

3--Choice Book Unit 1 (Novel, Non-Fiction, or Memoir Study)

Content Area: **ELA**
Course(s): **Women's Literature**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Introduction to Literary Theory	1	4-5 weeks
Gender, Power, and Social Norms	1	5-6 weeks
Choice Book Unit 1	1 into 2	2 weeks
Women's Poetry	2	4-5 weeks
Choice Book Unit 2	2	2 weeks

Unit Overview

In this unit students will choose one text from a list of novels, non-fiction texts, or memoirs, OR from a media/peer/librarian recommendation. Whatever book is chosen must be challenging and grade level appropriate. The essential questions & enduring understandings will not be teacher-chosen in this unit; as seniors about to enter college, students instead will be asked to identify what they consider to be the salient aspects of each text, and to design an presentation assessment of their own (with teacher guidance) to demonstrate their understanding of these ideas.

Enduring Understandings

- women have produced a wide variety of longer works (novels, memoirs, non-fiction) that are worth significant study
- independent reading requires reading stamina, critical questioning, and curiosity
- sources for reading materials can include teacher recommendations, but also recommendations from media, community resources, and peers
- our community library has materials and people to support reading choices
- strong presentations create audience interest, require careful planning, and require specific public speaking skills that can be learned and practiced

Essential Questions

- what do I prefer to read? what genres do I feel most comfortable in, and which genres might I need to branch out and try?
- what resources (both texts and people) are available at the public library for independent reading?
- what aspects of my chosen book are most significant, compelling, or relevant to me? to my peers?
- how can I craft a presentation about an issue/idea in my book that will interest my audience?
- how do I practice and demonstrate good public speaking skills?

New Jersey Student Learning Standards (No CCS)

LA.RL.11-12.1	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.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.11-12.4	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.)
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Amistad Integration

- will vary based on student's choice of text to read
- will vary based on issues students choose to tackle in their presentations
- suggested book list contains black writers such as Harriet Jacobs, Zora Neale Hurston, Toni Morrison,

Holocaust/Genocide Education

- will vary based on student's choice of text to read
- will vary based on issues students choose to tackle in their presentations
- multiple suggested books consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

Interdisciplinary Connections

Will vary based on books & issues students choose to focus on. Non-fiction texts present the strongest opportunity for interdisciplinary connections, but all of the teacher selected/recommended novels also deal with cultural and historical moments of significance.

Technology Standards

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Themes/Careers

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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Financial Literacy Integration

Will vary based on books & issues students choose to focus on.

Instructional Strategies & Learning Activities

- overview of unit goals
- trip to Haddonfield Public Library to meet librarians and learn about available texts & resources for selecting a text

- introduction to GoodReads app as a means of selecting books & enaging with classmates (and others outside of our immediate community)
- read a novel, memoir, or non-fiction book of your choice written my a female author
- read your book independently (the bulk of this unit work will be done independently, outside of class time)
- complete a reading reflection log as you read
- select an issue or idea from your book that is most compelling/important to you, and that you think will interest your classmates
- create and deliver a presentation in any genre (argumentative, informational, narrative) that will help your classmates understand why that aspect of your book is compelling or important
- practice public speaking skills that will help you deliver your presentation successfully (classroom activities will aim to improve eye contact, tone, preparedness, etc)

Differentiated Instruction

Each student chooses their text, issue, and speech format individually. This is a full choice unit.

Formative Assessments

- proposed reading plan (and periodic adjustments to that plan as needed)
- reading log & reflection entries
- teacher check-ins (individual)
- presentation planning guide

Summative Assessment

- final speech

Benchmark Assessments

- final speech

Alternate Assessments

Each student chooses their text, issue, and speech format individually. This is a full choice unit.

Resources & Technology

- list of teacher recommended books
- presentation by Haddonfield Public Library staff
- GoodReads app (optional)
- teacher-created presentation planning guide
- digital resources available for creating presentations: Google Docs, Google Slides, video & audio production apps

BOE Approved Texts

- *The Bell Jar*, Sylvia Plath
- *The Bluest Eye*, Toni Morrison
- *The Hate U Give*, Angie Thomas
- *Incidents in the Life of a Slave Girl*, Harriet Jacobs
- *Interpreter of Maladies*, Jhumpa Lahiri
- *Jane Eyre*, Charlotte Bronte
- *A Mercy*, Toni Morrison (for students who did not read it in Accel 11 last year)
- *Quiet*, Susan Cain
- *Pride & Prejudice*, Jane Austen (for students not simultaneously enrolled in AP Lit)
- *A Room of One's Own*, Virginia Woolf
- *Song of Solomon*, Toni Morrison
- *Their Eyes Were Watching God*, Zora Neale Hurston
- *A Tree Grows in Brooklyn*, Betty Smith
- *Woman Warrior*, Maxine Hong Kingston

Students may choose a book of their own NOT on this list, as long as it meets course criteria as discussed in class.

Closure

- Gallery Walks
- Exit tickets
- Sticky note check-ins
- Question brainstorming

ELL

- Alternate texts
- Shortened written responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Have student repeat the directions for a task.
- Go over directions orally.
- Extended time for assessments
- Stand near the student when giving directions or presenting a lesson.

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- pre-approved nurse's office visits and accompaniment to visits

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Encourage risk taking

