02 Short Story Fiction & Teacher Chosen Independent Reading 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:

- Short stories are written with a particular plot development cycle.
- Short stories use themes to teach lessons to the reader.
- Short stories maintain a high level of character development through the various forms of characterization.
- The same type of analyses performed in the Short Story Unit is applicable to independent reading selections and the independent reading component of the unit.

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.

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.

 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.

 B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

 E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.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.
SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
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.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.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

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

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.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

Declarative Knowledge

Students will understand that:

- Authors use a variety of techniques in developing characters.
- Plot development structure is essential to develop an interesting and readable story
- Themes of short stories are used to teach lessons to the readers.
- Literary devices such as theme, symbolism, mood, metaphor, similes, etc. are used to enrich the author's purpose for writing a story.
- Reading multiple perspectives is necessary to develop empathy and better understand the diversity that exists in the world.

Procedural Knowledge

Students will be able to:

- Analyze characters through the use of direct and indirect characterization to explore the motivations and actions of characters in a short story.
- Depict plot development arc of a short story.
- Identify what the theme of a story is and use evidence from the story to support their opinions.
- Identify, analyze and explain the different forms of figurative language and symbolism in the story.
- 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.
- 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 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
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on relevant topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English
- Write routinely
- Write to describe an experience and/or support a claim

EVIDENCE OF LEARNING

Alternative Assessments

- KWL charts
- Two Column Notes
- Pro/Con Charts
- Multimedia Projects
- Teacher/ Student Conferences

Summative Assessments

Tests

Quizzes

Open Ended Question

Essay: Students will write a fictional narrative.

Presentations

Original Stories

Formative Assessments

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

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

<mark>Adventures in Literature-Core Text</mark>

Literary and scholarly articles

The Danger of a Single Story by Chimamanda Ngozi Adichie Ted Talk (Intro to the Importance of Diverse Perspectives)

(Don't) Call me Crazy by Kelly Jensen

It's A Whole Spiel: Love, Latkes, and Other Jewish Stories by Katherine Locke and Laura Silverman

Black Enough: Stories of Being Young and Black in America by Ibi Zoboi

Unbroken: 13 Stories Starring Disabled Teens by Marieke Nijkamp

All Out: The No-Longer-Secret Stories of Queer Teens Throughout the Ages by Saundra Mitchell

*Please see the Novel Unit for independent reading suggestions.

Websources

Please visit UBD form for more information.

INTERDISCIPLINARY CONNECTIONS

Social Studies:

- Students will examine current events that focus on contemporary issues, historical events, scientific discoveries, cultural phenomena, and social and political developments. This will lead into the topics covered in the book club unit.

Technology / Multimedia

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

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.