

# English I - Unit VI - The Novel

Content Area: **English**  
Course(s):  
Time Period: **Marking Period 2**  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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<p><b><u>NJ Diversity Initiative Connections: New Jersey State Code (18A:35-4.36a)</u></b></p> <p>requires that all curricula include instruction on diversity and inclusion, with regard to economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. Additionally, for middle and high school curricula, Code (18A:35-4.35) requires Boards of Education to include the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people in appropriate places in middle school and high school curricula.</p>	<p><b>The 57 Bus, by Dashka Slater</b></p> <p>This nonfiction book for teens about race, class, gender, crime, and punishment tells the true story of an agender teen who experienced violence by another teen while riding a bus in Oakland, California.</p>

## THE NOVEL

### Learning Objectives

- 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 such effects as mystery, tension, or surprise.
- 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.
- Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place and informal tone)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Respond to assigned secondary, informational readings and/or short videos
- Respond to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and figurative language

## **Essential Skills**

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## **Reading Skills**

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- Formulate an objective (free of personal bias) summary of the text (RL.9-10.2)
- Analyze character interactions as they develop plot (RL.9-10.3)
- Analyze how a particular point of view or cultural experience is reflected in a text (RL.9-10.6)
- Analyze how culture impacts a particular point of view (RL.9-10.6)
- Analyze the text for inferred and literal meanings (RL.9-10.1)
- Determine formal vs. informal tone (RL.9-10.4)
- Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text. (RL.9-10.10)
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience (RL.9-10.1)
- Evaluate simple and complex relationships and/or events on plot development (RL.9-10.3)
- Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge (RL.9-10.9)
- Identify cumulative impact of word choice on meaning and tone (RL.9-10.4)
- Make personal connections, make connections to other texts, and/or make global connections when relevant (RL.9-10.1)
- Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text (RL.9-10.9)
- Understand and describe how an author has chosen to structure a text and order events within it (RL.9-10.5)
- Use the text to draw conclusions about the theme/central idea (RL.9-10.2)

## **Speaking/Listening Skills**

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- Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary (SL.9-10.6)

- Adapt speech delivery to audience and purpose (SL.9-10.6)
- Articulate ideas clearly and persuasively in a discussion (SL.9-10.1)
- Effectively participate in one-on-one, group, and teacher-led discussions (SL.9-10.1)
- Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. (SL.9-10.5)
- Evaluate the credibility and accuracy of each source (SL.9-10.2)
- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant (SL.9-10.3)
- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective (SL.9-10.4)
- Listen to and evaluate multiple sources of information in diverse formats and media (SL.9-10.2)
- Organize, develop, and produce a presentation in a style appropriate to my purpose and audience (SL.9-10.4)
- Refer to evidence from texts and other research (SL.9-10.1)
- Reflect, evaluate and respond to comments made by peers during discussion (SL.9-10.1)
- Summarize where others agree and disagree with ideas and perspectives (SL.9-10.1)

## Language Skills

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- Apply knowledge of language to comprehend more fully when reading, listening, or speaking (L.9-10.3)
- Acquire general academic words from content-specific written texts (L.9-10.6)
- Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) (L.9-10.5)
- Apply knowledge of language to make effective choices to shape the meaning and style (L.9-10.3)
- Apply knowledge of language to understand how language functions in different situations (L.9-10.3)
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work (L.9-10.3)
- Consult reference materials to derive word meanings and correct pronunciation of words (L.9-10.4)
- Identify and use various types of phrases and clauses (L.9-10.1)
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level (L.9-10.6)
- Interpret and analyze the use of figurative language within a text (L.9-10.5)
- Know and use standard English spelling conventions (L.9-10.2)
- Know sentence variety patterns (L.9-10.1)
- Trace the etymology of words (L.9-10.4)
- Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) (L.9-10.1)
- Understand the differences between a phrase and a clause (L.9-10.1)
- Use a colon to introduce a list or quotation (L.9-10.2)
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses (L.9-10.2)
- Use context clues to derive word meaning ( connotation, denotation, word position and function) (L.9-10.4)

- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns (L.9-10.4)
- Vary sentence structure to convey specific meaning and interest in writing and presentation (L.9-10.1)

## Writing Skills

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- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. (W.9-10.9)
- Assess whether information from reliable and authoritative sources is relevant (W.9-10.8)
- Conduct research drawing on multiple sources (W.9-10.7)
- Determine and address the audience appropriately (W.9-10.4)
- Determine how many facts, definitions, details, quotations and other information are needed (W.9-10.2)
- Determine writing task type and its appropriate organizational structure (W.9-10.4)
- Develop an inquiry question (W.9-10.7)
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) (W.9-10.2)
- Identify and understand the writing purpose (W.9-10.4)
- Introduce a topic arranging ideas, concepts, and information to show interrelationships (W.9-10.2)
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience (W.9-10.5)
- Understand and utilize appropriate style (W.9-10.4)
- Understand writing as a process (W.9-10.5)
- Use technology proficiently for production, publication, and collaboration (W.9-10.6)
- Utilize quotes within writing to further claims (W.9-10.8)
- Write a concluding statement that supports the information presented (W.9-10.2)
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences. (W.9-10.10)

## Standards

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ELA.R	Reading
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.W	Writing
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	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.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions

of the discipline in which they are writing.

ELA.W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
ELA.W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
ELA.W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
ELA.W.IW.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.
ELA.W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA.W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.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.
ELA.W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
ELA.W.NW.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.
ELA.W.NW.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.
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.9–10.5	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.
ELA.W.SE.9–10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and

audiences.

## **Instructional Tasks/Activities**

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- Articulate the theme and select textual evidence to display theme.
- Consider the importance of setting.
- Define and find examples of foreshadowing in each work.
- Define and find examples of internal and external conflict.
- Discuss and find examples of foils, characters whose role and function is opposite to, or provides a significant contrast with, that of another character.
- Discuss characterization in each novel, including flat vs. round characters, static vs. dynamic characters, and direct vs. indirect characterization.
- HAUNTING OF HILL HOUSE BY SHIRLEY JACKSON (HONORS)
- Identify the use of symbolism in each work.
- Identify verbal, dramatic, and situational irony.
- Introduce each novel study with background knowledge about the author and relevant historical background
- Isolate, define, and use new vocabulary
- KINDRED BY OCTAVIA BUTLER (HONORS)
- LOTF Novel Packet
- LOTF Survival Guide
- SECRET LIFE OF BEES BY SUE MONK KIDD (HONORS)
- Students will participate in Socratic seminars and fishbowl discussions to discuss character, plot, theme, and symbolism.
- The 57 Bus, by Dashka Slater

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project

- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## Resources

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- “Story in Harlem Slang” by Zora Neale Hurston
- "The Giver" (2014)
- A Separate Peace by John Knowles
- Cast Away (2000)
- HAUNTING OF HILL HOUSE BY SHIRLEY JACKSON (HONORS)
- Information Packets on Harlem Renaissance
- Information Packets on the Great Depression
- KINDRED BY OCTAVIA BUTLER (HONORS)
- Lord of the Flies by William Golding
- Of Mice and Men by John Steinbeck
- SECRET LIFE OF BEES BY SUE MONK KIDD (HONORS)
- The 57 Bus, by Dashka Slater
- The Mocking Bird by Ambrose Pierce
- Their Eyes Were Watching God by Zora Neale Hurston