

INACTIVE - Short Stories: The Good (and bad) of Human Nature

Content Area: **ELA**
Course(s): **CP English 9**
Time Period:
Length: **4 weeks**
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.

Model

Unit	MP	Weeks
Conformity/Nonconformity	1	2
Defining a Hero	1	3
The Courage to Fight Injustice	1-2	6
Loss of Innocence/Coming of Age/Challenges of Adolescence	2	5
Rise of Dictators + Fighting Corrupt Leadership	3	10
Poetry	3	3
Short Stories	4	4
Nonfiction	4	4

Unit Overview

Short stories will be integrated at the end of the 2nd marking period after students have read *The Catcher in the Rye*. Students will engage with short stories with a special focus on how people in a variety of settings face or respond to a range of challenges and conflicts, many of which we've seen in the first two marking periods. -- how to demonstrate bravery, how to handle prejudice and injustice, when to rebel versus when to conform, etc. For the short story unit, students will read a collection of thematically rich and stylistically notable short stories.

Short Story Options:

"A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez

"The Falling Girl" by Dino Buzzati
"Harrison Bergeron" by Kurt Vonnegut
"The Secret Life of Walter Mitty" by James Thurber
"The Interlopers" by Saki
"Everyday Use" by Alice Walker
"The Lottery" by Shirley Jackson
"Thank You, Ma'am" by Langston Hughes
"The Masque of the Red Death" by Edgar Allen Poe
"August 2025: There Will Come Rains" by Ray Bradbury
"The Star Beast" by Nicholas Stuart Gray

LGBTQIA+ Integration Choice:

"X: A Fabulous Child's Story" by Lois Gould

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

Enduring Understandings

- Reading fiction enables us to step into imagined lands and perspectives in a rich and ideally transformative manner.
- A concise, well written piece can be as impactful as a longer, more verbose work.
- Conflict is unavoidable and essential for growth. The way we manage conflict has significant impact on our future.
- Texts always include some type of conflict. There are four major types of conflict in literature: person vs. person; person vs. nature; person vs. society; person vs. G-d (or fate, or supernatural being)

Essential Questions

What are some of the most powerful sources of conflict in life? How can we deal with them?

What makes a story worth telling?

What are the benefits/challenges of reading fiction vs. nonfiction?

LGBTQIA+ Integration

Short Stories

The short story unit gives teachers and students an opportunity to explore other writers who may have a diverse set of experiences, which can include voices from the LGBTQIA+ community.

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>

For further understanding:

https://www.goodreads.com/book/show/655839.Not_the_Only_One

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

New Jersey Student Learning Standards (No CCS)

LA.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 inferentially, including determining where the text leaves matters uncertain.
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.9-10.5	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).
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
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.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	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.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.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Amistad Integration

The short story unit gives teachers and students an opportunity to explore other writers who may have a diverse set of experiences, which can include voices from the Black community. Students can read Alice Walker's "Everyday Use" or Langston Hughes's "Thank You, Ma'am", both of which focus on Black characters and are written by Black authors.

LA.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 inferentially, including determining where the text leaves matters uncertain.
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.9-10.6	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.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

Holocaust/Genocide Education

LA.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 inferentially, including determining where the text leaves matters uncertain.
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.9-10.5	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).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

Interdisciplinary Connections

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
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.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Financial Literacy Integration

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

Instructional Strategies & Learning Activities

Short Story Collection

- Complete organizers and/or questions for each story.
- Small group and whole class discussions.
- Written reflections on selected short stories.
- Creative writing pieces based on selected short stories--alternate endings, letters to a character, story from another perspective.
- Mitty daydream analysis.
- Film Project

Differentiated Instruction

- Utilizing teaching websites such as commonlit.org to facilitate learning. This website has natural stopping points in the text to evaluate and facilitate comprehension
- Curriculum Mapping
- Access to audiobooks/Assistive technology
- Leveled reading options where available (i.e. commonlit.org)
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Relationship-Building & Team-Building

- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Mastery Learning (feedback toward goal)
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Mentoring
- Assessment Design [for example, reduction in multiple choice options, 1:1 correspondence for word banks]
- Backwards Planning

Formative Assessments

- Complete organizers and/or questions for each story.
- Small group and whole class discussions.
- Written reflections on selected short stories.
- Creative writing pieces based on selected short stories--alternate endings, letters to a character, story from another perspective.
- Mitty daydream analysis.

Summative Assessment

1. Short story theme paragraph
2. Film Project (create and film a trailer for one of the stories)
3. Short story assignment (students write their own stories)

Benchmark Assessments

Short story paragraph will be final assesment for CP 9 SGO

Resources & Technology

- District issued Chromebooks
- Educational Websites such as [commonlit.org](https://www.commonlit.org/)
- Assistive Technology Chrome extensions such as ReadWriteGoogle or Grammarly

BOE Approved Texts

"Everyday Use" by Alice Walker

"The Lottery" by Shirley Jackson

"Thank You, Ma'am" by Langston Hughes

"The Masque of the Red Death" by Edgar Allen Poe

"The Interlopers" by Saki

"August 2025: There Will Come Rains" by Ray Bradbury

"The Secret Life of Walter Mitty" by James Thurber

"A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez

"The Falling Girl" by Dino Buzzati

"Harrison Bergeron" by Kurt Vonnegut

"The Star Beast" by Nicholas Stuart Gray

Closure

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to

answer. Repeat.

- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Leveled text where applicable
- Previewing vocabulary with teacher
- Audio text/assistive technology
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- consult with ELL teacher

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.).
- Provide a computer for written work.
- 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.
- 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.
- Provide a vocabulary list with definitions.
- Spontaneous spelling not graded
- Show a model of the end product of directions (for example, a student exemplar)
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework mistakes for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating away from distractions and near the point of instruction
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials [i.e. extra large text, use of Learning Ally account or other audio books]
- behavior management support
- excused lateness, absence, or missed classwork
- pre-approved nurse's office and/or counselor visits
- consult with guidance counselors

At Risk

- Preferential seating near point of instruction and away from distractions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Use of graphic organizer; monitor continued use
- Concrete examples
- Use of a study carrel
- Regular communication with parent/guardian and/or school counselor
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- 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 as appropriate

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking
- Consult with Accel teachers for input on G/T activities