Unit 3: Extending Freedom's Reach Copied from: ELA 2, Copied on: 02/21/22

Content Area: **ELA**
Course(s): **ELA 2**
Time Period: **NovDec**
Length: **4-6 Weeks Grade 10**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ELA, 10A

Extending Freedom's Reach

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher John Dubuque

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

Throughout the Unit: Extending Freedom's Reach, you will deepen your perspective of the literature of the civil rights movement by reading, writing, speaking, presenting, and listening.

These goals will help you succeed on the Unit Performance-Based Assessment.

The titles in this unit provide students with another perspective on the topics of freedom and power, touching upon many of the ideas found within the unit selections.

Enduring Understanding

Enduring understandings:

- Students will engage in discussions about protections all people should have.

- What have the students learned from their own experiences of feeling free.
- Complete surveys and polls about the differences between power and freedom.
- Discuss school, job and family experiences concerning freedoms and oppressions.
- Discuss Trade Books (Beloved, Things Fall Apart and Incidents in the Life of a Slave Girl).
- Cross-Curricular with Social Studies 20th Century labor movement.
- Lifetime understanding of the basic freedoms of mankind.
- Struggling students will use "think alouds," marking the text and use "sentence starters."
- Lifetime teamwork can be honed by using the Launch Activity, conduct survey, "People who stand up for their rights will always win?"

Essential Questions

Essential Questions:

- What does freedom mean?
- What is the importance of power?
- How should power be used?
- What is the relationship between power and freedom?
- Are there any protections that all people should have?

Exit Skills

By the end of Grade 10, ELA Unit 3, the student should be able to:

- Evaluate informational text
- Understand writers ideas
- Expand knowledge and use of academic and concept vocabulary
- Write an informational essay
- Gather evidence for thesis writing
- Analyze author's quotations and use them correctly in evidence

- Collaborate with a group
- Integrate audio, visuals and text into presentations

New Jersey Student Learning Standards (NJSLS-S)

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.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.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.9-10.7	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.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
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.9-10.2	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.9-10.7	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.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.9-10.1.A	Use parallel structure.
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.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections

- Social Studies WWII
- Social Studies research Axis and Allied Leaders (Roosevelt, Truman)
- Foreign Language Arabic terms
- Technology Television Diane Sawyer and other prime time newscasters
- Economics currency in 1941

Learning Objectives

- Interpret and compare speeches
- Identify the details that express author's main points
- Recognize parallelism
- Analyze alliteration
- Examine antithesis
- Identify and describe purpose, suspense, and theme
- Compose informative essay
- Interpret graphics
- Research evidence informational text
- Propose evidence for claims made based on text

Suggested Activities & Best Practices

- Supplement the unit Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.
- Substitute for unit selections If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- Extend Independent Learning Extend the unit by replacing independent reading selections with one of these trade books.
- Pacing However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.

Launch Activity

Quickwrite

Comprehension Checks

Research

Close Read the Text

Analyze the Text

Analyze Craft and Structure

Assessment Evidence - Checking for Understanding (CFU)

1. Exit Ticket - formative assessment

ex: Produce one right you have?

2. Red Light Green Light - formative assessment

ex: I'm lost, I'm ok, I'm super.

3. KWL Chart - formative assessment

ex: The Bill of Rights

4. Unit Exam - summative assessment

5. Group Presentation - alternative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks

- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Whole Group Learning:

- Anchor Text (Speech): from The “Four Freedoms” Speech by Franklin D. Roosevelt
- Anchor Text (Letter): Inaugural Address by John F. Kennedy

Small Group Learning:

- Speech at the United Nations By Malala Yousafzai
- Media (Interview): Diane Sawyer Interviews Malala Yousafzai
- Poetry: Caged Bird by Maya Angelou
- Some Advice To Those Who Will Serve Time in Prison by Nazim and Mutlu Konuk
- Short Story: The Censors By Luisa Valenzuela, translated by David Unger

Independent Learning:

- Law and the Rule of Law: The Role of Federal Courts by Judicial Learning Center
- Misrule of Law by Aung San Suu Kyi
- Harrison Bergeron by Kurt Vonnegut, Jr.
- Credo: What I Believe by Neil Gaiman

Ancillary Resources

Supplemental Novels:

- Beloved, by Toni Morrison
- Incidents in the Life of a Slave Girl, by Harriet Jacobs
- Things Fall Apart, by Chinua Achebe

Technology Infusion

- https://www.pearsonrealize.com
- Subscription videos/Current events
- Online supplemental reading/Tradebooks/Leveled books/Leveled informational texts

- Interactive Student Edition textbook
- Digital Courseware
- Audio summaries
- EL Support Lesson
- Online assessments
- SafeAssign Plagiarism Checker
- Online Discussion boards
- Essay scorer
- PowerPoint Presentations
- OnCourse Connect
- ChromeBook
- Google Classroom

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages; Spanish and Latin Prefixes and Suffixes
- Technology; Edutopia
- Visual and Performing Arts; Presentations including infusion of Google Slides and Prezi

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Visual Presentations

ex: JFK's speech to congress.

Story Guides

ex: Use videos as guides.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes

- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

1. Highlighted Text from MyPearson Online Textbook.

2. Multiple Testing Sessions, before the unit, middle of the unit and post unit.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Use True False assessments on The Rights of Humans.

Use Google translate for RFK Four Freedoms Speech.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Have peers take notes on ideas for partners.
- Allowing note cards for some assessments.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Create a plan to solve an issue presented in the class or in a text:

ex: Create a online survey concerning the rights of students.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: 2A- Extending Freedom
Interdisciplinary Connection: N/A

Statement of Objective 2A: SWDAT: Explain the significance of the media vocabulary according to the Kennedy video on file
Anticipatory Set/Do Now: 2A- KWL

Learning Activity: 2A- Teacher led instruction and discussion followed by guided practice pairings reading and discussing the video and how it affected the nation
Student Assessment/CFU's: Thumbs Up

Materials: Smartboard/Laptops/My Perspectives Text and Graphic Organizers, My Perspectives

- myPerspectives Textbook and online text
- Anchor Text (Speech): from The “Four Freedoms” Speech by Franklin D. Roosevelt
- Anchor Text (Letter): Inaugural Address by John F. Kennedy
- Speech at the United Nations By Malala Yousafzai
- Media (Interview): Diane Sawyer Interviews Malala Yousafzai
- Poetry: Caged Bird by Maya Angelou
- Some Advice To Those Who Will Serve Time in Prison by Nazim and Mutlu Konuk
- Short Story: The Censors By Luisa Valenzuela, translated by David Unger

21st Century Themes and Skills:

Closing: Review and Explanation of Independent Practice

Integration of Technology:The students will use laptops for research and the smartboard for interactive learning prompts, Interactive My Per Textbook