim to present analysis of a text (NJSLSA.W1.)</li> <li>● Use multiple close-reading strategies to examine both fictional and information texts (NJSLSA.R1.)</li> <li>● Create individualized goals for both reading and writing (9.2.8.CAP.5:)</li> <li>● How to properly format and use evidence from texts in writing (NJSLSA.W4.)</li> <li>● Edit peers' writing for content, clarity, and formatting (NJSLSA.W10.)</li> <li>● Revise and Edit a piece of writing for content, clarity, and formatting (NJSLSA.W5.)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain the traits of adulthood and maturity (RL.9-10.2.)</li> <li>● Analyze people/characters in order to understand their paths to growth and change (RL.9-10.3.)</li> <li>● Interact with graphic organizers to transfer skills from anchor-text work to book club (RL.9-10.1)</li> <li>● Participate in both informal and formal discussion with both book club and full class (SL.9-10.1)</li> <li>● Create arguments about which factors are most important on the road to maturity (W.9-10.1)</li> </ul>	<ul style="list-style-type: none"> <li>● Use historical documents and essays to explore the concept of rebellion in its various forms (NJSLSA.R1) (NJSLSA.R8.)</li> <li>● Find similar threads amongst examples of rebellion in both literature and history (NJSLSA.SL2.)</li> <li>● Cite evidence that highlights the issues with a society in which rebellion takes place (NJSLSA.W9.)</li> <li>● Use evidence from multiple sources to synthesize a response to essential questions in the unit about rebellion and societal progress (NJSLSA.R9) (NJSLSA.SL3)</li> <li>● Navigate various sources independently in order to formulate opinions on the topic of rebellion (NJSLSA.R10)</li> <li>● Participate in discussion with peers to relay information, share opinions, and analyze evidence from texts (NJSLSA.SL1)</li> <li>● Synthesize an essay where students formulate a claim on</li> </ul>	<ul style="list-style-type: none"> <li>● Gain a better understanding of the traditional theme of good vs. evil. (NJSLSA.R2)</li> <li>● Demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. (NJSLSA.R5)</li> <li>● Analyze characters to better understand motivation for action (RL.9-10.3.)</li> <li>● Learn that political struggles for power within a government are a part of any historical era, not just modern times. (RL.9-10.9)</li> <li>● Students will be exposed to background information about Shakespeare, Elizabethan drama, and Macbeth. (RL.9-10.9)</li> <li>● Examine Shakespeare's use of language. (NJSLSA.R4)</li> <li>● Demonstrate their knowledge and understanding of the main events and characters in Macbeth as they relate to the author's theme development. (NJSLSA.R2)</li> </ul>	<ul style="list-style-type: none"> <li>● Write complex, varied sentence types which will make their writing more engaging and fluent. (NJSLSA.W3.)</li> <li>● Use figurative techniques to make their narrative writing appropriately descriptive, vivid, and compelling. (NJSLSA.L3)</li> <li>● Strategically use and develop narrative elements (e.g., narrative perspective, characterization, dialogue) to strengthen their writing. (NJSLSA.W5)</li> <li>● Plan, revise, and edit their own writing for accuracy, content, and structure. ((NJSLSA.W4))</li> <li>● Identify the acts of interpretation: observing, connecting, inferring, concluding (NJSLSA.R2)</li> <li>● Identify and analyze the structure of a short story (exposition, complication, climax, falling action, resolution) (NJSLSA.R5)</li> </ul>
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		<p>rebellion using multiple sources (NJSLSA.W2.) (NJSLSA.W5)</p>	<ul style="list-style-type: none"> <li>● Conduct research in order to formulate claims on an area of their choosing (NJSLSA.W7)</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss reasons for varying interpretations of a story (NJSLSA.R6)</li> <li>● The way authors order a story (chronologically, flashback or in media res) (NJSLSA.R5.)</li> <li>● Terms related to a story's language and style (diction, syntax, metaphor, etc) (NJSLSA.L3.) (NJSLSA.R4.)</li> </ul>
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# English Two Honors

10th Grade

August 2023

## Unit 1: Introductory Unit Through Mini Writing and Reading Workshops

**Pacing/Days:** 3-4 weeks

**Unit Summary:** Students will use both their summer reading texts and supplemental essays given in class to review major writing skills from previous years, to become familiar with writing practices used in this course and also review close-reading strategies. Students will explore with a series of essays which will begin with a diagnostic writing assignment and end with major revisions to that same assignment. The culminating activity will be an individualized plan for the student to prove growth over the course of the year, which will be revisited a minimum of once each quarter (preferably once per summative assessment).

### Learning Targets

**Unit Big Ideas:** The vertical progression of the writing process, and the importance of an individualized plan for growth, as well as the process of exploring literature with a purpose.

#### Unit Essential Questions:

- How can a student read with intention and purpose?
- How can one show a progression of skills as a reader and writer?
- How can we assess literature through closely reading a passage?
- How do I make strong claims about our interpretation of a text?

