

CP English 11 - The Other Wes Moore / The Glass Castle

Content Area: **ELA**
Course(s): **CP English 9, Accelerated English 9, CP English 11**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Course Pacing Guide

This course examines the evolution of America’s literary tradition and challenges students to embark on a personal quest for knowledge, insight, and perspective into the founding of American, our values, tradition and identity, the myth vs. reality of who we are as a country. This course uses the three main literary genres—prose fiction, poetry, and drama—to develop your ability to read and analyze a text, generate an interpretation of its meaning, and communicate that interpretation both in discussion and writing.

<i>The Other Wes Moore / The Glass Castle</i>	2	MP #1
The American Dream: <i>The Great Gatsby</i>	3-4	MP #1
Questioning /Corrupting the Dream	4-6	MP #2
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American Philosophy: Nature and Transcendentalism	3	
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Unit Overview

This unit examines the function and role of family in an individual's life. Students are presented with problems facing Americans: poverty, crime, dysfunctional or absent parents, substance abuse, racism, etc.

Enduring Understandings

- Some identities can be seen by others and other identities are only known to others if the individual chooses to share it.

- The direction of an individual's life is influenced by his environment, personal responsibility, relationships, and expectations (personal, familial, societal, etc).
- Perceived cultural expectations of masculinity influence behavior

Essential Questions

- What factors in life determine one's destiny?
- Does an individual choose his or her own path in life or is it predestined?
- How do individuals cope with the reality of their lives?
- How do a person's actions affect his or her own destiny and the destinies of others?
- How does tone influence the reader's understanding of an event?
- How is the importance of a social issue communicated through a text and how is it represented differently in various texts?
- What are some of the problems facing Americans?
- What role does violence play in our lives? How do we cope with violence?
- What lasting impressions does the author leave about America through his or her journey?

New Jersey Student Learning Standards (No CCS)

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.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.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	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.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Amistad Integration

The Other Wes Moore explores the social reality in which many urban blacks are forced to exist and reflect on the serious problems facing American society like poverty, race, crime, and limited opportunity.

SOC.9-12.4.1.3	Racial and ethnic inequality
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Holocaust/Genocide Education

Interdisciplinary Connections

SOC.6.1.12.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.4.2	Group responses to inequality such as social movements

Technology Standards

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-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

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.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

Instructional Strategies & Learning Activities

- small and large group discussions
- analysis questions
- storyboards
- research problems facing Americans

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Self-Directed Learning
- Choice Boards
- Socratic Seminar
- Rubrics
- Jigsaws

Formative Assessments

- small and large group discussions
- reading checks
- analysis questions / material review

Summative Assessment

Problems facing Americans expository essay
Summer reading assignments

Benchmark Assessments

expository essay

Alternate Assessments

student choice projects

Resources & Technology

- Students will use databases and library resources to gather information to use in the expository essay.
- Chromebooks
- Projector
- Smart Phones
- Canvas
- Genesis
- Internet websites (YouTube, Crash Course, NPR, Google, Vimeo, etc.)

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.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of

the subject under investigation.

LA.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

BOE Approved Texts

The Other Wes Moore by Wes Moore

The Glass Castle by Jeannette Walls

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..
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- 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
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- 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.
- 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
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading

At Risk

- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- No penalty for spelling errors or sloppy handwriting
- Pace long-term projects
- Use peer supports and mentoring

Gifted and Talented

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