

# Human Nature / Conformity / Non-conformity

Content Area: **ELA**  
Course(s): **Accelerated English 9**  
Time Period: **Marking Period 1**  
Length: **2 weeks**  
Status: **Published**

## Course Pacing Guide

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**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

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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. From Golding to Orwell to modern-day examples, we will explore how corrupt and brutal political leaders take power--and what we can do to resist them.

## Enduring Understandings

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- Humans have history of brutality, rape, torture, murder, and war.

- Power tends to corrupt.
- Individual identity is important.
- Society shapes & influences individuals.
- The common characteristics of despots, including their motivation and goals (i.e. what drives a dictator)
- Parallels between literary and historical/real world figures
- The importance of allegory as a political weapon
- The reason an author would write an allegory
- The way(s) an authority figure can seize power
- What ordinary citizens/students can do to fight against corrupt leadership
- The ideal society is one that has a definite structure, values education, and protects the welfare of the citizen and the state while also encouraging independent thought/nonconformity.

## Essential Questions

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Are human beings fundamentally good or fundamentally evil?

How does *Animal Farm* function as an allegory about the Russian Revolution?

How can an author's use of allegory promote social change?

What does history tell us about the collapse of the Soviet Union/Stalinism?

Why would an author write an allegory rather than a piece of nonfiction?

How can we identify examples of governmental abuses in our world?

What institutions help ensure that power is not abused and that society functions effectively?

Why is education and a free, objective press so essential to democracy?

When is the restriction of freedom a good thing?

What is the impetus for change?

What is the relationship between freedom and responsibility?

How do authors use the resources of language (rhetoric) to create meaning?

How does one gain a sense of self-identity and community identity? What is the appropriate way to balance individual and group identity?

## New Jersey Student Learning Standards (No CCS)

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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.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a

specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

## Amistad Integration

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SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	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.
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.

## Holocaust/Genocide Education

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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.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

## Interdisciplinary Connections

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Review of the Russian Revolution and its aftermath when discussing *Animal Farm*. (Social Studies)

Review other totalitarian governments, historical and contemporary, that are similar to the government created by the pigs in *Animal Farm*. (Social Studies)

Compare and contrast the leadership styles of Ralph and Jack and compare them to contemporary and/or historical leaders. (Social Studies)

Discussion of psychological issues and tendencies when discussing *Lord of the Flies* and *Animal Farm*. (Psychology)

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.
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## Technology Standards

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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	Knowledge Constructor
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
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.

## 21st Century Themes/Careers

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

## Financial Literacy Integration

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PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

## **Instructional Strategies & Learning Activities**

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- Teacher observation
- Collaborative groups
- Asking/answering questions
- Reinforcing effort and providing recognition
- Making clear objectives
- Providing written feedback on assessments and projects
- Vocabulary activities
- Homework
- Guided notes
- Quizzes
- Journals
- Close reading of articles relates to the novels' themes

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Grouping
- Socratic Seminar

## **Formative Assessments**

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- 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

## **Summative Assessment**

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SGO writing assessment

## **Benchmark Assessments**

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### **Alternate Assessments**

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**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.

### **Closure**

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- *Lord of the Flies* quiz.
- Fishbowl discussion of *Animal Farm*.

### **ELL**

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

### **Special Education**

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This course is an accelerated course, and typically does not require many special education

**accommodations. When students have a documented need, the following accommodations are provided:**

- 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.
- 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.
- Go over directions orally.

## **504**

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**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
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork

## **At Risk**

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**Students who are deemed at-risk are not typically placed in Accelerated English 9, since the class is designated for students who demonstrate excellent ability and work ethic. If a student demonstrates a need, the following accommodations are available:**

- Concrete examples
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Pace long-term projects
- Use peer supports and mentoring

## **Gifted and Talented**

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- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Focus on effort and practice
- Encourage risk taking

## **Resources**

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Students will use Chromebooks/Google Docs to create a presentation about human nature / conformity

## **BOE Approved Texts**

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*Animal Farm* by George Orwell

*Lord of the Flies* by William Golding