Awareness of Self

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "Knowing yourself is the beginning of all wisdom." *Aristotle*

This unit centers on the theme of self-identity. Students will focus on their own developing realities and identifying who they are through an assessment of family, friends, and environment. Larger questions about the mastery of self-awareness will be tackled by students through whole class works, differentiated texts, as well as independent choice reading. There will be an emphasis on introducing and mastering literary terms and figurative language. Students may complete multigenre projects or participate in collaborative literary circles that explore character motivation and development as well as self-expression. Personalized learning will allow for students to write and reflect on their own experiences as teenagers struggling to assess their own needs, desires, and truths.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship.

During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision Date: July 2023

Standards

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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.9-10.4	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.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.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
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.9-10.4	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.9-10.9	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.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.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.
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.9-10.2	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.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information

	and to display information flexibly and dynamically.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate 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 fallacious reasoning”).
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.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.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.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
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.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.

Essential Questions

- How do authors use rhetorical techniques to reveal their voice and identity as a writer?
- How do the struggles of fictional characters and real-life figures reflect student challenges?
- How does one respond when presented with a moral dilemma?
- How does one's experience and knowledge contribute to development of identity?
- How does the study of setting, character, conflict, language, and tone contribute to an understanding of an author's purpose, meaning, and audience?
- How much control do you believe you have in shaping your own identity?
- What are the defining aspects of a person's identity?
- What are the essential elements of a strong, analytical thesis and accompanying body paragraph?
- What are the stages of the writing process?
- What impact do family and friends have on shaping what you believe and how you act?
- Why does focused, critical reading beget clear, effective writing?

Students will know/ Students will be skilled at...

- Students will be skilled at: Analyzing different types of texts, including those that stress visual literacy
- Students will be skilled at: Annotating a text and taking notes on main and/or significant concepts
- Students will be skilled at: Close reading of fiction and nonfiction texts
- Students will be skilled at: Collaborating with peers to fulfill academic tasks in a given time frame.
- Students will be skilled at: Developing a complex analytical thesis and/or claim statement
- Students will be skilled at: finding appropriate textual evidence to support connections
- Students will be skilled at: Identifying and analyzing rhetorical techniques and strategies that authors use in their writing
- Students will be skilled at: Identifying connections between texts.
- Students will be skilled at: Mirroring strong writing as evidenced in mentor and large group study texts
- Students will be skilled at: Organizing the sequence of their writing to make arguments an evidence

clear to the reader

- Students will be skilled at: Recognizing connections between texts and themselves
- Students will be skilled at: Using designated MLA formats in original writing
- Students will be skilled at: Writing well developed body paragraphs that utilize textual evidence as well as appropriate explanations
- Students will know: Collaborating to foster development and expansion of ideas
- Students will know: Current MLA formats for parenthetical documentation and works cited page development
- Students will know: Different genres of writing as evidenced in mentor text study
- Students will know: How an author's background identity contributes to their content, voice, and style
- Students will know: How the Freytag Plot Triangle depicts conflict and character development in a given text
- Students will know: How to define and provide examples of important literary terms and devices
- Students will know: How to utilize textual proof to support a thesis or claim statement
- Students will know: The stages of the writing process
- Students will know: What a moral dilemma is and how they might respond in a given scenario

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modeling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for the grade level; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text targets not only comprehension, but also analysis. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novels. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction may be chosen from the reading material and may be incorporated through targeted word study lessons.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through Sentence Study, holding students accountable for skills taught and practiced; modeling is done through mentor texts, both published and student-crafted. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, narratives, and journal writing. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important. Students will understand the stages of the writing process as they engage in different genres of writing, which may be modeled through the mentor texts studied in class. Ultimately, students will practice prewriting, drafting, revising, editing, and publishing to express themselves clearly and effectively.

Students will be taught how to speak and listen in addition to being assessed on these skills. Students will participate in individual, partner, and group activities including Literature Circles, Socratic Discussions, Jigsaw Methods, and other Cooperative Learning activities.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self-reflect and assess their own reading, writing, listening, viewing and speaking skills through the development of an electronic portfolio, journal writing, writer's notebook, independent reading, and/or book talks.

This unit of study focuses on an "Awareness of Self" and is centered on the quotation by Aristotle, "Knowing yourself is the beginning of all wisdom." This unit is designed to examine the different elements of one's own identity as well as how experiences and knowledge together develop a person's identity. The goal of the unit is for students to connect the major themes and ideas in these works to their contemporary world. Students will learn about discrimination and prejudices and their impact on a person's identity. As they read the whole class texts, they may also explore texts on their own based interested in certain topic.

