Belonging and Advancement in Society

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

Brief Summary of Unit

Focus: "That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong." - F. Scott Fitzgerald

Summary: This unit is designed for students to begin to see how an individual is impacted by the structure of their society and culture, as seen in their school, community, city, country, and beyond. Students will read a variety of fiction and nonfiction texts to understand a wide range of social structures and explore ideas of social mobility and opportunity based on social status. Students will draw interdisciplinary connections between literature, nonfiction, and history. The historical context of different socio-ecomic classes will be paired with contemporary texts in order for students to consider real world issues and problems surrounding different societies. How does society impact how an individual relates to others? What experiences do people have between different social classes? Is mobility possible, and how do we achieve equality? Students will be able to reflect on their own experiences and use that as a springboard to understand the social issues from different points in time. In addition to critically reading a range of texts, students will also sharpen their writing skills, speaking, listening, and research skills through various activities. Students will develop critical thinking, empathy, and problem solving skills through 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.

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.
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.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	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.9-10.9	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).
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.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
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.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.B	Use a colon to introduce a list or quotation.
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

- Do the values of the 21st Century inhibit or enhance indivial freedom and growth?
- How and why are oratorical devices, repitition, restatement, parallel structure, etc.. used with a literary work?
- How and why do societal valueschange? What are the benefits and consequences of the change?
- How and why have the roles of men and woman in a culture changed?
- How can visual literacy aid in critical thinking skills and enhance comprehension?
- How does literature and artwork reflect the attitudes, culture and traditions of people?
- How is an comentary essay structured? What is neccesary to deeply analyze passages from works of literature?
- What are cultural norms? Why are they created and sustained?
- What are similes, metaphors, personification, hyperbole, etc? How are they used within a text and why?
- What are the necessary skills for effective oral communication?
- What is essentially the difference between an expository, narrative and a persuasive text?

- What is literary theory, and how can it be applied?
- What is MLA format and how is it used in a writing assignment or research?
- Why are religion and traditions so closely connected?

Students Will Know & Be Skilled At

- how to effectively use context clues to define words.
- how to write using effective conventions of grammar and syntex.
- the process for reading and comprehending literature.
- the techniques for identifying the central idea and theme in a text.
- writing in a variety of modes: expository, narrative and persuasive.

Evidence/Performance Tasks

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

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

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

Formative:

- Teacher Observations
- Socratic Seminars/Fish Bowls
- 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 Assessment:

- Literary analysis essay
- Choice board (text-to-text connections, artistic connections, narrative writing, etc.)
- Literary based summative assessment - Multiple choice and open-ended
- Novel cover analysis project
- Analysis through colorOn-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

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

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 modelling 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 grade 10; 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 during the tenth grade targets not only comprehension, but also analysis. Students read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study includes the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. 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 will be chosen from the reading material.

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 focuses on "Beloning and advancing in society" and is centered on the quotation by F. Scott Fitzgerald: "That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong." This unit is designed for students to begin to see how societal strucutes and social status affects thier expirence of school, community, culture, country and beyond. Students will read a variety of fiction and nonfiction texts to understand a wide range of social structures and explore ideas of social mobility and opprotunity based on social status. Students will draw interdisciplinary connections between literature, nonfiction, and history. The historical context of different socio-ecomic classes will be paired with contemporary texts in order for students to consider real world issues and problems surrounding different societies. How does society impact how an indivial relates to others? What expirences do people have between different social classes? Is mobility possible, and how do we achieve equality? Students will be able to reflect on their own expirences and use that as a springboard to understand the social issues from different points in time. In addition to critically reading a range of texts, students will also sharpen their writing skills, speaking, listening, and research skills through various activities. Students will develop critical thinking, empathy, and problem solving skills through this unit.