#### Unit Enduring Understandings:

Students will understand...

#### Student Learning Targets/Learning Objectives :

Students will know and be able to...

- Generate a strong, specific claim to present analysis of a text (NJSLSA.W1.)

<ul style="list-style-type: none"> <li>● The strategies to interact with literature in a purposeful manner</li> <li>● Taking an active role in setting goals increases the chances of success.</li> <li>● Assessing literature through close reading leads to strong analysis</li> <li>● Developing strong, clear claims about a text leads to organized, coherent analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Use multiple close-reading strategies to examine both fictional and information texts (NJSLSA.R1.)</li> <li>● Create individualized goals for both reading and writing (9.2.8.CAP.5:)</li> <li>● How to properly format and use evidence from texts in writing (NJSLSA.W4.)</li> <li>● Edit peers’ writing for content, clarity, and formatting (NJSLSA.W10.)</li> <li>● Revise and Edit a piece of writing for content, clarity, and formatting (NJSLSA.W5.)</li> </ul>
<p><b>Evidence of Learning :</b></p> <p><b>Formative:</b> Claim Writing Workshop  Citation Writing Workshop  Formatting Workshop  NoRedInk Diagnostic Assessments (claims, citations)  Diagnostic Writing Assignment</p> <p><b>Summative:</b> Revision Assignment</p>	
<p><b>NJSLS Standards:</b></p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

**Computer Science and Design Thinking Standards:**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.2.AP.4: Break down a task into a sequence of steps.

<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies</i>	<i>Timeframe</i>
W.9-10.1. W.9-10.4.	<ul style="list-style-type: none"> <li>Diagnostic Writing Assignment : Students will be given the attached assignment using their summer reading text <i>Of Mice and Men</i>. Teacher will give students a lesson on allegory and give them one day in class to</li> </ul>	3 Days



<p>W.9-10.1. W</p>	<p>fill out Google slides as a group, then one day to find evidence and develop a claim independently, then one day to write. DEI</p> <ul style="list-style-type: none"> <li>● Claim Writing Workshop: Teacher will lead a lesson on how to generate a claim, then allow students to work together on the thesis practice. Students will then get one day to peer edit and workshop the claims used in their diagnostic assignment.</li> </ul>	<p>2 Days</p>
<p>RL.9-10.1</p>	<ul style="list-style-type: none"> <li>● Citation Writing Workshop. Teacher will lead a lesson on how to embed quotations, using google slides and possibly a NoRedInk lesson. They will then work with their groups on the practice. They will then be given time independently to peer edit and workshop their own pieces of evidence.</li> </ul>	<p>2 Days</p>
<p>NJSLSA.R10</p>	<ul style="list-style-type: none"> <li>● Close Reading Workshop. First, teacher will lead students through a close-reading workshop using the strategies attached. Students will work in their groups to practice using excerpts from passages. Next, students will work on finding the right pieces of evidence for their revised allegory assignment using the strategies learned.</li> <li>● NoRedInk Diagnostic Assessments (claims, citations) - students will take a diagnostics assessment on NoRedInk that aligns with NJ state standards, which will guide further mini-units based on areas of need for students.</li> <li>● Revision Assignment. Students will be given time in class to put together a revised writing on allegory (day 1). Then, students will use Turnitin.com to edit 4 peers' assignments, and one final day to read reviews and make final edits</li> </ul>	<p>3-4 Days</p> <p>1 Day</p> <p>3 Days</p>

W.9-10.5.	<ul style="list-style-type: none"> <li>Individualized Workshop and Goal-Setting. Students will meet individually with the teacher during the 3 day revision to make two goals. The first goal will involve a writing strategy based off of the original diagnostic work. The second goal will be based off a close-reading strategy explored during the reading workshop.</li> </ul>	Takes place during the same 3 days as revision assignment
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts

- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Unit 2: Coming-Of-Age Through Memoir, Book Clubs, and Argumentative Writing

**Pacing/Days:** 8- 9 weeks

**Unit Summary:** This unit focuses on a topic that is closely connected to the students within the course, as they are at an age where they are formulating their individual mindsets. Through the study of literature in which the main characters experience their own coming of age, the students will be able to evaluate their own environment and experiences to assess growth in both characters and themselves.

This unit will focus on reading a non-fiction memoir as well as taking part in a book club centered around different novels whose main theme is coming of age. The unit will culminate in an argumentative essay that examines the ideas of experiences, change, and maturity.

### Learning Targets

**Unit Big Ideas:** The society in which you live, as well as your own life experiences, influences your personality, behavior, interests, and reactions to situations.

**Unit Essential Questions:**

- What are the common threads of human experience, and how are they presented in literature?
- How do we know when we have achieved maturity?
- What stepping stones do people experience on the road to growth and change?

- How can positive and negative experiences impact one’s experience of society and the world?
- What factors are most important in a person becoming an adult?

<p><b>Unit Enduring Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● Authors provide insights about common human experiences, thoughts, and feelings through fictional characters.</li> <li>● Maturity only happens through learning based on your choices and experiences.</li> <li>● The path towards coming of age is paved with experiences, trials, and at times trauma.</li> <li>● The decisions people make along the path to adulthood affect not only you, but those closest to you.</li> <li>● There is not one path towards achieving maturity, but there are universal similarities (growth, change, attitude).</li> </ul>	<p><b>Student Learning Targets/Learning Objectives</b> Students will know and be able to...</p> <ul style="list-style-type: none"> <li>● Identify and explain the traits of adulthood and maturity (RL.9-10.2.)</li> <li>● Analyze people/characters in order to understand their paths to growth and change (RL.9-10.3.)</li> <li>● Interact with graphic organizers to transfer skills from anchor-text work to book club (RL.9-10.1)</li> <li>● Participate in both informal and formal discussion with both book club and full class (SL.9-10.1)</li> <li>● Create arguments about which factors are most important on the road to maturity (W.9-10.1)</li> </ul>
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<p><b>Evidence of Learning</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Reader’s Notebook (for bell-ringers, discussion questions, notes)</li> <li>● Graphic Organizers</li> <li>● One-Pager or Tic-Tac-Toe Project</li> <li>● Figurative Language Analysis</li> <li>● TQE Discussion Log</li> <li>● Dialectical Journals</li> <li>● Graded Discussions (possible summative)</li> </ul>
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- Exit Groups

### **Summative: Two Options**

Option One: After reading *Discovering Wes Moore* and their book club text, students will compose an argumentative essay about what the most important factors for a person to achieve maturity are.

Option Two: (also possible midterm/final exam essay option after the unit is taught) Students will explore the ways in which these coming-of-age texts are considered too provocative for young students, and commonly censored. They will present an argument on the topics of maturity and censorship using both texts and outside sources.

## **New Jersey State Learning Standards**

### **NJSLS Standards:**

SL.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

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).

RL.9-10.3. 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.

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Primary Interdisciplinary Connections: Social Studies:**

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**Computer Science and Design Thinking Standards:**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
	WORK WITH ANCHOR TEXT	

SL.9-10.1	Wes Moore Anticipation Guide and Four Corners Activity Students will complete the guide by exploring their personal opinions on a series of topics related to essential questions/enduring understandings of the unit, then participate in a class-wide discussion on their answers. DEI	1 Day
RL.9-10.1.	Bells Ringers:Students will respond to a series of quotes in their readers notebooks which relate to themes in each chapter of <i>Wes Moore</i> .	Throughout first half of unit (3 weeks)
RL.9-10.4.	Wes Moore TQE Assignment. Students will complete the TQE charts independently first, then work as a group to find their best Thoughts/ Questions/ Epiphanies, which will be placed on a chart and shared with peers during a full-class discussion. We will then use this to develop questions for a class-wide graded discussion at the end of the unit.	Throughout first half of unit (3 weeks)
W.9-10.4.	Examining Figurative Language in a Text: The first time we do this, in order to scaffold for the coming book club, the teacher will provide examples of figurative language for students to explore. Each member of the group is responsible for one task on the chart, which will change each time we explore another example, so that students will each have a chance to try out every role.	Throughout first half of unit (3 weeks)

<p>W.9-10.1. RL.9-10.3 RL.9-10.1</p>	<p>Influences Assignment: Students will make a series of Google slides to assess the people and events in their lives that have influenced the person they are today. This assignment also preps students for option one of the summative essay assignment</p> <p>Wes Moore Tic-Tac-Toe Project (or one-pager project)</p> <p>WORK WITH BOOK CLUBS:</p> <p>Using <i>Discovering Wes Moore</i> as an anchor text, students will read a book of their choosing that also deals with the themes of maturity, experience, and coming of age. The choices are as follows:</p> <p><i>Ordinary People</i>, by Judith Guest  <i>The Catcher in the Rye</i>, by JD Salinger  <i>The Perks of Being a Wallflower</i>, by Derek E. Sullivan  <i>The House on Mango Street</i>, by Sandra Cisneros  <i>How it Feels to Float</i>, by Helena Fox</p> <p>Each group will be responsible for deciding how many pages to read each week (divided over 3 weeks of class).</p> <p>Weekly activities aligned with the due dates for reading will be assigned to each group, along with mini-lessons related to literary technique and theme.  Activities may include the following:</p>	<p>1 day</p> <p>3 days</p> <p>3 Weeks</p>
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<p>SL.9-10.1  SL.9-10.1  RL.9-10.1.  RL.9-10.4.  W.9-10.4.  W.9-10.1.  RL.9-10.3  RL.9-10.1</p>	<ul style="list-style-type: none"> <li>● Close reading workshops: Students will choose passages for the rest of their group to close read and annotate, using the skills learned during the mini-unit on active reading strategies</li> <li>● Tracking experiences, moments of growth, signs of maturity through dialectical journals. Students will do this independently, using the skills they learned from the TQE workshop during Wes Moore.</li> <li>● Figurative Language tracking and analysis: this time, students will be responsible for finding their own examples of figurative language in each chapter of their texts and examining it using the roles from the Wes Moore activity. Once again, students will trade roles.</li> <li>● Character complexity exploration</li> <li>● Traditional/Silent discussions</li> </ul> <p>BOOK CLUB PROJECT:</p> <p>Book club unit will culminate in two projects: a group project (<a href="#">option 1</a> and/or <a href="#">option 2</a>) and one individual essay.</p> <p>IN-CLASS ARGUMENTATIVE ESSAY</p>	<p>\</p>
<p>W.9-10.4.</p>		

