

Short Stories

Content Area: **ELA**
Course(s): **CP English 9**
Time Period:
Length: **Sample**
Status: **Published**

Course Pacing Guide

Accelerated 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.

Unit	MP	Weeks
Human Nature / Conformity / Non-conformity	1	2
Media Bias / Manipulation of Language / Non-fiction	1	4
Courage to Fight Injustice	1-2	5-6
The Epic Hero / Odyssey	2	4-5
Love, Fate, & Revenge	3	4-5
Loss of Innocence / Coming of Age / Challenges of Adolescence	3	6
Poetry	4	2
Short Stories	4	2
Navigating the Media Landscape	1-4	1-2
Identity / Questioning Faith	4	4-5

Unit Overview

Students will engage in the study of nonfiction and short stories with a special focus on how people in a variety of fiction and nonfiction settings face or respond to a range of challenges and conflicts, many of which we've seen in the first three marking periods. -- how to demonstrate bravery, how to handle prejudice and injustice, how to manage one's own hubris, etc. . Students will work in literature circles to discuss and analyze a book they choose from a variety of options. For the short story unit, students will read a collection of thematically rich and stylistically notable short stories.

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.
- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- All good literature reveals truths about the human experience that transcends its time
- Short stories allow themes to be presented on a smaller scale allowing the possibility for a greater understanding.
- Short stories employ a variety of literary devices that highlight the themes.

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?
- How does literature contribute to an understanding of ourselves and others?
- What is the structure of a short story? 2. How does this structure differ from longer pieces?

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

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.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
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-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
TECH.K-12.1.6.a	choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
TECH.K-12.1.6.b	create original works or responsibly repurpose or remix digital resources into new creations.

21st Century Themes/Careers

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
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Financial Literacy Integration

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
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Instructional Strategies & Learning Activities

- 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.
- Chart out short story elements
- Film Project

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Self-Directed Learning
- Grouping
- Socratic Seminar
- Rubrics
- Learning Through Workstations
- Mentoring

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

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

Benchmark Assessments

Theme paragraph

Alternate Assessments

student choice projects

Resources & Technology

- District issued Chromebooks
- digital & audio versions of the short stories

BOE Approved Texts

- "Everyday Use" by Alice Walker
- "The Lottery" by Shirley Jackson
- "Thank You, Ma'am" by Langston Hughes
- "The Yellow Wallpaper" by Charlotte Perkins Gilman
- "The Birthmark" by Nathaniel Hawthorne
- "To Build a Fire" by Jack London
- "Ladies and Gentlemen" by Joyce Carol Oates
- "Lamb to the Slaughter" by Roald Dahl
- "The Secret Life of Walter Mitty" by James Thurber

Closure

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- 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.

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.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide visual aids.
- Go over directions orally.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids

At Risk

- Peer or scribe note-taking
- Adjusted assignment timelines
- Pace long-term projects
- Use peer supports and mentoring

Gifted and Talented

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Encourage risk taking