

Verona Public School District Curriculum Overview

English II CP



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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The English II curriculum is designed to reinforce the learning from English I and to introduce a more sophisticated approach to literature and to writing. The process approach to writing will also be emphasized with particular attention to writing for different audiences, analytic and comparative writing, and self-editing. The research paper in its entirety will be taught in this course.

Prerequisite(s):

English I CP or Honors

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation x B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Fahrenheit 451 – Ray Bradbury ● Prentice Hall Literature Platinum – selected short stories and poems ● Animal Farm – George Orwell ● Macbeth – William Shakespeare ● A Separate Peace – John Knowles ● The Catcher in the Rye – JD Salinger 	<ul style="list-style-type: none"> ● Video: “A Conversation with Ray Bradbury”; Film: Pleasantville and Fahrenheit 451, and various news articles regarding the positive and negative aspects of technology; NPR’s Interview with Ray Bradbury ● Internet, Prentice Hall Literature American - selected short stories; ● Internet: episode of The Twilight Zone – “Number 12 Looks Just Like You” ● Internet – pictures and information about Stalinist Russia; Film: Animal Farm, animated ● Internet- poems have been taken from digital sources Film: Macbeth – ● PBS version; Internet: Freud’s personality theory; selected news

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| | <ul style="list-style-type: none">● articles on real-life tragic heroes; “This is Macbeth” film clips and songs● Internet: Freud’s defense mechanisms; Bloom’s literary criticism database; Film: A Separate Peace (clips only)● Video: portions of PBS documentary on Salinger; Bloom’s Literary Criticism database; articles on John Lennon’s death “connection” to the novel |
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Unit Title / Topic: Laying the groundwork Summer Reading and Writing

Unit Duration: 1 week

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Language Arts

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.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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 aiding comprehension.
- 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.
- 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.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.)

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.

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

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.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Utilize the tools of literary analysis independently so that in the long run students will be able to write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Meaning

Students will understand that:

Students will understand that:

- Careful analysis of literature produces deeper understanding.
- Developing methods to organize thoughts and communicate effectively through writing are essential skills.

Essential Questions:

- How does one validly assess a work of literature?
- How does one organize ideas and communicate effectively and efficiently through writing?

Acquisition of Knowledge & Skills

Students will know:

- How to construct a 4 paragraph essay in MLA format
- A theme is an author's central idea(s) or message
- A thesis statement is one statement in the introduction that will guide the direction of one's entire essay.
- Besides the thesis, an introduction should include author, title of work, a clever or interesting opening that is linked to the topic, and a brief blueprint of body paragraph topics to come
- Body paragraphs must begin with a topic sentence – a thesis statement of its own to be supported by the remainder of the paragraph
- A body paragraph must have a proper closing sentence that reasserts the topic sentence's point
- MLA is one of the required formats on at the college level
- Key terms
 - Thesis statement
 - Theme
 - MLA
 - Works Cited Entry
 - Citation

Students will be able to:

- Develop a clear thesis statement
- Identify theme
- Format a proper introductory paragraph
- Use topic and closing sentences
- Cite quotations from a text in MLA format
- Write a works cited entry

Stage 2: Acceptable Evidence

Transfer Task

Students will write a 4 paragraph essay in proper MLA format in which they will identify 2 themes from their summer reading text. They will go through the writing process of revising and editing in class so they can produce an essay of any length in MLA format in the future.

Stage 3: Activities

Class discussion on theme RI, SL (A, M,)

Small group discussion on individual choice of novel RI, SL (A, M)

Introduction to rules for MLA/English II writing standards W, SL, L (A, M, T)

Guided practice: writing the “model introduction” W, L (A, M, T)

Guided practice: writing the “model body paragraph” W, L (A, M, T)

Peer editing with students who read the same book W, SL, L, RI (M, T)

Revise and edit with writing checklist W, L (T)

Unit Title / Topic: Dystopic Short and Long Fiction

Unit Duration: 11 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Language Arts

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.9-10.4. 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.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

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.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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 aiding comprehension.
- 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.
- 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.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.)

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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).

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.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Interpret a text's complexity in terms of a multi-genre approach of character study and social commentary through satire and science fiction
- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Meaning

Students will understand that:

Students will understand that:

- Writers use universal symbols and images repeatedly to suggest themes.
- A work, like a novel or film can be classified under many genres because of its complexity.
- Authors of satire and science fiction are often visionaries, whose predictions of the future in some ways have come true.

