

5--Choice Book Unit 2 (Novel, Non-Fiction, or Memoir Study)

Content Area: **ELA**
Course(s): **Women's Literature**
Time Period: **Marking Period 2**
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

As in the first Choice Book Unit, 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 **written** assessment of their own (with teacher guidance) to demonstrate their understanding of these ideas. Students will be encouraged to read books their classmates presented in CBU #1, ideally selecting a text they found intriguing as an audience member in that unit.

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
- designing your own written assessment requires critical thought, careful planning, and collaboration with the instructor to ensure rigor & quality

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?
- what style of written assessment (argumentative, expository, narrative, etc) will best show my learning and skill?
- how do I plan an entirely self-created essay? how will I know if I am meeting the essential criteria?

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.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Production and Distribution of Writing
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.11-12.5	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.
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.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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, and Angie Thomas

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.D.CS2	Demonstrate personal responsibility for lifelong learning.

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 by 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
- selet an aspect of thebook you would like to write about, and a genre (persuasive, analytic, expository, narrative, etc) that will best convey your chosen subject matter
- work with teacher to develop criteria & outline for essay
- research (if applicable), outline, draft, and revise essay according to individually created criteria/plan
- share your work digitally with classmates via a shared Google Drive folder

Differentiated Instruction

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

Formative Assessments

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

Summative Assessment

- final essay submitted with criteria sheet & self-assessment

Benchmark Assessments

- final essay submitted with criteria sheet & self-assessment

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 essay planning guide

- teacher-created writing skill resources (on Canvas)

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.

504

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