A Loss of Innocence

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

Brief Summary of Unit

Focus: "Experience, which destroys innocence, also leads one back to it." - James Baldwin

Summary: This unit centers on the theme of a loss of innocence. Students will focus on the realities of the world that come with growing up and becoming adults. Larger questions about adulthood will be tackled by students through whole class and differentiated texts. There will be an emphasis on introducing and mastering literary terms and figurative language, as well as revisiting core reading and writing practices to strengthen overall skill. Students may complete multigenre projects or participate in literature circles. Personalized learning will allow for students to write and reflect on their own experiences as teenagers struggling to enter the world of adulthood. Students will learn about the writing process and engage in different genres of writing, which may be modeled on the works they have read. Students will prewrite, draft, revise, edit, and publish.

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.

	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.9-10.4	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.9-10.6	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.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.9-10.2	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.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.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.9-10.3.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.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.9-10.6	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.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.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.9-10.3	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.9-10.6	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.9-10.2	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.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.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
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 mentor texts aid in the writing process?
- What is MLA format? Why is it beneficial in academic writing?
- What type of figurative language is used in the text? What is the function of the literary devices?
- Do adverse events have the capability to steal the innocence of youth?
- How can students apply the major themes from literature into their own lives?
- How can visual literacy aid in critical thinking skills and enhance comprehension?
- How do children enter the world of adulthood?
- How do culture and values contribute to a loss of innocence?
- How do individuals come to understand their own flaws?
- How does a child's perspective of the world differ from an adult's?
- How is an essay structured? What should be included in the introduction, body, and conclusion?
- Is a loss of innocence different today than it was in the past?
- What happens when children grow up too quickly?
- What is a loss of innocence? Is the loss of innocence inevitable?

Students Will Know & Students Will Be Skilled At

- connect how the point of view or purpose relates to the content and style of a text.
- different figurative and oratorical devices used within a text and their purpose.
- how to analyze complex characters and personalities over the course of a text and connect to the development of the overall theme.
- how to connect the loss of innocence to literature and their own lives.

- how to read and comprehend nonfiction and fictional literature.
- identify the structure of texts. Show how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the literature as a whole.
- integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- make inferences and connections (text to text, text to self, text to world)
- MLA format and it purpose when writing.
- summarize, analyze, and cite specific textual evidence to show understanding of text.
- that the theme of a literary work is shaped and refined by specific details in a text.
- the different modes of writing: explanatory, persuasive, and narrative.
- write coherently in a variety of modes and purposes.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times 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, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Narrative Writing Samples
- Annotation Assessment

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- PSAT (grades 10-11)
- Midterm and Final Exams
- IXL

- Create writing samples using mentor texts to guide student writing to match individual focus areas.
- Document based question and answer to demonstrate a recall of facts and textual support.
- Engage in one on one, full group and small group discussions.
- Engage in peer editing and peer revision to show understanding of writing conventions.
- Formative and summative assessments to determine post and prior knowledge.
- Varied writing assessments in order to demonstrate understanding of writing conventions and literary texts.
- Complete open-ended journal questions and participate in student-led activities that encourage textual analysis and evaluation.
- Debate the issues of a flawed society today and in the past.
- Engage in drafting essays of analysis and persuasion using brainstorming, drafting, editing, and revising.
- Extend learning via a collaborative, creative project that is shared with the class.
- Participate in oral socratic seminars and discussions that included the information gleaned from literature and nonfiction.
- Relate the experiences of the characters to a student's personal experiences and society today through writing, discussion, research, and projects.
- Write across genres to show understanding of multi-genre writing.

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 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 will focus on "A Loss of Innocence" and is centered on the quotation by James Baldwin: "Experience, which destroys innocence, also leads one back to it." Within this unit, students will focus on the realities that come with growing up and adulthood. Students should think critically about the different influences that force or encourage someone to grow up. This unit will focus on a multitude of issues that exist within the confines of our community, but also that scale beyond it. Texts and discussion can be centered around social issues such as racism, poverty, mental health, and gender. Texts can also focus on friendship, heartbreak, and sexuality. This contrast should highlight that individuals are constantly navigating the world, which encourages growth, development, and maturity, but also opens the individuals eyes to the harsh reality

of America and the world at large.

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 (backwards design)
- Find multimodal mentor texts for reading and writing mini lessons
- Create scaffolds for student reading and writing
- Create formative assessments (reading checks, exit slips, etc.)
- Collaborate with colleagues to design small units within the larger unit
- Reflect on previous teaching practices and pedagogy to inform planning
- Review student modifications and accommodations

Sample Unit Planning

Whole Class Text:

- ***The Things They Carried*** **by Tim O'Brien**
    - Focuses on annotation, reading comprehension, characterization, literary devices, and making connections to other sources
- **Short stories (teacher-selected)**
    - Focuses on annotation, reading comprehension, finding symbols, characterization, and making connections to other texts
    - Focuses on using graphic novel techniques, dialogue, inner thinking, and making connections to other texts in the unit

Poetry:

- **Various works by Emily Dickinson & Edgar Allen Poe**
    - Focuses on understanding of figurative language, poetic devices, word relationships, and nuances in word meanings
    - Integrates grammar review into the context of writing

Research Project/Exposition:

- **Searching for contemporary articles to support the ideas and themes found in the fiction literature**
    - Focuses on finding credible sources, mastering MLA format, organizing information, bias, author's tone/voice, etc.
    - ex. Researching PTSD in connection to Tim O'Brien's *The Things They Carried*

Narrative Writing:

- **Writing sample based on summer reading assignment**
    - Focuses on demonstrating comprehension of chosen text while utilizing writer's choice
- **Student poems**
    - Focuses on demonstrating writer's craft, using mentor texts to guide use of literary and poetic devices

Expository Writing:

- **Students write and present their reflections in response to *The Things They Carried***
    - Focuses a clear, focused explanation of a particular topic or idea

Speaking:

- **Present presentations to the class community in response to summer reading assignment**
    - Focuses on posture, eye contact, volume, presenting with a group, creating presentations
- **Peer editing during "Reading & Writing Boot Camp"**
    - Focuses on how to participate in a conversation by asking questions, setting revision goals, and navigating feedback

Listening:

- **Small group discussions during class**
    - Focuses on how to participate in a conversation by asking questions, actively listening, and extending upon peers
- **Listening to various podcasts that connect to the overarching themes and topics of chosen texts**

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

Suggested Instructional Materials:

FICTION

Common Reading (whole class fiction texts):

- *The Bean Trees* by Barbara Kingsolver
- *The Things They Carried* by Tim O'Brien
- *The Color Purple* by Alice Walker
- *Anthem* by Ayn Rand
- *Monster* by Walter Dean Myers (graphic novel)

Differentiated Reading (can be novels, poetry, short stories, etc.):

Novels:

- *The Hate U Give* by Angie Thomas
- *Simon vs. the Homo Sapien Agenda* by Becky Albertalli
- *Small Great Things* by Jodi Picoult
- *Persepolis* by Marjane Satrapi
- *Perks of Being a Wallflower* by Stephen Chbosky
- *A Separate Peace* by John Knowles
- *The Catcher in the Rye* by J.D. Sallinger
- *Speak* by Laurie Halse Anderson

Poetry:

- Selections from Walt Whitman
- Selections from Maya Angelou
- Selections from Cristina O'Keefe Aptowicz
- Selections from Dylan Thomas
- Selections from Edgar Allan Poe
- Selections from T.S. Elliot
- Sections from Ralph Waldo Emerson
- Selections from Henry David Thoreau
- Selections from William Blake
- Selections from Emily Dickinson
- Selections from W.B. Yeats
- Selections from Langston Hughes
- Selections by Emily Dickinson
- Music and lyrics from classical and contemporary songs

- Selections from Poetry Foundation

Short Stories:

- "Winter Dreams" by F. Scott Fitzgerald
- Selections from Ray Bradbury
- Selections from CommonLit

NONFICTION

NonFiction Text (Whole Class Texts or Differentiated Reading):

- *The Color of Water* by James McBride
- *The Short and Tragic Life of Robert Peace* by Jeff Hobbs
- *Uncle Tom's Cabin* by Harriet Beecher Stowe
- *The Narrative of Fredrick Douglass* by Frederick Douglass
- "I Have a Dream" by Martin Luther King
- "Ain't I a Woman" by Sojourner Truth
- Speech to the First Women's Rights Convention
- *Fast Food Nation* by Eric Schlosser
- *I am Malala* by Malala Yousafzai
- "Nobel Peace Prize Acceptance Speech" by Elie Wiesel
- *Into Thin Air* by Jon Krakauer
- *Into the Wild* by Jon Krakauer
- *Wild: From Lost to Found on the Pacific Crest Trail* by Cheryl Strayed
- *Girl Rising: Changing the World One Girl at a Time* by Tanya Lee Stone
- *Fight Like a Girl: 50 Feminists Who Changed the World* by Laura Barcella
- *Feminism Reinventing the F-word* by Nadia Abushanab Higgins
- *Beyond Magenta: Transgender Teens Speak Out* by Susan Kuklin

Nonfiction Text (Online selections):

- Selections from Newsela
- Selections from *The Atlantic Monthly*
- Selections from *PBS Newshour*
- Selections from NPR
- Selections from The New York Times
- Selections from The Asbury Park Press
- Selections from The Washington Post
- Selections from Psychology Today
- Selections from BBC News
- Selections from *Time Magazine*
- Selections from CHS Library Databases
- Selections from CommonLit
- Other online news sources/articles are acceptable.

Visual Text (Art, Photography, Infographic, Film):

- Art Collections: http://www.metmuseum.org/

- Infographics from the National Institute of Health
- https://www.gettyimages.com/
- Other visual texts are acceptable

Speaking and Listening:

- Serial: https://serialpodcast.org/
- Hidden Brain: http://www.npr.org/podcasts/organizations/1
- This American Life: https://www.thisamericanlife.org/podcast
- NPR: http://www.npr.org/
- Ted Radio Hour: http://www.npr.org/programs/ted-radio-hour/?showDate=2017-07-28
- American History Tellers
- Freakenomics
- The Moth
- Story Corp
- Ted Talks
- Author Talks
- Start with the Why by Simon Sinek
- Netflix & Hulu Episodes
- Documentaries

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- The Best American Short Stories Series, by year
- The Best American Essays Series, by year
- Player's Tribune
- The New York Times
- PBS News Hour
- The Atlantic
- *Don't Call me Princess* by Peggy Orenstein
- The Washington Post
- Teen Ink
- *The Things They Carried* by Tim O'Brien
- The Moth
- StoryCorp
- Excerpts from Stephen King's *On Writing*
- *Everything's an Argument* by by Andrea Lunsford, John Ruszkiewicz, and Keith Walters

Research:

Cranford High School Media Center Databases:

- Journal Storage (JStor)
- EBSCO Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times

- Salem History Database
- Salem Literature
- Goodreads
- Reading Rants
- History Channel
- Easybib.com
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl: https://owl.english.purdue.edu/owl/

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive
- SORA
- CommonLit
- Newsela
- DigitalTheatre+
- Swank
- TurnItIn
- Kami
- Voice memo application (ex. Vocaroo)
- Podcasting studio
- Audible
- Padlet
- Jamboard
- Socrative.com
- Poll Everywhere
- Remind.com
- Soundcloud, Spotify, Apple Music, etc.
- Netflix, Hulu, Disney+, etc.
- 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.

Possible accommodations and modifications include:

- Access speech-to-text function on 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 compete 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,, audio version of printed 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 interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines
- Create calendars to help students manage deadlines

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