

# 1 - Conformity / Nonconformity

Content Area: **ELA**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **3**  
Status: **Published**

## Course Pacing Guide

---

CP English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.

Name of Unit	MP	# of Weeks
Conformity/Non-Conformity	1	3
The Courage to Fight Injustice	1	6-7
The Loss of Innocence (TCITR Focus)	2	7-8
The Loss of Innocence (R & J Focus)	3	7-8
Defining a Hero	3-4	7
Non-Fiction: Effecting Change in the World	4	4

## Unit Overview

---

Students will explore both the necessity and dangers of conformity, using examples from their summer reading books to elucidate both. This is also an opportunity for students to discuss and share their thoughts on their summer reading books.

## **Enduring Understandings**

---

You should not be afraid to be yourself despite unrelenting pressure to conform (setting the tone for the year and, ideally, all of high school).

## **Essential Questions**

---

When is conformity necessary?

When is it problematic or dangerous?

Where do you see examples of conformity in our school? In greater society?

## **LGBTQIA+ Integrations**

---

*Simon vs. the Homo Sapiens Agenda* has a natural connection to LGBTQIA+ topics because the main character is a teenager who is gay. Although he understands his own sexuality, he keeps this part of his identity a secret. The main conflict in the text occurs when a classmate threatens to “out” Simon before he is ready. Simon, like many teenagers, both wants to conform to society’s expectations of him and also stand out from the rest of his peers. As he is navigating how to present this aspect of his identity to his parents, friends and potential romantic partner, he is also exploring himself.

Suggested Activity:

Students create a presentation of their summer reading and present to the class

Short Stories and further reading for conformity/non-conformity, including stories that center around non-binary gender as well as non-conformity to society expectations.

Suggested Readings:

(for teachers) <https://www.jstor.org/stable/10.5406/femteacher.23.3.0254>

This scholarly article also connects to Romance languages and how nouns are “gendered” which is an interesting topic all of its own.

**“X: A Fabulous Child’s Story” by Lois Gould**

<http://www.smchigh.org/klong/files/09-10/Child%20Named%20X.pdf>

**"Harrison Bergeron" by Kurt Vonnegut (includes activities):** <https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/0/59/files/2021/11/6-Harrison-Bergeron-Springboard-PDF.pdf>

For further understanding:

[https://www.goodreads.com/book/show/655839.Not\\_the\\_Only\\_One](https://www.goodreads.com/book/show/655839.Not_the_Only_One)

<https://www.hopkinsmedicine.org/center-transgender-health/patient-resources/books.html#children>

SJ.6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
SJ.7	Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
SJ.9	Students will respond to diversity by building empathy, respect, understanding and connection.
SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

## **New Jersey Student Learning Standards (No CCS)**

---

LA.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.
LA.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.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.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.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.W.9-10.1.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.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions,

	concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Amistad Integration

---

In the summer reading *The Secret Life of Bees*, the main character, who is white, seeks shelter from a neglectful father by living with a trio of African American sisters during the Jim Crow era. In addition, the main character has an African American maid/nanny and the imbalances of power between the whites in the novel and the blacks are apparent and a major focus of the book.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

## Holocaust/Genocide Education

---

For the students' summer reading choices, they could pick from a variety of texts, which include *I Am Malala* and *Ready Player One*. Both of these texts (one non-fiction, one fictional) are connected to the topic of genocide, although it is not explicit. In Malala's home country of Pakistan, the Taliban is willing to kill in order to effect restrictive measures on women and girls. When Malala pushes back against these measures, she is almost assassinated. The intimation is that the Taliban would be willing to kill even a child if they were to argue against the Taliban's restrictive rules. Anyone who stands in their way may be executed.

In *Ready Player One*, anyone who stands against the despotic corporation IOI is at risk of being killed. In both *Malala* and *Ready Player One*, the Taliban and IOI view their "opponents" as disposable.

SOC.9-12.1.1.2

Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

## **Interdisciplinary Connections**

---

There are clear connections between this unit and prior knowledge of history. In Nathaniel Fick's memoir, he describes historical events surrounding the 9/11 attacks and his efforts to combat terrorism as a soldier in Afghanistan. This will, in turn, tie into a non-fiction book that is sometimes chosen in a later part of the year (see non-fiction unit) [Malala Yousafzai's memoir as a young girl growing up under the influence of the Taliban]. In Accelerated English 9, prior knowledge of communism under the Soviet Union is essential to understanding the text and allegory of the novel *Animal Farm* by George Orwell.

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.D.2.b

Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

## **Technology Standards**

---

TECH.K-12.1.2.b

engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

TECH.K-12.1.2.d

manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

## **21st Century Themes/Careers**

---

In the summer reading selection about a marine going to Afghanistan following 9/11, he needs to be able to navigate diverse cultures: his military culture, his Ivy League culture (he graduated from Dartmouth), and the culture of the Afghani people.

CAEP.9.2.12.C.5

Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

CAEP.9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## **Financial Literacy Integration**

---

In "Ready Player One," the problem of wealthy inequality is explored. In the future, wealth inequality has only been exacerbated, as wealthy corporations like IOI hold tremendous weight while regular people struggled to get by in the stacks.

PFL.9.1.12.A.11

Explain the relationship between government programs and services and taxation.

PFL.9.1.12.F.6

Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

## **Instructional Strategies & Learning Activities**

---

Teacher observation

Collaborative groups

Asking/answering questions

Reinforcing effort and providing recognition

Making clear objectives

Providing written feedback on assessments and projects

Do Nows

Vocabulary activities

Worksheets

Homework

Guided Notes

Quizzes/Tests

## **Differentiated Instruction**

---

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets [i.e. Tiered SGOs]
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning

- LMS use [i.e. Canvas]
- Student Data Inventories [i.e. Genesis/LinkIt]
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Game-Based Learning
- Grouping
- Socratic Seminar
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data [i.e. student interest surveys]
- Use of audiobooks
- Use of assistive technology (i.e. Read Write Google or Grammarly)

### **Formative Assessments**

---

- literature circles -- share summer reading notes  
create a poster for an interactive presentation about major themes, most significant moments with quotations, criticisms, discussion questions/audience engagement piece  
summer reading annotations graded formatively, for completion in gradebook
- Summer reading paragraph on non-conformity

### **Summative Assessment**

---

- SGO benchmark writing assignment

### **Benchmark Assessments**

---

(see summative assessments and closure)

## **Alternate Assessments**

---

For Resource level English 9:

Note: Students will have alternate text options along with audio books to assist with reading comprehension.

1. Baseline writing assessment. One paragraph with emphasis on topic sentence, concluding sentence, evidence from the text.
2. Students work in small groups to present their summer reading to the class using a poster or google slides presentation [student choice]. It should include a brief summary of the text, important characters, teacher prompted theme discussion and teacher prompted quote to match the theme.

## **Resources & Technology**

---

- Students will use Chromebooks/Google Docs to create a presentation about their summer reading book

Supplemental Resources from Common Lit Related to Conformity/Non-Conformity:

Non-Fiction:

"Conformity" by Charlotte Harrison (2014) <https://www.commonlit.org/en/texts/conformity>

Short Stories:

"Harrison Bergeron" by Kurt Vonnegut <https://www.commonlit.org/en/texts/harrison-bergeron>

"The Lottery" by Shirley Jackson <https://www.commonlit.org/en/texts/the-lottery>

## **BOE Approved Texts**

---

Ready Player One by Ernest Cline (novel)

One Bullet Away: The Making of a Marine Officer by Nathaniel Fick (nonfiction)

Simon vs. the Homo Sapiens Agenda by Becky Albertalli (novel)



## **Closure**

---

- Students share favorite annotations in groups
- Students create a visual presentation to their classmates about their summer reading book
- Quick write: instant response to a video about conformity

## **ELL**

---

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

---

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model and away from distractions)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.

- Allow tests to be taken in a room with few distractions (e.g., the library).
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Average grades out when assignments are reworked, or grade on corrected work.
- Access to film clips of summer reading books
- Access to corrected notes
- *I Am Malala* and *Spies* are at accessible reading levels for students who need assistance with reading comprehension. The version of *I Am Malala* the district has is the Young Readers' Version.

## 504

---

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits or visits to the school-based social worker
- occupational or physical therapy

## At Risk

---

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Regular home-school communication
- Peer or scribe note-taking
- 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
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects

- Preview test procedures
- Film or video supplements in addition to reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data
- Consult with I&RS team

## **Gifted and Talented**

---

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Focus on effort and practice

Consult with Accel classroom teachers on ways to extend learning for G/T learners

Encourage risk taking

## **Block Scheduling**

---

Note: Dates are subject to change based on LinkIt benchmarks and other factors.

### Unit 1: Summer Reading

Students will work together in small groups to evaluate their summer reading assignments and write a reflection piece based on thematic topics and providing evidence from the text (no block). Baseline assessment tool. Students will handwrite unless IEP dictates they are permitted to use computer. Note: Sue Monk Kidd's *The Secret Life of Bees* was removed as a choice book from the summer reading options. The nonfiction texts *Spies* and *I Am Malala* were added to the summer reading options (*I Am Malala* has been previously taught during the school year).

2022-23 updates for block schedule:

Remove *Animal Farm* by George Orwell from curriculum

Move *I Am Malala* from school year to a summer reading option

Adjustment to core units starting with school year 2022-23

Conformity/Non-Conformity

Defining a Hero

Loss of Innocence

Fighting Injustice