Sample Unit Planning:

Whole Class Texts:

- *The Great Gatsby*
- Shakespearean Comedy Selection
    - *The Taming of the Shrew*

    - *Two Gentlemen of Verona*
    - *Twelfth Night*
- Analyse color, poetic language, and characterization, as well as societial commentary

Research Project/Exposition:

- What were the roaring 20's? (Prohibition, New Money vs. Old Money, Social Mobility)
- What is Marxism? (Brief introduction to basic Marxism Thoery and Socio-Ecomonics)
- Webquest or Gallery walk on roaring 20's and WWI
- Review of Shakespear and Elizabethian Age
- Use of color in *The Great Gatsby*

Listening:

- Audiobook or audio of a play
- Encourage audio for understanding, then closely analyze small chunks of text

Listening (diffentiated texts):

- The Great Gasby Film
- Recording of a Shakespearean drama using digital theatre

Argumentative Writing:

- Analytical essay using either Marxism or Color in Gatsby
- Argumentative essay on who is the most to blame for the tragedy of *The Great Gatsby*

Speaking:

- Engage in narrative writing workshop with writing partners and small groups
- Read Shakespearean comedy aloud in class- review strategies for performing a play (stage direction, narration, placement on "stage")

Literature Circle:

- Selected poetry and sonnets
- Focus on poetic devices and social commentary

Narrative Writing:

- Narrative writing assuming the identity of a character
- Narrative writing in which student miminics the author's style and use of poetic language

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 Great Gatsby by F. Scott Fitzgerald
- The Color Purple by Alice Walker
- The Color of Water by James McBride
- Death of a Salesman, Arthur Miller
- The Awakening, Kate Chopin
- Twelfth NIght, William Shakespeare

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

Poetry:

- Anne Bradstreet poetry
- Poetry: “The Apartment House” Gerald Raftery
- Selections from Walt Whitman
- Selections from Maya Angelou
- Selections from T.S. Elliot
- Sections from Ralph Waldo Emerson
- Selections from Henry David Thoreau
- Selections from William Blake
- Selections from W.B. Yeats
- Selections from Langston Hughes
- Music and lyrics from classical and contemporary songs
- Button Poetry: https://buttonpoetry.com/

- *Selections from Poetry Foundation

Short Stories:

- The Best Short Stories of 2017 by Meg Wolitzer
- Interpreter of Maladies by Jhumpa Lahiri
- Stories by Sandra Cisneros

NONFICTION

NonFiction Text (Whole Class Texts or Differentiated Reading):

- The American Crisis by Thomas Paine
- The Declaration of Independence
- The Short and Tragic Life of Robert Peace by Jeff Hobbs
- Nickel and Dimed by Barbara Ehrenreich
- The Liars' Club by Mary Karr
- All Souls by Michael Patrick MacDonald
- Educated by Tara Westover
- The Circuit by Francisco Jimenez
- Born a Crime by Trevor Noah
- Americanah by Chimamanda Ngozi Adichie
- Looking for Palestine by Najla Said

Nonfiction Text (Online selections):

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

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

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

- https://www.gettyimages.com/
- Other visual texts are acceptable
- Swank

Speaking and Listening:

- 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
- Serial: https://serialpodcast.org/
- American History Tellers
- Freakenomics
- The Moth
- Story Corp
- Ted Talks
- Start with the Why by Simon Sinek
- Netflix Episodes

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- The Best Short Stories of 2017 by Meg Wolitzer
- The Best Essays of 2017 by Leslie Jamison
- Player's Tribune
- The New York Times
- PBS News Hour
- The Atlantic
- Don't Call me Princess by Peggy Orenstein
- The Washington Post
- The Moth
- StoryCorp
- Excerpts from Stephen King's, On Writing
- Everything's an Argument by by Andrea Lunsford, John Ruszkiewicz, and Keith Walters
- Works by Benjamin Franklin "(Moral Perfection,"* "Franklin and the Gout")
- What is an American? by Michel-Guillaume Jean de Crèvecoeur
- Selections by Walt Whitman*
- The American Crisis by Thomas Paine
- The Declaration of Independence
- Bradford's "Of Plymouth Plantation

- Edward's "Sinners in the Hands of an Angry God."

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

Strategies for Accommodation and Modification

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 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 organizaers, 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; elminate 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
- Use of a calender to manage deadlines

Possible modifications to content during writing workshop include, but are not limited to:

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