Reflection: Life Lessons, Turning Points, and Catharsis

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

Brief Summary of Unit

Focus: "You can't go back and change the beginning, but you can start where you are and change the ending." *C. S. Lewis*

This unit explores and analyzes the universal nature of self-reflection and life lessons. Students will recognize diversity in culture, literature, and people. Students will use a variety of texts to understand authors' writing craft and purpose. The students will actively engage in large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Through an in-depth study of drama, lectures, images, essays, poetry, and prose, the students will explore their understanding of voice and individual choices. Students will also reflect on people, places, or events that changed their lives. Students will understand that reading and writing fiction and nonfiction selections builds and maintains relationships, facilitates innovation, builds effective partnerships, creates empathy, and develops leadership.

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 interests.

Revision: July 2023

Standards

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and

belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

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.

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.12.DC	Digital Citizenship
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, 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.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.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.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	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.11-12.5	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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions/Enduring Understandings

- Do you regret any choices you have made in your life?
- How can reflection be used for personal growth?
- How do individuals including literary figures cope with debilitating illness, oppression, depression, poverty and death of family and friends?
- How do the use of literary devices and figurative language contribute to a theme's complexity?
- How do themes connect across an author's body of work?
- How do themes reflect societal concerns?
- How does an analysis of character, setting and conflict help clarify thematic ideas?
- How does an author's experiences connect to your own?
- How does an author's style, diction and syntax effect a reader's understanding of characterization, conflict, setting and theme?
- How might an author's values and concerns be more clearly revealed in a work of non-fiction?
- How should a written argument be structured in order to present a claim and effective proof?
- In what way are themes in literature universal?
- What criteria should be used to judge the validity of a narrator's observations?
- What significant life experiences have shaped you into the person you are today?

Students Will Know/Students Will Be Skilled At

- Analyzing rhetorical strategies the author used to convey his/her message
- Assessing the author's reliability as a source of information
- Citing strong and thorough textual evidence to support analysis
- Creating an organizational pattern for an original claim
- Determining an author's point of view or purpose in a text in which the rhetoric is particularly effective
- General biographical information about authors' lives
- Historical background of the time period in which a work is set
- How to properly organize body paragraphs to prove a thesis statement
- Interpreting an image or video using VTS, Visual Thinking Strategies
- Interpreting the precise, intended meaning of the figure of speech based on the context in which it is used
- Key communication terms for effective speaking techniques
- Key terms associated with a novel, work of non-fiction, play, short story, or poem that include: exposition, rising action, climax, resolution, flashback, allusion, soliloquy, aside, internal and external conflict, drama, epiphany, catharsis, frame story, sonnet, ballad, point of view, persona, blank verse, iambic pentameter
- Literary and figurative devices such as alliteration, mood, tone, imagery, simile, metaphor, personification, irony, symbolism, hyperbole, paradox, oxymoron, rhyme, and meter
- Modern Language Association formats as they apply to literary analysis
- Parts of the classical argumentation format and terms associated with the construction of an argument which include: claim statement, deductive reasoning, inductive reasoning, analogy, fallacious reasoning, syllogism, and rebuttal

- Strategies to develop effective listening
- Using varied sentence structures and syntactical patterns
- Utilizing effective listening techniques
- Visual Thinking Strategies for images, videos, commercials, lectures, etc

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

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
- Midterm and Final exams
- Common Lit Reading Benchmark, three times per year
- NJGPA
- SAT
- PSAT
- IXL

Other Assessment Ideas:

- Analysis of critical commentary, literary criticism using various databases, CLCs, and Bloom's Literary Database
- Close reading analysis of text using evidence as substantiation, develop notetaking skills and annotations
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation, rehearsal and modeling effective listening and speaking techniques
- Open-Ended Responses in Journal regarding Reflections, Character Development, and/or Life Choices
- Researched Presentations, Biographical, Historical, Psychological and/or Philosophical analysis of a Memoir
- Performance Assessments, including a dramatic reading of a scene, excerpt, or poem that relates to one of the subthemes
- Participate in organized literature circles where students lead discussions about character, conflict and theme and work collaboratively to determine answers to questions posed by teacher and other students
- Evaluate societal concerns reflected through plot and theme
- Cite and interpret quoted material from the text and from literary criticism
- Create a narrative memoir using narrative techniques and factual information in proper MLA format
- Participate in peer and teacher/student critiques to revise and edit their essays
- Create artistic, interactive and/or multimedia projects that suggest an understanding of the text beyond its literal meaning

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 11; 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 eleventh grade targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted 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 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 mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing. Students will participate in individual, partner and group activies including Literature Circles, Socratic Discussions, Jigsaw Methods, and other Cooperative Learning activities.

Students will be taught how to speak and listen in addition to being assessed on these skills. Lessons will include identifying effective speaking and listening strategies, analyzing various techniques for enhancing voice and movement, modeling various effective speakers and listeners strategies, and create opportunities to develop vocal effectiveness and presentation skills. Students will compare directorial liberties in movies and plays.

This unit of study will focus on "Reflection: Life Lessons, Turning Points, and Catharsis" and is centered on the quotation by C.S. Lewis: "You can't go back and change the beginning, but you can start where you are and change the ending."

Teachers may develop additional lessons using these various subthemes: "Better Together", "Endless Possibilities", "Life is an Adventure", "Make it Happen", "Our Generation", "Quest for Meaning".

For this particular unit, teachers should . . .

- Utilize mini-lessons teaching students techniques for writing memoirs
- Have students engage in a thematically-centered memoir literature circle in which they identify the author's purpose in writing his/her memoir
    - Memoirs may Include:
        - Educated
        - Night
        - Rosalie Lightning
        - Born a Crime
        - Me Talk Pretty One Day
        - Every Day I Fight
        - A Moveable Feast
        - Between the World and Me
- Have students keep a digital blog for a set period of time during the unit to encourage continual reflection about a personal topic of their choosing
- Have students create podcasts in order to maintain a verbal memoir of their high school experiences
- Model memoir writing with the students
- Have students write their own memoirs to reflect on a significant life experience
- Have students analyze sonnets by Shakespeare to identify the author's purpose and themes, including
- Have students analyze a theme/ by examining poems and short stories from different historical periods
- Have students track an author's self-reflection across a song's lyrics, such as using the song "100 Years" by Five for Fighting
- Students may write a synthesis essay in which they use multiple sources to make an argument about the unit theme of growth, development, and self-reflection

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.

Potential Instructional Materials

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

Poem: Ode on a Distant Prospect of Eton College, Thomas Gray

Poem: Morning in the Burned House, Margaret Atwood

Poem: Dreams, Linda Pastan

Selected poems by Wiliam Shakespeare

Selected poems by Richard Lovelace

Selected poems by Elizabeth Browning

Selected short stories by Kate Chopin

Selected short stories by James Joyce, including *Araby*

NonFiction Text (Short, Long)

What Adolescents Miss When We Let Them Grow Up In Cyberspace, Brent Staples

Blood, Toil, Tears, and Sweat, Winston Churchill

Morality as Antinature, Nietzsche

Of the Dignity of Meanness of Human Nature, David Hume

Three Types of Friendship- Excerpt from the Nicomachean Ethics, Aristotle

Selections from The New York Times

Selections from The Atlantic Monthly

Selections from The Economist

Selections from *Time Magazine*

Selections from *PBS Newshour*
Selections from *The New Yorker*

Visual Text (Art, Photography, Infographic, Film)

Film: Tuesdays With Morrie

Film:The Five People You Meet in Heaven

- https://www.guggenheim.org/collection-online/ The online Guggenheim Museum, NYC
- https://nmaahc.si.edu/ The National Museum of African American History and Culture, Washinton DC

- http://hispanicsociety.org/museum/ The Hispanic Society Museum, NYC
- https://asiasociety.org/new-york/ Asian Society Museum, New York
- https://www.metmuseum.org/ Metropolitan Museum of Art, NYC
- https://www.moma.org/ Museum of Modern Art, NYC
- https://www.amnh.org/ American Museum of Natural History, NYC
- https://www.nyhistory.org NY Historical Society,NYC
- https://whitney.org/ Whitney Museum of American Art, NYC
- https://thejewishmuseum.org/ The Jewish Museum, NYC
- https://www.themorgan.org/ The Morgan Museum, NYC
- https://nmai.si.edu/visit/newyork/ National Museum of the American Indian, NYC

Independent/Small Group Reading:

Rosalie Lightning by Tom Hart

Educated: A Memoir by Tara Westover

Promise Me, Dad by Joe Biden

A Long Way Gone by Ishmael Beah

Angela's Ashes by Frank McCourt

I Know why the Caged Bird Sings by Maya Angelou

Tuesday's with Morrie by Mitch Albom

The Five People You Meet in Heaven by Mitch Albom

For One More Day by Mitch Albolm

Born a Crime by Trevor Noah

Night by Elie Wiesel

*H is for Hawk b*y Helen Macdonald

A Moveable Feast by Ernest Hemingway

Wild: From Lost to Found on the Pacific Crest Trail by Cheryl Strayed

Eat, Pray, Love: One Woman's Search for Everything Across Italy, India and Indonesia by Elizabeth Gilbert

Me Talk Pretty One Day by David Sedaris

Between the World and Me by Ta-Nehisi Coates

Hunger: A Memour of My Body by Roxane Gay

Every Day I Fight: Making a Difference, Kicking Cancer's Ass by Stuart Scott

Fear and Loathing in Las Vegas by Hunter S. Thompson

Midnight in the Garden of Good and Evil by John Berendt

The Diving Bell and the Butterfly by Jean-Dominique Bauby

Speaking and Listening

Speech: The Lessons of the Ring, Rules a Hobbit Lives by and so Should You, Dan Hooley, Partner with Hong Kong Surgical Specialist

Speech: Poets and Poetry, The Autobiographer of Everybody, Samuel Hazo, Director International Poetry Forum

Speech: Integration and Integrity, The Road to Great Achievements, William J, Byron

Speech: Stuart Scott's 2014 Jimmy V Award Acceptance Speech, ESPYS

Video Clip: Malala Yousafzai, Nobel Peace Prize Lecture

TedTalk: Chimamanda Ngozi Adichie at The Forum recording at the Galle Literary Festival, BBC World Service

"Send in the Clowns" – Broadway Show: *A Little Night Music,* sung by Desiree Armfeldt

"Defying Gravity" – Broadway Show: *Wicked*, sung by Elphaba

"Seasons of Love"- Broadways Show: Rent, sung by Entire Cast

"100 Years"- Song, Five For Fighting, John Ondrasik

Writing (Narrative, Informational, Argument):

Sythesis Essay Prompt including themes of Growth and Development

Reflection Responses on Life Choices, Responding to Trials and Tribulations, and/or Catharsis

Writing Notebook for journals and modeling examples utilizing various authors' writing crafts

Research:

Cranford High School Media Center Databases:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks

- New York Times
- Goodreads
- Historychannel
- 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 Resources:

- Chromebooks/laptops
- Google Classroom or other LMS
- SORA
- Swank Streaming
- Digital Theatre+
- Writing Portfolios
- Writer's Notebook/Journal
- Google Suite
- Voice memo application
- Audible
- Padlet
- Jamboard
- Common LIt
- Newsela
- Socrative.com
- Poll everywhere
- Remind.com
- Soundcloud
- Netflix
- 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 accomodations 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

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