For this particular unit, teachers should...

- Build a text set for discussion, writing, and synthesis
- Select common reading and literature circle texts
- Prepare for conferences with students
- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area)
- Create a summative assessment (backward design)

Sample Unit Planning

Whole Class Text:

- Of Mice and Men by John Steinbeck
- Focus on close reading skills, plot development, character development and analysis of major theme throughout the novella.

Research Project/Exposition:

- Find examples that describe the different gender roles from the era.
- Focuses on finding credible sources, mastering MLA format, organizing information, selecting relevant facts and information

Listening (whole class discussion):

- Focuses on taking notes while listening, diction, and making connections to other texts throughout the unit

Analytical Writing:

- Synthesis essay connecting nonfiction readings, and Of Mice and Men
- Focuses on creating an thesis, selecting evidence, synthesis skills, crafting introductions and conclusions

Speaking:

- Develop questions and engage in conversation with partners and small groups
- Discuss Of Mice and Men aloud in class, citing textual evidence and using accountable talk to expand on comments.

Literature Circle:

- Selected short stories
- Focuses on elements of characterization

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Instructional Materials

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

Of Mice and Men by J. Steinbeck

The House on Mango Street by S. Cisneros

Enrique's Journey by S. Nazario

The Absolutely True Diary of a Part-Time Indian by S. Alexie

Excerpts from *The Joy Luck Club* by A. Tan

"Just Lather, That's All" by H. Telez

"The Most Dangerous Game" by R. Connell

"Ducks v. Hard Rocks" by D. Hunter

"There Will Come Soft Rains" by R. Bradbury

"The Pedestrian" by R. Bradbury

"What of This Goldfish Would You Wish?" by E. Keret

"Incident" by C. Cullen

"To a Mouse" by R. Burns

“The Pedestrian”

“The Lottery”

Selections from *Commonlit.org,* including:

“Blink of an Eyey”

“Endless Summer Job”

“Malala Yousafzai’s Address to the United Nations”

“The Stolen Party”

NonFiction Text (Short, Long)

Selections from *The New York Times*

Selections from *The Atlantic Monthly*

Selections from *The Economist*

Selections from *Time Magazine*

Selections from *PBS Newshour*

Visual Text (Art, Photography, Infographic, Film)

Online photography chronicling The Great Depression

Film version: *Of Mice and Men* Directed by Gary Sinise

Documentary: *Last Day of Freedom*, *30 Days*, *Babe, I Hate to Go*

Online Youtube videos: Interview with Sandra Cisneros

Independent/Small Group Reading:

Honor Girl by Maggie Thrash

Selections from classroom library, CHS library, and Cranford Public Library

Selections highlighted on Goodreads

Speaking and Listening

NPR www.npr.org

Selected TEDtalks

Writing (Narrative, Informational, Argument):

Teacher-generated power points on thesis and essay development

Teacher-created graphic organizers and sample paragraphs

Cranford High School Writing Center handouts on hooks, bridges, thesis statements, quote integration, and MLA formats

Student writing samples

Purdue Owl:https://owl.english.purdue.edu/owl/

CHS Library Databases: JStor, EBSCOHost, Facts on File, Follett Fiction Ebooks, Gale Reference Ebooks

Research:

- Evaluation of sources used in classroom discussions
- MLA Reference Guide
- Journal Storage (JStor)
- Cranford Public Media Center Online Subscription Databases: http://cranford.com/library/
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks

- Gale Reference Ebooks
- *New York Times*
- Goodreads
- Reading Rants
- History Channel
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl:https://owl.english.purdue.edu/owl/

Additional Resources:

- Chromebooks/laptops
- SORA
- Digital Theatre+
- Swank Streaming
- Newsela
- Common Lit
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Suite
- Audible
- Padlet
- Jamboard
- Socrative.com
- Remind.com
- YouTube

Teacher Resources

- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster

- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Additional accommodations and modifications include:

- Access speech-to-text function on a computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a Post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks, and audio version of printed text SORA, Commonlit texts, speech to text
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretations of literature and assessment
- Manage executive function by scaffolding process and amending deadlines
- Modify curriculum content based on student's ability level
- Additional time to complete tasks/long-term projects with adjusted due dates
- Allow verbal rather than written responses
- Allow typed rather than handwritten responses
- Break down tasks into manageable units
- Frequently check for understanding
- Provide guided instruction
- Demonstrate directions and provide a model or example of a completed task
- Develop charts, visual outlines, diagrams, etc.
- Include brainstorming as a pre-writing activity
- Edit writing with teacher guidance
- Google Translate

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan