

# Accelerated English 10 - Unit 1 - A Long Way Gone/Things Fall Apart

Content Area: **ELA**  
Course(s): **Accelerated English 10**  
Time Period: **Marking Period 1**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

---

Unit	MP/Trimester	Weeks
A Long Way Gone/Summer Reading	1	4
Things Fall Apart	1	5
Choice Drama	2	3
Night/Choice Novel	2	6
The Namesake	3	5
Short Stories	3	4
The Things They Carried/The Kite Runner	4	9

## Unit Overview

---

Beginning with an examination of their summer reading selection, *A Long Way Gone*, students are introduced to the concepts of world literature and global citizenship. Studying world literature allows students to experience different cultures and different perspectives, perspectives that may vary depending on race, religion, gender, orientation, class, and geography. Perhaps more importantly, world literature also teaches us that, despite our differences on the surface, we share a common experience that unites us in our humanity. Accelerated English 10 challenges students to wrestle with these sometimes competing perspectives through research, reading, writing, and class discussion. In this unit, students refine their research and writing skills with an examination of the child soldier epidemic, study the ways colonialism influenced literature, and learn the danger of a "single story."

## **Enduring Understandings**

---

1. Students will understand why studying world literature is a worthwhile endeavor.
2. Students will have a proficient understanding of colonialism's impact on literature, and literature's impact on colonialism.
3. Students will understand the dangers of a "single story."
4. Students will begin to understand the difference between happening truth and fictional truth.
5. Students will understand why we need marginalized voices to help tell the history of the world.

## **Essential Questions**

---

1. Why is it important to study literature outside of our own nation of origin and demographic identifiers?
2. Despite our differences, what sort of universal themes unite us in our shared humanity?
3. How was literature used as a weapon in the colonization of certain parts of the world?
4. In what ways are stereotypes and "single stories" dangerous?

## **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.9-10.3	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.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.9-10.9	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).
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.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.W.9-10.1.A	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.
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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.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.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
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.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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**

We will implement the following materials and texts to integrate the history and contributions of African-Americans and the African diaspora:

1. Interviews and informational texts by/about *A Long Way Gone* author Ishmael Beah
2. Non-fiction/informational texts by and/or about *Things Fall Apart* author Chinua Achebe

3. "The Danger of the Single Story" TEDTalk by Chimamanda Ngozi Adichie
4. Musical selections by S.E. Rogie, Ali Farka Toure, Artur Nunes, Kanye West, Beyonce

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.

### **Holocaust/Genocide Education**

---

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students take personal responsibility to fight racism and hatred:

1. Interviews and informational texts by/about *A Long Way Gone* author Ishmael Beah
2. Non-fiction/informational texts by and/or about *Things Fall Apart* author Chinua Achebe
3. "The Danger of the Single Story" TEDTalk by Chimamanda Ngozi Adichie
4. Informational texts/media of contemporary examples of prejudice and discrimination

### **Interdisciplinary Connections**

---

Students will draw on the information and understandings gained from their studies in Global Issues and U.S. History I. Students will be introduced to other artistic traditions from and/or inspired by Africa.

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.

VPA.1.1.12.D.CS1

Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

VPA.1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

VPA.1.2.12.A.2

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

VPA.1.2.12.A.CS1

Cultural and historical events impact art-making as well as how audiences respond to

works of art.

VPA.1.2.12.A.CS2

Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

## Technology Standards

---

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

## 21st Century Themes/Careers

---

Themes: post-colonialism, diversity

Skills: global citizenship, clear and effective communication, use of valid research strategies, and critical thinking.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## Financial Literacy Integration

---

The following Financial Literacy standards will be met through the examination of Igbo society before and after European colonization in *Things Fall Apart* and the contemporary connections made to the novel:

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.8

Analyze different forms of currency and how currency is used to exchange goods and services.

PFL.9.1.12.A.9

Analyze how personal and cultural values impact spending and other financial decisions.

PFL.9.1.12.E.4

Evaluate how media, bias, purpose, and validity affect the prioritization of consumer

	decisions and spending.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
PFL.9.1.12.F.5	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

## **Instructional Strategies & Learning Activities**

---

PowerPoint/Slides presentations

Shared Google docs for notes

Pair and share discussions

Find Someone Who... cooperative learning activity

Talking Walls cooperative learning activity

Reading and class discussion

In-class writing

Music and film selections/excerpts

## **Differentiated Instruction**

---

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Game-Based Learning
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

### **Formative Assessments**

---

Weekly homework assignments that align with the curriculum and areas for enrichment

Socratic Questioning

Think-pair-share

Google doc notes

In class writing

Chapter review sheets

Canvas quizzes

Exit tickets

### **Summative Assessment**

---

Summer reading research and writing assignment

Comparative analysis essay

Canvas test for *Things Fall Apart*

"Struggle" essay for *Things Fall Apart*

### **Benchmark Assessments**

---

Monitor students' writing growth and development with the 5-paragraph "struggle" essay for *Things Fall Apart*.



## **Alternate Assessments**

---

- Shorten assignments to focus on mastery of key concepts.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## **Resources & Technology**

---

### Resources:

- *A Long Way Gone*, Ishmael Beah
- *Things Fall Apart*, Chinua Achebe
- "The Danger of a Single Story" TEDTalk, Chimimanda Ngozi Adichie
- Assorted informational texts, articles, and interviews for enrichment

### Technology:

Chromebooks (1:1)

Projector

Smart Phones

Canvas

Genesis

Internet websites (YouTube, Crash Course, NPR, Google, Vimeo, etc.)

## **BOE Approved Texts**

---

*A Long Way Gone*, Ishmael Beah

## **Closure**

---

Please refer to "Formative Assessment" section.

## **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.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep the classroom quiet during intense learning times.
- 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.
- Provide visual aids.
- Go over directions orally.

- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student and allow oral responses/limit the number of potential answer choices for multiple choice
- Divide tests into small sections of similar questions or problems.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions.
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

---

## 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
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

---

## At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines

- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- 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 place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

---

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

