Interactions: Family, Friends and Society

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "The values of the world we inhabit and the people we surround ourselves with have a profound effect on who we are." ***Malcolm Gladwell***

Students will read a wide range of texts exploring relationships that influence the development of personal identity. A significant focus will be placed on the impact of alienation from one's peers. The goal of the unit is for students to connect the major themes and ideas in these works with a modern sociological lens. Students will learn about the psychological effects of isolation. As students read whole class texts, they may also explore texts independently based on their interests in certain sociological topics. Students will begin to develop writing and research skills. Unique texts such as podcasts, images, and videos will be analyzed throughout the unit. In addition to analyzing texts with a theme in mind, students will also analyze texts for craft, structure, and tone.

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

- How are symbols used and developed by authors in a text?
- How do authors manipulate language using the concepts of ethos, logos, and pathos?
- How do mentor texts aid a writer in using rhetorical techniques in their own writing?
- How do textual quotes and evidence allow a writer to develop a claim and contentions?
- How does a child's moral code development in connection with their family, friends and society?
- How does language evolve over time and influence a culture?
- How does the historical meaning and emotional connotation of vocabulary words impact a person's

view of themselves?

- How is the term "family" defined from a historical and contemporary perspective?
- What does character development teach the reader about courage and empathy?
- What key elements are essential in strong, effective narrative writing?
- What skills are necessary for effective oral and written communication?
- Why are alienation and fear connected?

Students Will Know/Students Will Be Skilled At

- The students will know the stages of the writing process.
- The students will be skilled at responding specifically to open-ended questions in both paragraphs and essays using appropriate textual evidence.
- The students will know the difference between ethos, logos, and pathos as used in a persuasive argument.
- The student will be skilled at determining both academic and dialectical word meaning through context clues.
- The students will be skilled at collaborating with peers to analyze textual evidence and concept/thematic development.
- The students will be skilled at conducting research, analyzing source credibility, and utilizing it to support contentions related to the study of various texts.
- The students will be skilled at how family, friends, and society influence a character's decision-making.
- The students will be skilled at identifying the meanings of words and using them properly in discussion and writing.
- The students will be skilled at tracing the development of a complex narrative with multiple characters, conflicts, and themes.
- The students will know how one's own beliefs, values, and actions have been shaped by family, friends and society.
- The students will know the historical and racial perspectives on discrimination and alienation.
- The students will be skilled at distinguishing between multiple points of view and analyzing their impact on the reader
- The students will be skilled at specific terminology and diction connected with coming of age writing that includes: bildungsroman, epigraph, narrator bias, and empathy.
- The students will brainstorming, organizing, drafting, revising, and editing one's writing.
- The students will compare and contrast concepts/ideas in literature and non-fiction works.
- The students will critically read and analyze persuasive arguments using rhetorical strategies/techniques discussed in class.
- The students will know Kohlberg's moral stages of development which will be used to determine character maturation.
- The students will understand character relationships and the motivation behind a character’s actions.
- What key elements are essential in strong, effective narrative writing?

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.

Assessment Examples should be included in the documents tab. Note: These are not visible to students or parents.

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 conference 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

- Annotate a text and articulate key ideas based on critical reading and analysis
- Complete comprehension-based formative and summative assessments to determine understanding
- Complete open-ended, reflective, journal response questions to refine and develop one's perspective on thematic concepts and controversial topics
- Draft narrative, informative, and persuasive paragraphs and essays using brainstorming/invention, purposeful organization, editing, and revision
- Engage in close analysis of diction and syntax used in writing to determine a writers purpose/meaning, audience, rhetorical techniques, and tone
- Engage in pair-share, small group, jigsaw, fishbowl, Socratic, and full-class discussions to share interpretations and experiences
- Extend learning through a collaborative, enrichment project to be present and shared with the class
- Relate the experiences of the writers and characters to a student's personal experiences through writing, discussion, research and projects
- Research and present historical and personal perspectives on themes such as discrimination, alienation, isolation, and hypocrisy
- Respond thoughtfully to anticipation guide questions dealing with essential questions and thematic ideas
- Self-assessment and reflection in regard to one's writing to address focus areas for improvement
- Trace setting, conflict, character, and thematic development in a work of fiction
- Utilize multi-genre sources to synthesize information and develop a perspective on a complex concept

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 the 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.

This unit of study focuses on ”Interactions: Family, Friends and Society” and centers on Malcolm Gladwell’s quote: "The values of the world we inhabit and the people we surround ourselves with have a profound effect on who we are." This unit examines the role of society (environment) and interactions in people’s lives. Students will read and analyze a range of fiction and nonfiction texts and media that introduces different cultures and relationships. The unit centers on the integration of both fiction and nonfiction and encourages guided reading, viewing, and analysis as well as individual choice.

For this particular unit, teachers should . . .

- Create an introductory formative assessment to carry through the unit.
- Introduce the class text and give the necessary background information on the author and/or the time period.

- Build a text set for discussion, writing, and synthesis

- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area)
- Create a summative assessment and/or essay assignment that ties the materials together.

Whole Class Text:

- *The Curious Incident of the Dog in the Nighttime*
- Focus on close reading skills, specifically reading between the lines and the importance of tone.

Research Project/Exposition:

- Introduce the dynamics of a family and the added obstacles of raising an autistic child.
- Develop note-taking strategies using the plot triangle.

Listening (whole class text):

- Audio recording of the text
- Share narratives

Argumentative Writing:

- Read the article: "Insider Christopher's World: An Autistic Perspective" by Nomi Kam
- Synthesis essay- connecting the article to the novel and identifying what society can learn about life from Christopher.
- Focuses on creating an argument, selecting evidence, synthesis skills, crafting introductions and conclusions

Speaking:

- Read *Curious Incident of the Dog in the Night-time* in-class
- Engage in a narrative writing workshop with writing partners and small groups
- Share and discusses narrative interpretations.

Narrative Writing

- Introduce narrative structure: dialogue, mood, voice, and diction; review organization- beginning middle, and end.
- Write a narrative from another character's perspective demonstrating understanding of character and tone.

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)

The Curious Incident of the Dog in the Night-time by M Haddon

To Kill a Mockingbird by H. Lee
The Secret Life of Bees by S. Monk Kidd

Lost in Yonkers by N. Simon

March Book One by J. Lewis

"The Death of Tommy Grimes" by RJ Meadough III

"After Twenty Years" by O'Henry

"The Lady, or the Tiger?" by F. Stockton

"A Father to His Son" by C. Sandburg

"Mother to Son" by L. Hughes

Selected Poems by M. Angelou, N. Giovanni, and T. Shakur

"A Father to His Son" by C. Sandburg

Selections from Between the World and Me by Ta-Nehisi Coates

Selections from Commonlit.org

“The Stolen Party” by Liliana Heker

NonFiction Text (Short, Long)

Non-fiction essays, articles, and op-ed pieces from nytimes.org, *Time Magazine*, *The Atlantic Monthly*, etc.

Famous speeches related to the development of humanitarian and civil rights (print sources at Blackpast.org)

"In Defense of a Loaded Word" by T. Coates

Speeches from thebullyproject.com

Psychological Theory: Kohlberg's stages of moral development, Lawrence Kohlberg's Theory of Moral Development Video by Khan Academy at www.khanacademcy.org

Selections from Commonlit.org

Selected pieces of literary Criticism from online and print sources including those from Bloom's Guides and the Gale databases in the CHS library

Selections by Ta-Nehisi Coates ("In Defense of a Loaded Word" and excerpts from *Between the World and Me*)

Selections by Gloria Naylor ("The Meanings of a Word")

Selected pieces of literary criticism such as: " Scout's Identity Challenge and Evolution in the Novel" by K. Seidel, Bloom's Guides

Non-fiction articles, essays, and op-ed pieces from nytimes.org, Time Magazine, The Atlantic Monthly, etc.

Selections from *The Tipping Point, David and Goliath,* and *Outliers* by M. Gladwell in reference to the role environment plays in the development of identity in a culture

"Insider Christopher's World: An Autistic Perspective" by Nomi Kam

Visual Text (Art, Photography, Infographic, Film)

Youtube videos depicting the controversial Scottsboro Boys Trial in the 1930's

The Hidden History and the Quest for Civil Rights: The Scottsboro Boys (Emory University Professor Carol Anderson) at www.youtube.comCivil Rights videos at HistoryChannel.com

Artistic and photographic depictions of civil rights struggles including: The New York Times Online: Lens (Photography, Video and Visual Journalism) entitled "Race, Civil Rights, and Photography" on January 18, 2016

Photographs from Magnumphotos.com

Art collections from Metmuseum.org

Selected film and documentary versions of/or related to texts including To Kill a Mockingbird, The Secret Life of Bees, The Blind Side, and Hidden Figures

1962 film version of To Kill a Mockingbird directed by H. Foote

2009 film version of The Blind Side directed by John Lee Hancock

2008 film version of The Secret Life of Bees directed by Gina Price-Blythewood

2016 film Hidden Figures

Play version of *The Curious Incident of the Dog in the Night-time.*

Independent/Small Group Reading:

Independent reading texts appropriate for student reading level (from personal, classroom, CHS, and public libraries)

Eleanor and Park by R. Rowell

The Glass Castle by J. Walls

The Curious Incident of the Dog in the Night-Time by M. Haddon

The Help by K. Stockett

Selections from *I Know Why the Caged Bird Sings* by M. Angelou

The Montgomery Story by M. Luther King Jr.

Literature Circle

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

Sold (Patricia McCormick)

Speaking and Listening

Scottsboro Boys Trial Timeline at pbs.org

Revisionist History: Miss Buchanan's Period of Adjustment by M. Gladwell (Podcast on July 1, 2016)

Podcast selections that consider topics such as racism and discrimination in regard to identity on:

npr.org (August 16 and August 18 2017)

theguardian.com (May 31, 2017)

nytimes.com (September 15, 2016)

Revisionist History by M. Gladwell (July 1, 2016)

Selected youtube.com audio recordings of speeches by civil rights orators such as Martin Luther King Jr., John Lewis, and Josephine Baker

Blackpast.org print speeches by civil rights orators such as Martin Luther King Jr., John Lewis, and Josephine Baker

Selected TEDtalks

Writing (Narrative, Informational, Argument):

Development of a personalized vocabulary list using a mentor text (*To Kill a Mockingbird*) that will then be used in contextual writing related to the original work studied

Write focused paragraphs in response to both open-ended and guided prompts that reflect an understanding of purpose/content, structure, and language

Craft an argumentative thesis as a part of a developed persuasive essay

Use of literary criticism including works from the Cranford High School Media Center as well as from works such as *To Kill a Mockingbird: Threatening Boundaries* by C. Johnson

Create a collaborative narrative chapter, mirroring an author's use of voice and language, to be inserted into a text being studied in class

Writing activities from *Patterns in Literature: America Reads* Ed. E. Farrell, O. Clapp, and K. Kuehner

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