

# 07 The Novel Copied from: English 1, Copied on: 11/15/23

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **8 Weeks (40 Days)**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- Themes of novels are used to teach the reader lessons about life.
- Literary devices and figurative language are used to enrich the author's purpose for writing a story while also bringing the story and its characters alive to the reader.
- A knowledge of the elements of fiction are necessary in order to appreciate and enjoy any work of fiction be it humorous, sad, fanciful, suspenseful, or other.
- There are structural differences between that of a novel and novella.

### CONTENT AREA STANDARDS

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.

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.

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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 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).

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.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

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.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any

false reasoning or distorted evidence.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.4	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.9-10.5	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.9-10.7	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.9-10.8	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).
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.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SOC.6.1.16	Contemporary United States: Interconnected Global Society (1970–Today) Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- Real life events inspire an author.
- The differences between a novel compared to a novella or short story.
- Themes must be specific enough that evidence of their existence can be found in the story while also being universal to the human condition and relatable to all readers in any day and time.

- About theme development as they pertain to the specific novels chosen for the unit.
- Authors use a variety of techniques in developing characters.
- That novels, although fictitious, have the ability to teach truths about people of all walks of life for all corners of the world.

## **Procedural Knowledge**

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Students will be able to

- Compare literature from different generations.
- Make relevant connections to support analysis of what the text says explicitly
- Make relevant connections to support analysis of what the text says inferentially
- Determine where the text leaves matters uncertain
- Read, analyze, and discuss the novel related to big ideas/theme.
- Analyze characters through the use of direct and indirect characterization to explore the motivations and characters in a novel.
- Map out the plot development arc of a novel and use that development to make predictions.
- Identify what the theme of a novel is and cite evidence from the story to support their assertions.
- Make real world and personal connections to the themes of a novel.
- Identify, analyze, and explain the different forms of figurative language and symbolism in the story.
- Discuss how the figurative language and symbolism contributes to the novel and theme.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessment**

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- Performance Based Assessments
- Multimedia Presentations
- Theatrical Interpretations of Alternate Endings
- Visual Depictions of Main Characters
- Set Designs

## **Summative Assessments**

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Tests

Projects

Quizzes

Open Ended Question

Essay

## **Formative Assessments**

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Graphic organizers

- KWL Chart
- Cause and Effect
- Compare and Contrast
- 2-column notes
- Top Down Web

Class discussion

Reading quizzes

Reflective writing entries

Notes

Homework

Class discussion

Group work

## **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **The Man Without a Face-Isabelle Holland-Core Text**

Planet of the Apes-Pierre Boulle

All the King's Men-Robert Penn Warren

The Natural-Bernard Malamud

Night-Elie Wiesel

The Giver-Lois Lowry

\*Diverse novels more suited for independent reading units:

The Astonishing Color of After by Emily X. R. Pan

Internment by Samira Ahmed

Legend by Marie Lu

Orbiting Jupiter by Gary D. Schmidt

I'm Not Dying with You Tonight by Kimberly Jones and Gilly Segal

Darius the Great Is Not Okay by Adib Khorram

Anger Is a Gift by Mark Oshiro

Dear Martin by Nic Stone

Literary and scholarly articles

Web sources

Video

Please visit UBD form for more information.

## **INTERDISCIPLINARY CONNECTIONS**

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### **Social Studies**

- Students will connect historical events, figures, and themes from the novel to real-world historical events.

## Technology / Multimedia

- Video case studies
- Audio / visual media analysis
- Researching biased writing
- Google
- Media Literacy
- Educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.