W.9-10.1.	<p>In-Class Essay Schedule:</p> <p><b>Day One:</b> Assignment is given and explained. Discussion within groups will follow to allow for collaboration, which will be recorded as a formative assessment.</p> <p><b>Day Two:</b> Independent preparation time</p> <p><b>Day Three:</b> In-class writing, day one</p> <p><b>Day Four:</b> In -class writing, day two</p>	4 days          4 Days
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

- Examples of Strategies and Practices that Support Students with Disabilities:**
- Use of visual and multisensory formats
  - Use of assisted technology
  - Use of prompts
  - Modification of content, student products, and assessment tools (rubrics for example)
  - Testing accommodations
  - Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)
- Examples of Strategies and Practices that Support Gifted & Talented Students:**
- Adjusting the pace and content of lessons
  - Curriculum compacting

- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

### **Unit 3: Exploring Rebellion and Societal Progress through Literary Analysis and Synthesis**

**Pacing/Days:** 7- 8 weeks

**Unit Summary:** Rebellion involves a rejection of authority, a willingness to challenge established norms, and a desire to bring about change. Whether it takes the form of a political uprising or a personal act of defiance, rebellion is often seen as a necessary force for progress and growth. The rebellion explored in this unit leads to questions about human nature, the idea of free will, authority, power, and morality. One of the key issues in this unit is the question of when rebellion is justified, necessary, and progressive. Some philosophers argue that rebellion is only justifiable in cases of extreme oppression, such as when people are denied basic human

rights or subject to violence or torture. Others argue that rebellion can be justified when there is a significant gap between the ideals of a society and its actual practices.

The unit will explore the relationship between the individual and society, and how progress can be made through rebellion in varying degrees. We will cover both a full-class novel, as well as a series of supplemental material in the form of essays, poetry, lyrics, speeches, and podcasts. The unit will culminate with students synthesizing a wide variety of sources to develop an answer to the key essential question: To what extent is rebellion necessary for society to progress?

### Learning Targets

**Unit Big Ideas:** Rebellion in its many forms can lead to personal and societal progress

**Unit Essential Questions:**

- To what extent is rebellion necessary for society to progress?
- What are the varying degrees of rebellion, and what are their similarities?
- What does rebellion uncover about the underlying issues in any given society?
- How does rebellion manifest itself in forms of art and literature?

**Unit Enduring Understandings:**

Students will understand that...

- Many historic examples of major social upheaval and change are the result of some type of rebellion
- Rebellion exists in varying degrees, but many have a similar thread in terms of types of conflict (personal, societal, global)
- Exploring examples of rebellion highlights issues with the society in which the rebellion takes place

**Student Learning Targets/Learning Objectives :**

Students will know and be able to...

- Use historical documents and essays to explore the concept of rebellion in its various forms (NJSLSA.R1) (NJSLSA.R8.)
- Find similar threads amongst examples of rebellion in both literature and history (NJSLSA.SL2.)
- Cite evidence that highlights the issues with a society in which rebellion takes place (NJSLSA.W9.)
- Use evidence from multiple sources to synthesize a response to essential questions in the unit about rebellion and societal progress (NJSLSA.R9) (NJSLSA.SL3)
- Navigate various sources independently in order to formulate opinions on the topic of rebellion (NJSLSA.R10)
- Participate in discussion with peers to relay information, share opinions, and analyze evidence from texts (NJSLSA.SL1)

- Studying rebellion in both history and literature reveals information on the inner workings of its society.

- Synthesize an essay where students formulate a claim on rebellion using multiple sources (NJSLSA.W2.) (NJSLSA.W5)

**Evidence of Learning :**

**Formative:**

Evidence Trackers  
Digital Choice Board Assignment  
Close-Reading Assignments  
One-word Discussion

**Summative:** Over the course of this unit, we've looked at loud rebellions, silent rebellions, and even the absence of rebellion. We've seen both the necessity and consequences of standing up for what one believes to be right. Based on your reading, discussions, and other work over the past few weeks, the time has come for you to give your fullest and most confident response to the Essential Question:

*To what extent is rebellion a requirement for society to progress?*

To answer this question, it's expected that you will do the following:

- Compose an original, arguable claim that responds to the EQ.
- Provide relevant and sufficient evidence to back up that claim.
- Utilize multiple body paragraphs to organize your argument.
- Express yourself clearly and directly through careful use of writer's craft.

