Cultural Norms and Conflict

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "Open your arms to change but don't let go of your values." Dalai Lama

Students will begin to question the accepted behavior of a society as it contrasts with their own. using the author/protagonist as a catalyst, students will examine the role of heritage and cultural stereotypes/values in the development of personal morality and ethics. Students will interact with texts in which the protagonists must reconcile their personal beliefs with those of a larger force or community. Students will use problem-solving and critical thinking skills to address the challenges within societies in literature while considering the current status of their own communities and cultures. They will also refine their close reading and deeper analytical skills through discussion. Students may conduct research and engage in a project- or performance-based learning while reading independent books that center around challenges in their own lives and communities.

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

Essential Questions and Enduring Understanding

- How and why do non-traditional forms of literature offer rich, deeply personal reading experiences and enhance critical thinking?
- How can reading and analyzing fiction, nonfiction and visuals enhance understanding of a culture?
- How can research be represented in non-traditional forms?
- How does fiction and nonfiction manipulate form, technique, and rhetorical/literary devices to develop theme and enable the reader to create a authentic understanding of the literature?
- What role does one's personal/cultural/familial identity play in understanding global events ?

Students Will Know/Students Will be Skilled At

- The students will be skilled at identifying a theme and representing it across multi-modal texts
- The students will be skilled at identifying how perspectives can shift across genres.
- The students will be skilled at non-traditional types of research including interviewing, surveying, and action research data collection
- The students will be skilled at textual analysis.
- The students will be skilled at using mentor texts as models for effective writing.
- The students will creating connections between their own experiences and those of authors/characters
- The students will know how authors craft multiple perspectives within a single text
- The students will know how to analyzing the intertextuality of two modes of writing
- The students will know how to discriminating between credible and non-credible sources
- The students will know how to identifycultural norms in a text
- The students will know literary and graphic novel techniques and their importance.
- The students will know the impact of cultural norms on personal beliefs
- The students will know the role of personal experiences in moral development

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered twice per year. Follow-up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Turn and Talk, Socratic Seminars/Fish Bowls- 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.
- Analysis of multimodal text sets- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a

standard format for citation (MLA or APA Style Manuals).

- Analysis of critical commentary, literary criticism- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft- 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
- Close reading analysis of text using evidence as substantiation- read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Conferences: Individual and small groups, accompanying conferences notes-present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.
- Reflective exercises and assessments-
- Oral Reading and Interpretation
- Peer and self-evaluations of learning-develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach.
- Entrance and Exit Tickets.
- Open-Ended Responses in Journal- 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.

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed-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.
- Researched Presentations- 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.
- Performance Assessments-
- Project-based Learning-Problem-based Learning-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. Develop claim(s) and counterclaims avoiding common logical fallacies, and 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.
- Personalized Learning
- Visual Literacy Prompts-integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Digital Portfolios
- Online Discussion Forums- 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.

Benchmark:

- Benchmark reading and writing assessments scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year- 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. 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.
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support- 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.
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- New Jersey Student Learning Assessment
- Midterm and Final Exams

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. The study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, and graphic novels. Techniques and terminology specific to a genre of reading are 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, and journal writing. Teachers focus on process in addition to the 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.

Sample Unit Planning

Whole Class Text:

Maus I Art Spiegelman and/or

Maus II Art Spiegelman

Visual Text (Art, Photography, Infographic, Film)

Images of Auschwitz/Holocaust

"Yolocaust" image set by Shahak Shapira

Research Project/Exposition:

Commonlit: learning about the Holocaust

Listening/Viewing (whole class text):

"The Liberation of Auschwitz" YouTube documentary

The National Interview with Art Spiegelman on YouTube

Dr. Seuss's World War II Cartoons

Listening and/or Reading (differentiated text)

Commonlit:

"Death Marches in the Holocaust"

Argumentative Writing:

Synthesis essay America's involvement in World War II and the consequences.

Research project/synthesis essay on the importance of learning about the Holocaust.

Speaking:

Socratic seminar or fishbowl discussion of the research on America's involvement in World War II and the consequences and/or the importance of learning about the Holocaust.

Narrative Writing:

Rewrite and create visuals for a scene from *Maus* from another character's perspective.

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

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

All Quiet on the Western Front by Erich Maria Remarque

"The Action in the Ghetto of Rohatyn, March 1942" by Alexander Kimel

"On How My Mother Sleeps" by Mikala Rempe

"The Scarlet Ibis" by James Hurst

"What of this Goldfish, Would You Wish?" by Etgar Keret

"The Story of an Hour" by Kate Chopin

"Phenomenal Woman" by Maya Angelou

"The Rose That Grew from Concrete" by Tupac Shakur

"On Turning Ten" by Billy Collins

"The Victims" by Sharon Olds

"Richard Cory" by Edwin Arlington Robinson

"We Wear the Mask" by Paul Laurence Dunbar

"Let America Be America Again" by Langston Hughes

NonFiction Text (Short, Long)

Night by E. Wiesel

Maus I and *Maus II* by Art Spiegelman

Excerpts from *MetaMaus* by Art Spiegelman

" Maslow's Hierarchy of Needs" on CommonLit

"The World Must Not Forget" by Harold Denny, *The New York Times*

Commonlit- "Death Marches and the Holocaust" and "Learning about the Holocaust"

Visual Text (Art, Photography, Infographic, Film)

Images of Auschwitz/Holocaust

"Yolocaust" image set by Shahak Shapira

"The Liberation of Auschwitz" YouTube documentary

The National Interview with Art Spiegelman on YouTube

TED Talk: Political Change with Pen and Paper" by Omar Ahmad

All Quiet on the Western Front - 1979 version

Dr. Seuss's World War II Cartoons

Independent/Small Group Reading:

Nothing But the Truth by Avi

Dear Martin by Nic Stone

The 57 Bus by Daska Slater

First They Killed My Father by Loung Ung

I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez

American Street by Ibi Zoboi

The Witch Boy by Molly Knox Ostertag

Literature Circle/Small Group Reading

The Secret Daughter (Shilipi Somaya Gowda), *Behind the Beautiful Forevers* (Katherine Boo), *Little Princes* (Conor Grennan),

Sold (Patricia McCormick)

Speaking and Listening

"Chasing Memories" NPR listening segment

Excerpts from Vladek Spiegelman Interviews in *MetaMaus*

The Moth

RadioLab

PBS Newshour

StoryCorps

Writing (Narrative, Informational, Argument):

Teacher-created graphic organizers and sample paragraphs

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

MLA formats

The Best Short Stories of 2017 by Meg Wolitzer

The Best Essays of 2017 by Leslie Jamison

Player's Tribune

The New York Times

The Atlantic

The Washington Post

Teen Ink

Excerpts from Stephen King's, *On Writing*

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, and 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