

Loss of Innocence

Content Area: **ELA**
Course(s): **CP English 9, Accelerated English 9**
Time Period: **Marking Period 2**
Length: **6 Weeks**
Status: **Published**

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

The work in this unit is written in first person about the challenges on faces as he becomes aware that the world is often cruel and unfair. *The Catcher in the Rye* features an affluent, white male prep school boy as the narrator and protagonist. Later in the year, prior to our poetry unit, we will also be reading *The House on Mango Street* about a pre-teen who also needs to overcome the challenges of her loss of innocence as she becomes an adolescent. Both works will stimulate meaningful conversations about the challenges of overcoming the loss of innocence and how one's socioeconomic status and cultural upbringing can either hinder one's chances or build the character one needs to succeed.

Enduring Understandings

- One's relationship with his or her family affects one's behavior and values.
- A writer's use of syntax creates a connection between a first person narrator and the reader (e.g. Holden's use of 40's slang).
- The distinct experiences of adolescence affect one's psychological and social development (e.g. the isolation both Holden and Esperanza feel -- the sense of being on the outside/different from everyone else).

Essential Questions

- What components make up who we are? How does your gender, wealth/socio-economic status, ethnicity play into your identity?
- How does attitude or outlook on life impact your happiness or success in life?
- How does your relationship to a narrator/character impact your reading experience? (Can you hate a character but love a book?)

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.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.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.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.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Amistad Integration

Esperanza's experience as a Hispanic adolescent in the inner city can be compared to the experiences of inner-city African-American people who deal with discrimination, poverty, violence, and crime

SJ.1	Students will develop positive social identities based on their membership in multiple groups in society.
SJ.2	Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
SJ.11	Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
SJ.AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Holocaust/Genocide Education

Esperanza is a member of a marginalized group and is discriminated against because of her ethnicity and her gender.

SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
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Interdisciplinary Connection

SCI.9-12.B.1.1.3	Differentiate between the structures and functions of the various parts of the central nervous system
SCI.9-12.B.1.2.2	Describe the effects of hormones on behavior and mental processes
SCI.9-12.SI.1.1.3	Describe perspectives employed to understand behavior and mental processes
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Technology Standards

TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources
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	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-12.1.7.b	use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

21st Century Themes/Careers

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.

Financial Literacy Integration

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.

Instructional Strategies and Learning Activities

- Mini-presentation re: historical context -- key events, people, laws, Salinger
- Independent Reading + Graphic Organizer per chapter (key events, personal response, new characters identified, key quotations)
- Small Group discussion
- Define and demonstrate understanding of vocabulary from text through art and movement, objective assessments and writing
- Read, annotate, and prepare a presentation based on reading of articles about mental health issues relevant to the study of *The Catcher in the Rye*.
- Students will emulate the unique voice of Holden Caulfield in a creative writing assignment.
- Compose a letter of advice to Holden Caulfield
- Project assessment where students have a choice of creating an interview with Holden Caulfield, writing and performing a monologue by Holden Caulfield, enacting
- significant theme from the novel, creating a work of art that represents one of the novel's major themes, or compose a musical piece that demonstrates an understanding the novel's tone and themes.
- Vocabulary activities and quizzes. All words on the vocabulary list are from the novel.

Differentiated Instruction

- word banks for tests/vocab quizzes;

- MC x 3 as needed for tests;
- assist student in completing chapter summaries/graphic organizer (scaffolded based on student need);
- 25-30% reduction in writing; assist in annotation ;
- review reading level of selected articles to help students select article most appropriate for reading level; conference with student prior to submission;
- give select students (as per IEP) opportunity to follow up verbally for written assessments; heterogenous grouping during historical relevance presentations as well as during discussion to foster engagement

Formative Assessment

The Catcher in the Rye journals & reading logs

The Catcher in the Rye quizzes

The Catcher in the Rye reading questions

The Catcher in the Rye discussion

The House on Mango Street journals & reading logs

The House on Mango Street discussion

BOE Approved Texts

The Catcher in the Rye by J.D. Salinger

The House on Mango Street by Sandra Cisneros

Resources

Chromebooks for research on mental health issues.

Google slides to collaborate on mental health presentations for preparation for *The Catcher in the Rye*.

Canvas & smart phones for *Mango Street* presentations

PBS American Masters Catcher in the Rye JD Salinger Biography

<http://www.pbs.org/wnet/americanmasters/episodes/jd-salinger/educators-guide-and-poster/2852/>

Educator Resource for this video: <https://www->

[tc.pbs.org/wnet/americanmasters/files/2014/01/Salinger_poster_pages.pdf](https://www-tc.pbs.org/wnet/americanmasters/files/2014/01/Salinger_poster_pages.pdf)

Unit Plan with pacing guide, journal/ reflective writing do now ideas, “Rock, Island, Misinterpreted Boy”
Essay -- Model of an essay where the writer compares Holden with 2 songs

<http://commons.emich.edu/cgi/viewcontent.cgi?article=1072&context=honors>

"Catch Her in the Oatmeal": <http://users.clas.ufl.edu/rthomps/oatmeal.html>