## New Jersey State Learning Standards

### **NJSLS Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Career Readiness, Life Literacies, and Key Skills (CLKS)**: (Use Font: Times, Size:12, Not Bold) (List standards, all K-12 curricula)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a,

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Primary Interdisciplinary Connections:**

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

**Computer Science and Design Thinking Standards**: (Use Font: Times, Size:12, Not Bold) (List the standards to show integration, all K-12 curricula)

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <u>DEL</u>, LGBTQ, AAPI)</i>	<i>Timeframe</i>

<p>NJSLSA.SL1 NJSLSA.SL2</p>	<p>Gateway activity- students will use the following slides to foster a discussion on the idea of rebellion and the degrees of intensity that the word carries. Each image is a starting point in defining rebellion, how rebellion occurs, and why people rebel.</p> <p>Teacher will choose from the following novels for the full-class text:  <i>The Hate U Give</i>, by Angie Thomas  <i>Anthem</i>, by Ayn Rand  <i>Fahrenheit 451</i>, by Ray Bradbury  <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>, by Robert Louis Stevenson</p>	<p>1-2 days</p>
<p>RL.9-10.1. RL.9-10.2</p>	<p>Students will use the following evidence trackers to divide the novel in three parts and examine evidence that shows the correlation between rebellion and societal progress</p>	<p>Throughout reading of text (4 weeks)</p>
<p>RI.9-10.8</p>	<p>Digital Choice Board Assignment- Throughout the unit, students will interact with the articles, poems, and texts in this digital choice board in order to aid in expanding their idea of rebellion in society. For each interaction, students will fill out a google form with evidence and reflections.</p>	<p>One day per week of 4-week reading period (4-5 days total)</p>
<p>NJSLSA.W4</p>	<p>Song Analysis assignment: students will use the following supplemental text to explore the idea of rebellion through music. They will interact with lyrics, make connections to the full-class text, and further their knowledge of the main idea of the unit</p>	<p>2-3 days</p>



<p>RI.9-10.2. RI.9-10.9</p>	<p>In this lesson, students have the chance to circle back to what they know about the Civil Rights Movement and meet Representative John Lewis and learn about his reputation for "good trouble". The lesson is based on two YouTube videos with notes sheets and questions to circle students back to the EQ.</p>	<p>1-2 days</p>
	<p>Podcast Assignment: Journalist Shima Oliiae speaks to three generations of women banned from soccer stadiums in Iran and uncovers the story of how these women took their stadiums back. This podcast provides a perspective into our EQ and will stand alongside novels with a POV that likely students haven't seen before.</p>	<p>One day per week during unit (4 days total)</p>
<p>RL.9-10.1. RL.9-10.2</p>	<p>Close Reading Analysis: OneRepublic song offers practice in point of view, diction, imagery, and repetition. While looking at rebellion, it could be argued that this song was written as a wake-up call for a <i>lack</i> of rebellion and protest in making things right for the climate crisis. It's a different perspective to add another voice to the EQ that students haven't heard just yet.</p>	<p>1-2 days</p>
<p>SL.9-10.1.</p>	<p>One-Word Discussion - students will first listen to Clint Smith's Ted Talk on "The Danger of Silence." They will also read the transcript of the speech. They will interact with the speech using a graphic organizer and then participate in a one-word discussion based on the material.</p>	<p>2-3 days</p>

<p>W.9-10.7. W.9-10.8 W.9-10.9. RI.9-10.10.</p>	<p><b>Summative Assessment</b></p> <p>Over the course of this unit, we've looked at loud rebellions, silent rebellions, and even the absence of rebellion. We've seen both the necessity and consequences of standing up for what one believes to be right. Based on your reading, discussions, and other work over the past few weeks, the time has come for you to give your fullest and most confident response to the Essential Question:</p> <p><i>To what extent is rebellion a requirement for society to progress?</i></p>	<p>5 days</p>
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<p><b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b></p>
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<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content, student products, and assessment tools (rubrics for example)</li> <li>• Testing accommodations</li> <li>• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)</li> </ul> <p><b>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</b></p>
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- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

**Unit 4: Exploring Drama and Shakespeare through Inquiry and Research**

**Pacing/Days: 8 Weeks**

**Unit Summary:** With a careful reading and analysis of William Shakespeare’s Macbeth, students will learn about the power of choice and consequences. Over five weeks students will analyze Macbeth’s moral dilemmas presented in the play in order to develop their own personal awareness and understanding of moral responsibilities. One question we will be asking while reading the play is whether Macbeth has control over his own life or if he is just surrendering to his fate. Besides the aforementioned theme of fate vs.

determinism, we will also address feminine gender roles, the corrupting qualities of absolute power, the destructiveness of ruthless ambition, masculinity, and kingship. The unit engages with reading and writing processes by using various literary devices and the careful use and consideration of language to convey ideas. The unit explores themes relevant to students' lives including ambition, greed, power, and consequence. Throughout this unit learning will be presented in hands-on, inquiry-based ways, demonstrating to students that studying Shakespearean plays offers an opportunity for both reflection and research. The unit will culminate in a 3-week research project where students explore an area of inquiry based on major ideas presented during the reading of the play.

### Learning Targets

**Unit Big Ideas:** Exploring themes in texts leads to individual inquiry into the world around us and ourselves.

**Unit Essential Questions:**

- Can we achieve our ambitions without stripping our virtues or who we are?
- What are the risks/advantages of power?
- How do the choices we make affect our lives and the lives of others?
- Why do people behave the way they do? Which aspects of our nature do we suppress? Which do we embrace? Is morality necessary for human existence?
- To what extent does power/greed affect individuals and/or relationships?
- To what degree is our fate in our own hands? How can a person's decisions and actions change his/her life?

**Unit Enduring Understandings:**

Students will understand that...

- Many people lose sight of their morality when they allow themselves to be ruled by ambition
- Achieving power comes with a series of risks that may outweigh the advantages of such a position

**Student Learning Targets/Learning Objectives :**

Students will know and be able to...

- Gain a better understanding of the traditional theme of good vs. evil. (NJSLSA.R2)
- Demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. (NJSLSA.R5)
- Analyze characters to better understand motivation for action (RL.9-10.3.)

- The choices we make affect not only our lives but the lives of those around us
- We suppress elements of our nature in order to be present a socially acceptable version of ourselves
- Individuals who are motivated by power and greed see a negative impact on personal relationships
- Everyone has a different relationship with the idea of fate, and how much they allow it to impact their actions and relationships

- Learn that political struggles for power within a government are a part of any historical era, not just modern times. (RL.9-10.9)
- Students will be exposed to background information about Shakespeare, Elizabethan drama, and Macbeth. (RL.9-10.9)
- Examine Shakespeare's use of language. (NJSLSA.R4)
- Demonstrate their knowledge and understanding of the main events and characters in Macbeth as they relate to the author's theme development. (NJSLSA.R2)
- Conduct research in order to formulate claims on an area of their choosing (NJSLSA.W7)

**Evidence of Learning :**

**Formative:**

Pre-reading activities

Language studies

Smaller analytical writing assignments

Duality creative assignment

**Summative: Research Paper on Macbeth**

Directions: For this essay, you are being asked to use outside research to support your analysis of the play. Select one of the topics listed below and then respond to the guidelines that follow:

**Topics:**

1) What is the role of fate in *Macbeth*? How does it affect the story, the characters, and their actions? Remember that we see it not only with the witches and their prophecies, but with the air-drawn dagger and the ghost of Banquo. Think about the idea of self-fulfilling prophecy, and how Macbeth makes the witches' statements come true.

2) There is much discussion in the play about gender. Regarding femininity, we all remember how Lady Macbeth asks the spirits of the air to “unsex” her. However, there are also many references to masculinity. For example, one of Lady Macbeth’s tactics in Act I is to suggest Macbeth is not a man unless he takes action to fulfill his destiny by killing Duncan. Ultimately, you can explore how Shakespeare defines femininity/masculinity in the play, or how he shows the reversal of gender in the different characters’ roles.

3) Shakespeare’s genius could arguably be that he understood the psychological make-up of people long before Freud. After doing some research about either the psychological effects of guilt OR greed on the human psyche, examine how it affects the behavior of the following characters: Lady Macbeth, Macbeth. Your paper, therefore, would be a synthesis of your research and your analysis of these characters.

## New Jersey State Learning Standards

### **NJSLS Standards:**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.3. 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.

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 (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Career Readiness, Life Literacies, and Key Skills (CLKS):** (Use Font: Times, Size:12, Not Bold) (List standards, all K-12 curricula)

Global and Cultural Awareness: 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

**Computer Science and Design Thinking Standards:** (Use Font: Times, Size:12, Not Bold) (List the standards to show integration, all K-12 curricula)

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEL</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
NJSLSA.W7.	<b>Pre-reading Work:</b>	5-7 Days

