Self-Empowerment through Non-Conformity and Rebellion

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **9-10 weeks**
Status: **Published**

Brief Summary of Unit

Focus: "With rebellion, awareness is born." *Albert Camus*

This unit is designed for students to begin to see the value in challenging authority to strengthen one's moral purpose. Students will read a variety of fiction and nonfiction texts to understand a wide range of cultures or go in depth to explore how language emoldens rebellious behavior. Students will draw interdisciplinary connections between literature, nonfiction, and history. The historical context of cultural rebellion will be paired with canonical and contemporary texts in order for students to consider the value of non-conformity in a society. Does rebellion always lead to self-empowerment? Can disobedience lead to progress? Does every generation have the right to dismantle the established norms? Students will be able to reflect on their own morality, and use that as a springboard to understand the role of rebellion within the family unit, the community, and the world. In addition to critically reading a range of texts, students will also sharpen their writing, speaking, listening, and research skills through various activities. Students will develop critical thinking, empathy, and problem solving skills throughout this unit.

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

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.

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: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, and religious tolerance.

9.4.12.CI	Creativity and Innovation
	With a growth mindset, failure is an important part of success.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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.
	Innovative ideas or innovation can lead to career opportunities.
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).
9.4.12.CT	Critical Thinking and Problem-solving
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).
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
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.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
9.4.12.DC	Digital Citizenship
	Range of Reading and Level of Text Complexity
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.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.
	Cultivating online reputations for employers and academia requires separating private and professional digital identities.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
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).
	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
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.9-10.9	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.
9.4.12.IML	Information and Media Literacy
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.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.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
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.
9.4.12.TL	Technology Literacy
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
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.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	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).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
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.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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.9-10.4	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.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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.9-10.2.C	Spell correctly.
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.9-10.4.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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role

	in the text.
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.

Essential Questions/ Enduring Understandings

- Authors create characters with relatable problems, traits and flaws.
- How are an individual's morality affected by their needs?
- How can real-world experiences inform fictional texts?
- How do authors foster a sense of empathy in readers through their characters?
- How does an author use narrative techniques to develop characters?
- How does one's environment influence her sense of morality?
- How have themes developed across multiple generations of literature?
- How should society treat individuals with drastically differing values?
- Incorporating narrative writing techniques into character development.
- Individuals have a right to pose questions to bring about change
- Is rebellion a necessity in growing up?
- Is rebellion a right or a privilege?
- Rebellion is a fundamental process in growing up
- Should societies segregate based on values?
- The evolution of themes reflect generational norms and values

Students Will Know/Students will be skilled at

- Students will be skilled at: Analyzing literary works through a given framework
- Students will be skilled at: Developing a research question
- Students will be skilled at: Fostering empathetic emotions through persuasive and narrative writing
- Students will be skilled at: Identifying pertinent information in a text
- Students will be skilled at: Identifying various literary devices in complex texts.
- Students will be skilled at: Writing purposeful first-person narratives
- Students will be skilled at:How to connect themes across generations of texts
- Students will know: How to analyze a work of fiction using the traditional plot triangle pyramid.
- Students will know: How to develop a research question from a literary work
- Students will know: How to develop intertextual relationships between fiction and non-fiction texts
- Students will know: How to incorporate sources into argumentative writing
- Students will know: How to write first-person narratives with a goal in mind

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

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, 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 "Self-Empowerment through Non-Conformity and Rebellion, and is centered on the Albert Camus quotation: "With rebellion, awareness is born." This unit is designed to explore the value of challenges to authority while strengthening one's own moral purpose. Students will read a wide range of texts exploring various ways in which language and culture connect to rebellion. The historical context of cultural rebellion will be paired with canonical texts and contemporary texts in order for students to consider the value of non-conformity in society. The goal of this unit is to help students reflect on their own morality, and to use their reflections as a lens through which to examine their family unit, their community, and their world.

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:

- *Romeo and Juliet* by William Shakespeare
- Focus on close reading skills, prediction skills, and analysis of major themes throughout the play

Listening (whole class text):

- Romeo and Juliet, Digital Theater Broadway Production
- Focuses on taking notes while listening, analyzing stage directions, and making connections to other texts throughout the unit

Speaking:

- Engage in narrative writing workshop to "rewrite the ending" and perform new endings
- Read *Romeo and Juliet* aloud in class- review strategies for performing a play (stage direction, movement tableaux, levels and placement on "stage"

Argumentative Essay:

- Students read the following nonfiction articles: “Adolescence and the Teenage Crush”; “Do Juvenile Killers Deserve Life Behind Bars”; “Should we scoff at the idea of love at first sight?”
- Focuses on creating an argument, selecting evidence, synthesis skills, crafting introductions and conclusions: Who was responsible for the deaths of Romeo and Juliet?

Narrative Writing:

- Engage in narrative writing workshop to "rewrite the ending" and perform new endings
- Focuses on dialogue, word choice, tone and mood

Literature Circle:

- Selected YA novels that reflect similar decision making skills as seen in Romeo and Juliet
- Focuses on elements of characterizations and author's craft of character motivations, decision making, analysis of character development

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)

Romeo and Juliet by W. Shakespeare

Selections from *Norse Mythology* by Neil Gaiman

"Benediction for Prom Night" by Cristine O'Keefe Aptowicz

"The Road Not Taken" by Robert Frost

"Do No Go Gentle into That Good Night" by Dylan Thomas

Selections from CommonLit, including:

“Blink of an Eye”
“Endless Summer Job”

NonFiction Text (Short, Long)

"What Do Teen Relationships Really Look Like?" by Kailey Hockridge

"How Fictional Dating Has Ruined Real Dating for Teens" by Ana Mathews

"Adolescent Angst: 5 Facts About the Teen Brain" by Robin Nixon

"Beautiful Brains" by David Dobbs

Excerpts from *Cinderella Ate My Daughter*

Selections from CommonLit:

“Adolescence and the Teenage Crush”
“Do Juvenile Killers Deserve Life Behind Bars”
“Should we scoff at the idea of love at first sight”
“The Lure of Shakespeare”

Visual Text (Art, Photography, Infographic, Film)

Painting: Frederic Lord Leighton's *The Reconcilliation of the Montagues and the Capulets*

Infographic: "Speak Out Against Teen Dating Violence"

Infographic: "Four Key Parenting Styles"

Vogue Magazine "Tainted Love" *Romeo and Juliet* cover

Film Excerpts from *Romeo and Juliet*

Film Excerpts from *West Side story*

Film Excerpts from *Warm Bodies*

Digital Theater performances

Independent/Small Group Reading:

Unbroken by Laura Hillenbrand by Jeff Hobbs

Boys in the Boat by Daniel James Brown

Hillbilly Elegy by JD Vance

Girls Like Us by Rachel Lloyd

Educated by Tara Westover

The Liars' Club by Mary Karr

The Heart and the Fist by Eric Greitens

The Other Wes Moore by Wes Moore

Ms. Marvel by G. Willow Wilson

Literature Circle

The Secret Daughter by Shilipi Somaya Gowda

Behind the Beautiful Forevers by Katherine Boo

Little Princes by Conor Grennan
Sold by Patricia McCormick

Speaking and Listening

1961 Caedmon Records full cast audio edition of *Romeo and Juliet*

Various TEDtalks: Insight into the Teenage Brain by Adriana Galvan, The Mysterious Workings of the Adolescent Brain by Sarah Jayne Blakemore

The Moth

RadioLab

PBS Newshour

StoryCorps

Digital Theater performances

Writing (Narrative, Informational, Argument):

Sample student letters including: "A Letter from a Teen to Her Mom" by Shosh Greenberg as well as previous student drafts

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:

- MLA Guide
- Journal Storage (JStor)
- Evaluation of sources used in classroom discussions
- 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

- *Shakespeare Set Free: Sourcebook for Classroom Teachers*, Folger Shakespeare Library
- *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