Essential Questions:

- How does the repeated use of symbols and imagery communicate larger ideas?
- Through what literary genres can one perceive a work?
- How do works written long ago relate to our current societal issues and problems?

Acquisition of Knowledge & Skills

Students will know:

- A novel can be interpreted in many different ways and can be seen through different "literary lenses" such as a satire, a bildungsroman, science fiction, and dystopia
- That repeated symbols/images are motifs, and motifs help to support larger themes
- A traditional plot format
- How characterization is, in part, fostered through foils
- Key terms
 - Motif
 - Symbol
 - Point of View
 - Theme
 - Allusion
 - Plot (exposition-denouement)
 - Foils
 - Satire
 - Bildungsroman
 - Dystopia
 - Paraphrase
 - Paradox
 - Conflict
 - Mood

Students will be able to:

- Diagram a plot
- Identify theme
- Identify paradox
- Identify mood
- Identify tone
- Identify symbol and explain its meaning
- Identify point of view
- Recognize irony
- Identify conflict
- Understand satire
- Use new vocabulary in context
- Construct a plot diagram for the all short stories, *Fahrenheit 451*, and *Animal Farm*
- Define bildungsroman, satire, and dystopia, and along with science fiction, be able to explain why *F451* can be considered an example of all of these genres
- Identify several motifs while reading, while discussing with the whole class or in small groups, and explain how repeated images like mirrors, light/dark, nature, fire, water, etc. suggest larger themes such as knowledge, ignorance, life/growth, destruction, technology, and purity- respectively
- Identify allusions to Greek and Egyptian mythology, literature, and the Bible, and explain how these references enhance character, theme, or serve as symbols

- Tone
- Irony
- Allegory

- Compare and contrast major characters
- Write several short essays on key issues of the novel such as genre, motif, theme, symbol, and allusion
- Identify *Animal Farm* as a satire, allegory, and dystopian novel
- Compare characters/events in the novel to historical and modern people and events

Stage 2: Acceptable Evidence

Transfer Task

Upon completion of the final work of the unit, *Animal Farm*, students in small groups will construct a “Dictator’s Training Manual” in which they do the following:

- Write in Napoleon the pig’s voice
- Include 3 chapters detailing methods he used to take over the farm and maintain complete control.
- Students should create scenarios that did not happen in the novel, as well as use ones that did to help them create chapters 1-3
- Include a 4th chapter utilizing MLA style in which Napoleon states who his despotic heroes are and what he learned from them. (Students will conduct research on 2 lesser known dictators for this section and include research in chapter 4)

Upon completion of *Fahrenheit 451*, students will complete 2 assessments:

- Modern Connection Essay
 - Students choose any plot element of the novel to demonstrate a connection to the modern world
 - Conduct research to prove and support the modern connection
 - Utilize MLA style and format
- Thematic Illustration
 - Students choose any theme depicted in the novel and create an original project in which that theme is illustrated in any artistic and/or written manner

Stage 3: Activities

Short Fiction

- Students will define list of literary terms **RL (A)**
- Students will discuss these definitions in class using former literature for examples **RL, SL (M)**
- Students will define vocabulary **L (A)**
- Students will use vocabulary words in sentences **L, W (M)**
- Students will discuss these sentences with class by writing them on the board **L, W (M)**
- Students will read “The Pedestrian” and answer select study questions for homework **RL, W (A, M)**
- Students will discuss story’s plot and identify important literary devices and theme **RL, SL (A, M, T)**
- Students will read “There Will Come Soft Rains” and answer select study questions for homework **RL, W (A, M)**
- Students will write individual responses in which they infer theme **W (M, T)**

- Students will discuss story's plot and identify important literary devices and theme **RL, W** (A, M, T)
- Students will read "By the Waters of Babylon" and answer select study questions for homework **RL, W** (A, M)
- Students will work with a partner to identify aspects of setting in the story **RL** (M)
- Students will discuss story's plot and identify important literary devices and theme **RL, SL** (A, M, T)
- Students will read "Harrison Bergeron" - hand out
- Students will individually diagram plot **RL** (M)
- Students will discuss story's plot and identify important literary devices and theme **RL, SL** (A, M, T)
- Students will pick 2 of the above short stories that best exhibit aspects of satire. They will construct a 4 paragraph essay detailing the authors' methods and messages.