<p>RL.9-10.9. NJSLSA.R10</p>	<p>Students will use the following assignments to explore Elizabethan England and Scotland, in order to better understand Shakespeare’s writing process and motives for characters. They will then gain a comprehension of dramatic and Shakespearean conventions to further aid in understanding of the text</p>	
<p>NJSLSA.R4</p>	<p>Students will gain a comprehension of dramatic and Shakespearean conventions to further aid in understanding of the text, and interact with themes from the play in order to anticipate major ideas Shakespearean Conventions and Anticipation Guide</p>	<p>1 week</p>
	<p><b>Act One Reading and Activities</b></p> <p>Students will complete initial characterization activities for the major players in the drama (Macbeth, Banquo, the Witches, Lady Macbeth). They will examine motivation, relationships, actions, speeches, etc)</p>	<p>1 week</p>
<p>RL.9-10.3.</p>	<p>Students will use the organizers to engage in comprehension of character/conflicts/ story arc</p>	
<p>NJSLSA.R5.</p>	<p>Introduction to Gender Roles: one of the areas of inquiry in this unit is Shakespeare’s use of Macbeth and Lady Macbeth to explore gender roles. Students will use this activity for preliminary close-reading</p>	



<p>NJSLSA.R5</p>	<p><b>Act Two Reading and Activities</b></p> <p>Students will use the graphic organizer to explore a series of symbols as presented in each act of the play. For example, the symbols for act two are nature, blood, sleep, and water. These symbols directly relate to themes in the play and enduring understandings of the unit. Students will use close reading and citations to explore each idea.</p> <p>Students will explore literary devices and figurative language as it appears in the play thus far. Teacher will provide the examples, for which students must state which device is being used and Shakespeare’s purpose in doing so.</p>	<p>1 week</p>
<p>NJSLSA.R4</p>	<p><b>Act Three Reading and Activities</b></p> <p>The fallacy of equivocation occurs when a word of concept switches meaning. Shakspeare uses secrets and lies to assess deception as a tool to move stories along or produce plot twists. Students will assess the double and hidden meanings used through this process.</p>	<p>1 week</p>
<p>NJSLSA.R10</p>	<p>Tracing the Word: The meaning and connotations of a word can be shaped by the specific context in which it is used and, in a play, by the character that uses it. The word “blood” (and forms of it, like “bloody”) is used twelve times in Act III. For this assignment, students will select <b>four</b> of these appearances and discuss the subtle differences in meaning or connotation in each appearance.</p>	
<p>NJSLSA.W1</p>	<p>Leadership Assignment</p>	<p>3 Days</p>

<p>NJSLSA.R8</p>	<p>A leader is one who inspires others to follow and leaves a legacy of great accomplishments behind. Macbeth was in a position of leadership, but was he a great leader? Read the <i>Forbes</i> article “Top 10 Qualities That Make A Great Leader” by Tanya Prive and complete the chart below to analyze Macbeth’s epic fail as a leader. Next,</p>	
<p>NJSLSA.W1</p>	<p><b>Act Four Reading and Activities</b></p> <p>When Shakespeare first shows us Macbeth, he is a hero. Then later in Act 1, Macbeth says, “False face must hide what the false heart doth know.” It is one of the first instances when we begin to see his plans for deception. Throughout the play, we begin to see the moral struggle developing in Macbeth’s mind. The evil side begins to threaten the good side by the end of the play. In the double-sided template provided, illustrate the two sides of Macbeth with exact words and phrases from the text. Be sure to include his face to illustrate his “two faces.”</p> <p><b>Act Five Reading and Activities:</b></p> <p>In theater, a monologue is a speech presented by a single character, most often to express their mental thoughts aloud, though sometimes also to directly address another character or the audience. Students will closely read and annotate Lady Macbeth’s soliloquies in order to aid in analysis.</p>	<p>1 week</p>
<p>RI.9-10.1</p>	<p><b>Research Essay Workshop:</b></p>	<p>3 days</p>



<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>		

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Unit 5: Global Diversity through Short Stories and The Craft of Narrative Writing

**Pacing/Days:** 6-7 weeks

**Unit Summary:** In this unit we will explore how language is used to craft compelling, engaging narrative stories. Students will learn to employ such language in their own written pieces. The main goal for this unit is for students to recognize, understand, and be able to use key elements which make narrative writing creative and engaging: fluent sentences, the importance of narrative perspective, developing characterization, embedding authentic dialogue, and crafting descriptive imagery.

Students will analyze mentor texts through short stories from writers of a diverse, global perspective. The rich points of view and shared experiences will model for students how writers craft compelling pieces. Students will write short narrative pieces to use throughout: shaping, refining, and applying their new skills to these pieces as the unit progresses. Students will then transfer these skills to a final piece, to demonstrate their learning.

### Learning Targets

**Unit Big Ideas:** Studying the craft of narrative writing leads students to thoughtful, engaging techniques of creating their own narrative voices.

**Unit Essential Questions:**

- What role does a story's structure take part in literary interpretation?
- How does reading deepen humans' understanding of each other?
- Why is literary interpretation so subjective?
- How does symbolism function in a story? What depth of understanding does it provide?
- What are the four acts of interpretation, and how is each stage essential to understanding the meaning of a text?

- How do conflicts between characters essentially show the character's identity?
- How can analyzing literary characters' identity provide insight into your own identity?

<p><b>Unit Enduring Understandings:</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>● Authors use point of view and narrative voice to influence readers' interpretation</li> <li>● The ways in which reading fiction deepens our interest and appreciation of life</li> <li>● The subjectivity and stages of literary interpretation</li> <li>● The functions of symbolism and irony in fiction in a text</li> <li>● The effects of various fictional writing styles and techniques</li> <li>● That analyzing a character's identity sheds light on the reader's identity</li> </ul>	<p><b>Student Learning Targets/Learning Objectives :</b></p> <p>Students will know and be able to...</p> <ul style="list-style-type: none"> <li>● Write complex, varied sentence types which will make their writing more engaging and fluent. (NJSLSA.W3.)</li> <li>● Use figurative techniques to make their narrative writing appropriately descriptive, vivid, and compelling. (NJSLSA.L3)</li> <li>● Strategically use and develop narrative elements (e.g., narrative perspective, characterization, dialogue) to strengthen their writing. (NJSLSA.W5)</li> <li>● Plan, revise, and edit their own writing for accuracy, content, and structure. ((NJSLSA.W4))</li> <li>● Identify the acts of interpretation: observing, connecting, inferring, concluding (NJSLSA.R2)</li> <li>● Identify and analyze the structure of a short story (exposition, complication, climax, falling action, resolution) (NJSLSA.R5)</li> <li>● Discuss reasons for varying interpretations of a story (NJSLSA.R6)</li> <li>● The way authors order a story (chronologically, flashback or in media res) (NJSLSA.R5.)</li> <li>● Terms related to a story's language and style (diction, syntax, metaphor, etc) (NJSLSA.L3.) (NJSLSA.R4.)</li> </ul>
<p><b>Evidence of Learning :</b></p> <p><b>Formative:</b> Writer's Journal Prompts  Writing Workshop Activities  Peer Editing Activities</p>	

**Summative:** Students will compose their own narrative, using skills, knowledge, and understanding from each of the mini-lessons throughout the writers workshop. They will have the choice of either a personal or fictional narrative, and will be assessed using a rubric, detailed checklist, peer editing, and teacher conferences.

## New Jersey State Learning Standards

### NJSLS Standards:

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. 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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

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

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. .

**Computer Science and Design Thinking Standards:**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.2.AP.4: Break down a task into a sequence of steps.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
RL.9-10.2.	<p>“The Danger of the Single Story” Activity as Opener for Unit. Students will engage in a small group discussion after watching Adichie’s TED Talk. Introduction to the theme of the unit about the power of a narrative. DEI</p>	1 Day
RL.9-10.2. RL.9-10.3. RL.9-10.5.	<p>Throughout the unit, teachers will use a series of supplemental texts which will be used as mentor/anchor texts to show students craft. Teachers may curate additional supplemental texts at their discretion with attention to student interests, abilities, and newly published text relevant to writers craft</p>	2-3 days a week of readers workshop throughout the unit
RL.9-10.2.	<p>Making Sentences More Interesting Workshop: The goal for these lessons is to help students get back to basics. By the end of the lessons, students will understand how to make their sentences more varied, interesting, and fluent. Lessons will include:</p> <ul style="list-style-type: none"> <li>- Varying sentence structure</li> <li>- Working with conjunctions</li> <li>- Using participles correctly</li> </ul>	Once per week for first 4 weeks of unit



<p>RL.9-10.4 W.9-10.5</p>	<p>- Choosing adverbs and adjectives correctly and intelligently</p> <p>Personification and Peer Editing Activity This lesson focuses on different narrative perspectives, to help students become more intentional and effective when selecting the most appropriate narrative perspective for their purpose.</p>	<p>2-3 Days</p>
<p>RL.9-10.3. W.9-10.3.</p>	<p>Creating a Character Activity This lesson will focus on characterization and how to build up a character through what they do and how they react in a situation. Students will also deepen their understanding of first person narration.</p>	<p>1-2 Days</p>
<p>W.9-10.3.</p>	<p>Writing An Opening: This lesson focuses on writing brilliant opening lines for stories. Through group work, students will look at famous novels and their iconic opening lines, and then they will come up with some opening lines of their own.</p>	<p>2-3 Days</p>
<p>W.9-10.4</p>	<p>Crafting Dialogue: This lesson will focus on writing dialogue. The goal for the lesson is for students to develop an understanding of authentic dialogue, and how to correctly and fluently embed it in their work.</p>	<p>1-2 Days</p>
<p>RL.9-10.5. W.9-10.4</p>	<p>Working with Imagery: This lesson will focus on helping students write more descriptively. By the end of the lesson, students will be able to use figurative techniques in their writing, to help them show and not tell with their words.</p>	<p>1-2 Days</p>

	<p>Writing Workshop Mini-Lessons:</p> <ul style="list-style-type: none"> <li>- Pacing</li> <li>- Description</li> <li>- Interior Monologue</li> <li>- Transitions</li> <li>- Title and Formatting</li> </ul>	<p>Taught 1 day per week throughout the writing workshop</p>
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups