The Individual in Society: What is Our Place in the World?

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **9-10**
Status: **Published**

Brief Summary of Unit

Focus: "To be nobody but yourself in a world doing its best to make you everybody else means to fight the hardest battle any human being can fight." - E.E. Cummings

This unit will create connections between the individual and the society to which they belong. Students will explore the role of the individual in society, the way an individual may influence their society, and how society influences the individual.

These concepts can be explored through options such as a literature circle centering on both modern and canonical dystopian novels. Throughout the unit the students should be exposed to a number of supplemental texts, media, and technology to explore the connections between the individual in the society. These can include personal narratives short stories, films, documentaries, and other pieces that focus on individuals who are trying to discover their place in society, both that in which they are born and that in which they seek to join. Regardless of approach, students should seek to identify the universality of the process of self-discovery and its relationship to one's community.

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.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including

	determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
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.11-12.7	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.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.W.11-12.7	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.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LA.W.11-12.10	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.
LA.SL.11-12.1.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.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions

- How can written language be used effectively for the purposes of communication, critical thinking, and self-reflection?
- How do common themes in literature reflect societal concerns?
- How do societal changes and technological advancements influence writers and the development of literature?
- How does a person cope with disease, hardships, oppression and survive?
- How does a person's desire for growth influence his or her society?
- How does dystopian literature reflect the concerns of the author's society?
- How does exploration lead to personal discovery?
- How does literature provide commentary on present societal concerns?
- How may an analysis of character, setting, conflict, and the author's life experiences reveal and/or clarify thematic ideas?
- What universal themes are explored through Dystopian literature?

Students Will Know/Students Will be Skilled At

- Analyze a piece of literature using the following terms: exposition, rising action, climax, suspense, and resolution
- Analyzing and exploring dystopian concepts through multimodal expressions
- Analyzing connections between multiple diverse texts
- Charting a character's development over the course of a text
- Different types of propaganda, including bandwagon, testimonials, and card stacking
- Dystopian concepts, including the role of government, interpersonal relationships, and portrayal of the outside world
- How characters are developed through the following stages: emotional and physical descriptions, internal and external conflicts, and epiphanies
- How to brainstorm a topic and create a thesis statement
- How to draw inferences through reading passages, including the following terms and devices:

allusions, symbolism, tone, mood, irony, personification, and hyperbole

- How to organize body paragraphs to prove a thesis statement
- Identifying textual evidence to support a claim
- Strategies to create a well-developed introduction and conclusion of an essay
- The relationship between individualism and otherness

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

Additional Ideas:

- Participate in literature circles where students lead discussions about character, theme, and conflict
- Participate in small and large group activities and discussions
- Trace character development through graphic organizers
- Determine themes though analyzing the literature
- Create a literature log or reflective journal of character's growth
- Brainstorm and draft open-ended and essay topics on themes related to the texts
- Evaluate the need for personal exploration
- Determine coping skills for the various characters that resolve an internal or external conflict
- Complete a Multi-Genre project in literature circles
- Write a literary analysis paper incorporating research and proper MLA format

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 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, 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 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; modellng 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.

Students will be taught how to speak and listen in addition to being assessed on these skills.

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

This unit of study will focus on " The Individual in Society: What is Our Place in the World?" and is centered on the quotation by author E.E. Cummings: "To be nobody but yourself in a world doing its best to make you everybody else means to fight the hardest battle any human being can fight." Specifically, this unit will use dystopian literature for discussion and analysis of its purpose in reflecting both the contemporary concerns of its authors as well as modern concerns of its readers. This unit is designed to allow teachers to assign books as either whole-class texts or as literature circle texts, depending on the needs of their students. This unit should cover the conventional elements of dystopian fiction, including the role of government, propaganda, the protagonist's rebellion, etc. to facilitate student exploration and discussion of the literature's relevance to current events and their own beliefs/experiences.

For this particular unit, teachers should . . .

- Identify dystopian texts for whole-class or literature circle instruction
- Plan activities to relate dystopian literature to contemporary and modern events
- Prepare for conferences with students, both individually and in small groups
- Generate a list of skills students will master in this unit
- Generate a list of topics within dystopian literature students will learn and apply in this unit
- Create a summative assessment for students to demonstrate their understanding of dystopian elements

Potential lesson plans/activities may include:

- Create a multi-genre project that reflects multiple perspectives of dystopian elements
- Track dystopian elements and propaganda techniques over the course of a text
- Partner debates reacting to texts in class, including fiction and non-fiction selections such as *1984*, *The*

Handmaid's Tale, and "The Need for a New Individualism"
- Tracking of arguments in podcasts and connecting to events in a text, including through the use of *American History Tellers*
- Perform research to identify policies of modern governments and compare with dystopian elements
- Perform a jigsaw discussion to meet with students reading different dystopian literature circle texts and discuss a specific aspect of dystopian texts
- Use an Article of the Week format to have students annotate, react to, and write about current events that relate to the purpose of the unit
- A series of mini-lessons modeling how to write op-ed articles, followed by time for students to incorporate the day's mini-lesson into their own writing and for the teacher to conference with students
- Students craft pieces of propaganda for their literature circle novel, a historical event, or a current event, writing an accompanying analysis of their use of propaganda techniques
- Students write a narrative piece identifying a moment when they realized their place in society or when they felt like they did not fit in with American society

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

Instructional Materials

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

Harrison Bergeron by Kurt Vonnegut

The Minority Report by Philip K. Dick

All Summer in a Day by Ray Bradbury

A Sound of Thunder by Ray Bradbury

21279 by Ray Bradbury

The Pedestrian by Ray Bradbury

The Veldt by Ray Bradbury

There Will Come Soft Rains by Ray Bradbury

Tenth of December: Stories by George Saunders

NonFiction Text (Short, Long)

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)

Bladerunner

Mad Max

Children of Men

The Hunger Games

The Matrix

The Lego Movie

Wall-E

A Scanner Darkly

V for Vendetta

<u>Independent/Small Group Reading:</u>

Brave New World by Aldous Huxley

1984 by George Orwell

The Handmaid's Tale by Margaret Atwood

Watchmen by Alan Moore

Looking Backward by Edward Bellamy

V for Vendetta by Alan Moore

Lord of the Flies by William Golding

Fahrenheit 451 by Ray Bradbury

Never Let Me Go by Kazuo Ishiguro

Ready Player One by Ernest Cline

The Road by Cormac McCarthy

Speaking and Listening

TED Talk - "Connected, but Alone?" by Sherry Turkle

TED Talk - "The Day I Stood Up Alone" by Boniface Mwangi

Freakonomics - "Save Me from Myself"

The Moth - "All At Sea" by Tim FitzHigham

American History Tellers - The Cold War

Selections from *RadioLab*

Selections from PBS Newshour

Selections from *The Moth*

Writing (Narrative, Informational, Argument):

Teacher-created graphic organizers and writing samples

The New York Times

The Atlantic

The Washington Post

Teen Ink

Excerpts from Stephen King's, *On Writing*

Research:

Cranford High School Media Center Databases:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- History Channel
- 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

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

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