Fahrenheit 451

- Nightly chapter readings and study questions **RL** (A, M)
- Individual quizzes to check for reading accountability and understanding **RL** (M, T)
- Students will read internet articles on the impact of technology (one article is pro-tech, one is anti-tech) and be able to identify the main idea and tone of each article by highlighting, taking notes in margin, and then writing an organized paragraph response explaining which article they agree with and how these articles relate to the novel **RI, W** (A, M, T)
- Students will read sources novel alludes to as they come up in class discussions. Students will read the entire poem "Dover Beach" and Ecclesiastes 3: 1-8 and highlight lines from the alluded sources that compare to events/ideas in the novel **RL, L** (A, M, T)
- Students will watch "A Conversation with Ray Bradbury" and be able to discuss relevant points Bradbury makes about life and his work on *F451* **SL** (A, M, T)
- Students will independently complete cold reads to demonstrate their comprehension and analysis skills
- Students will read an article on dystopia and choose 4 points they would like to use in a small essay proving *F451* is a dystopian novel. Students will demonstrate the ability to paraphrase from the dystopia document and cite correctly after teacher modeling. **RI, W, L** (A, M, T)
- Small groups will collaborate on mini essays on key issues such as allusions, motifs, symbols, and comparative literature, and themes relevant to modern day **RL, W, SL** (M, A, T)

Animal Farm

- Nightly chapter readings and study questions **RL** (A, M)
- Individual quizzes to check for reading accountability and understanding **RL** (M, T)
- Whole group and small group discussion of chapters and relevant allegorical/ historical symbolism **RL, SL** (A, M)
- Use visual/ film examples of Nazi, Soviet Communist, and North Korean Propaganda to help illustrate this method of control as it is utilized in *Animal Farm* **RI** (A, M, T)
- Use film, visuals to help students understand biographical/ historical information on Stalin, Lenin, communism **RI** (A, M, T)

Unit Title / Topic: The Tragic Hero

Unit Duration: 7 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

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.

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.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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 aiding comprehension.
- 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.
- 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.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.)

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

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.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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.

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.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Analyze the patterns of imagery seen in Shakespearean text and future novels to be read in the course.
- Understand the complex nature of human beings – that we all are a mixture of “fair and foul” so that you can recognize this dualism in yourself, others around you, and in future characters we meet in the novels of the 2nd semester
- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Meaning

Students will understand that:

Students will understand that:

- Writers use universal symbols and images repeatedly to suggest themes
- The human personality is a balance of conscience, ego, and impulse.
- Tragic heroes do not merely exist in literature, they exist in real life as well.

Essential Questions:

- How does the repeated use of symbols and imagery communicate larger ideas?
- What elements comprise the human personality?
- How does a study of the tragic hero tell us more about the human condition?

Acquisition of Knowledge & Skills

Students will know:

- The 7 tragic hero traits

Students will be able to:

- Explain how motifs support major themes
- Explain how protagonist embodies tragic hero traits

- 13 Conventions of Shakespearean theater (foil, blank verse, paradox, pun, soliloquy, disguise/deceit, chaos to order, rise/fall, omen, suspend disbelief, 5 acts, supernatural, aside)
- William Shakespeare
- Queen Elizabeth I
- King James I
- Motifs/Themes
- Plot
- Character Development
- History vs. Fiction
- Fair vs. Foul
- Freudian Personality Theory (Id, Ego, Super Ego)
- Key terms
 - Soliloquy
 - Aside
 - Rhyming Couplet
 - Guilt/Guilty
 - Vengeance
 - Motif
 - Theme
 - Stage Decencies
 - Pun
 - Ironic Reversal
 - Ambition
 - Darkness
 - Paradox
 - Prophecy
 - Apparition
 - Foil
 - Tragedy
 - Tragic hero

- Define conventions/ Recognize and identify the use of Shakespearean conventions
- Identify possible tragic flaws in any person
- Explain the difference between historical reality and historical fiction
- Construct a plot diagram
- Analyze challenging language to extract meaning
- Apply the tragic hero characteristics to modern/ historical real people

Stage 2: Acceptable Evidence

Transfer Task

Upon completion of *Macbeth*, students will produce and present a google slides presentation on a modern day tragic hero - addressing all 7 traits of the tragic hero. Students will conduct research, find evidence and visuals from a variety of sources.

or

Upon completion of *Macbeth*, students will complete an analytical essay in which they compare and contrast one of four components to the film *The Dark Knight*.

- Students can either compare and contrast characterization, themes, motifs, or the tragic hero cycle depiction.
- MLA style and format are to be adhered to.

Stage 3: Activities

Nightly reading of scenes and answering study questions RL, L (A, M)

Class discussion and in-class readings RL, SL (A, M)

Vocabulary – researching specific words to both define and understand history of terms RL, L (A,M)

Quote Searches – using direct quotations from the readings to answer specific questions RL, L (A, M)

Quote Analysis – answering questions in writing about specific quotation selections RL, W, L (A, M)

Acting – playing the role to better emphasize the importance of character and theme RL, SL (M, T)

Close reading - students will independently and in small groups analyze portions of the text taking note of style and meaning RL, W, L (M)

Group Work – small group discussions about tragic hero traits, plot, motifs, conventions later expanded to larger class discussion RL, L (M, T)

Tragic Hero Q&A – applying the traits of a tragic hero to characters and historical figures as a series of questions open to class discussion. Reading various news/internet articles that inform us about real life tragic heroes RI, SL (T)

Being the Doctor: Students will write a mock psychiatrist's report detailing the mental/ psychological decline of the Macbeths W (T)

Compose bio poems for two characters (T)

Song summaries (T)

Closely read and analyze the graphic novel rendition of several scenes (T)

Watch and compose detailed notes on *The Dark Knight* (T)

Unit Title / Topic: Poetry

Unit Duration: 3 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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.

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.

- A. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- B. 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.
- C. 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.
- D. Provide a concluding paragraph or section that supports the argument presented.

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.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Recognize and analyze poetic language and technique
Uncover meaning of a challenging piece of text

Meaning

Students will understand that:

Students will understand that:

- Poetic artistry enables writers to communicate ideas in unique and memorable language

Essential Questions:

- How do poets use literary devices to enhance sound and/or meaning of language?
- How do poets express a theme in an efficient and unique way?

Acquisition of Knowledge & Skills

Students will know:

- Poetry is the most unique genre in terms of how it delivers its message
- Poets have a variety of devices that help them to achieve a unique reading experience
- Key terms
 - Metaphor
 - Simile
 - Paradox
 - Hyperbole
 - Onomatopoeia
 - Personification
 - Assonance
 - Alliteration
 - Consonance
 - Sonnet
 - Italian sonnet
 - English sonnet
 - Rhyme Scheme
 - Approximate or Slant Rhyme
 - Masculine Rhyme
 - Feminine Rhyme
 - Internal Rhyme
 - Meter
 - Lyric poem
 - Narrative poem
 - Stanza
 - Octave
 - Sestet
 - Quatrain
 - Couplet
 - Free Verse
 - Blank Verse
 - Caesura
 - Allusion

Students will be able to:

- Analyze poems for style, technique, and meaning by exploring poems as a class and then by small groups teaching poems to each other
- Recognize key terms in various poems in the unit
-

Stage 2: Acceptable Evidence

Transfer Task

Teach a poem to their peers by highlighting technique and theme. Small groups will be assigned a poem to teach to their class. They will develop a lesson plan, an activity to check for understanding, and a visual to enhance their presentation.

Stage 3: Activities

Students will define key terms and we will review all in class L, RL (A, M)

Students will practice device recognition with sonnets (Sonnet 18, 10, 130 etc.) RL, L (M, T)

Students will compare sonnet styles and themes RL (M)

Students will read "The Raven" and highlight all sound devices in first 3 stanzas RL, L (M, T)

Students will do a plot diagram proving it is a narrative poem RL (M, T)

Students will take individual poetry quiz measuring their progress on comprehension and device/technique analysis RL, W, L (M, T)

Students will break up into small groups to research their assigned poem and make plans on how to execute their lesson RL, RI, SL, L (A, M, T)

Students will write a final essay on three of the unit poems. They will use the writing process of drafting, peer editing, revising, along with proper MLA format for poetry citing RL, W, L (M, T)

Unit Title / Topic: The Coming of Age Novel: Growing up through History

Unit Duration: 12 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Language Arts

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.

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

- A. Use parallel structure.*
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

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.)

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- A. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 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.
- B. 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.
- C. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- D. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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 aiding comprehension.

- 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.
- 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.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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

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.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Better understand oneself and one's role in society by analyzing the journey to self-realization that all must endure.
- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Meaning

Students will understand that:

Students will understand that:

- The journey to self-realization can be difficult and painful, but ultimately is necessary to promote growth and understanding.
- Wars are experienced both within and without.

Essential Questions:

- Why is it necessary to come to terms with the harsh realities of the world and oneself in order to achieve greater wisdom?
- How do internal conflicts relate to external conflicts?
- How does the writing structure of a piece of literature influence the story being told, as well as the reader's experience?
-

Acquisition of Knowledge & Skills

Students will know:

- How to classify novels based on style and subject matter
- How to recognize motifs, themes, symbols
- How to decode intricate language for meaning, symbolism, and style
- How to write an extensive essay in MLA style
- Key terms
 - *satire, bildungsroman, confessional, biblical allegory, war allegory, picaresque, psychological narrative, quest narrative, motif, theme, imagery, microcosm, macrocosm*
 - *epiphany, anti hero, duality, symbol, theme, defense mechanism*

Students will be able to:

- Identify a novel as: satire, bildungsroman, confessional, biblical allegory, war allegory, picaresque, psychological narrative, or quest narrative
- Identify common motifs/ symbols/ and themes such as nature, clothing, sleep, innocence, and corruption across a variety of works
- Analyze passages for meaning, technique, and style
- Write formally and informally according to rules for writing and MLA standards

Stage 2: Acceptable Evidence

Transfer Task

A Separate Peace

Upon completion of the work, students will write a 6 paragraph essay on mottos that apply to the boys at The Devon School (3 from Phillips Exeter Academy - the author's real high school) and 1 of the students' creation or choosing. Students will adhere to MLA format.

The Catcher in the Rye

Draw a comic book cover starring Holden Caulfield, the anti hero. Groups are to come up with Holden's anti-hero alter ego, title the episode of the comic, and include relevant visuals on the cover.

The Perks of Being a Wallflower

Upon completion of the novel, students will submit their final reader response logs (which were evaluated periodically). Their final task includes a choice assessment. Option 1 - Students can compose a personal writing in which they tell a story of their own either as a form of self-therapy or as a piece of their own literature. Option 2 - Students can select a quote of choice from the novel and create a project in which that quote is illustrated in a way that thematically captures their own experiences.

Stage 3: Activities

A Separate Peace

Nightly chapter readings and study questions (M, A) **RL**

Vocabulary unit (A, M, T) **L, RL**

- Define, use words in context, recognize words using visual or oral clues

Class discussion, small group work on each chapter in terms of plot, applicable classification evidence, character development, motif and symbol development (M, A, T) **SL, RL**

Small group work on identifying war and biblical symbolism after chapter 5 is read (M, T) **SL, RL, L**

Individual concept checks (A, T) **SL, RL, L**

Responding to literary criticism about symbolism of names, the theme of violence in the novel (M, A, T) **RI, W**

Application of Freudian defense mechanisms to character behaviors (A, T) **RI, SL**

Writing of final essay responding to the mottos of Phillips Exeter Academy and how they apply to the fictional Devon School in the novel. Additionally, students will create their own motto for Devon School (M, A, T) **RL, W, L**

Duration: mid March – early May

The Catcher in the Rye

Nightly chapter readings and study questions (M, A) **RL**

Vocabulary unit (A, M, T) **L, RL**

- Define, use words in context, recognize words using visual or oral clues

Class discussion, small group work on each chapter in terms of plot, applicable classification evidence, character development (including Holden as an anti hero), motif and symbol development)

(M, A, T) **SL, RL**

Small group work on Holden's dualities, the anti-hero concept, general symbolism, and theme expression (A, T)

RL, SL

Composing a narrative in Holden's voice as if he was a peer among them. What 5 things about modern society would Holden find "phony"? Small groups are to compose a monologue and present to the class (M, T) **RL, SL, L, W**

Individual concept checks and close reading and individual written analysis of various metaphorical passages (A, T) **W, RL**

Song analysis for predictions (M, T) **L, SL, RL**

Youth Rebellion articles and comparison to modern teenagers (M, T) **RI**

Stream of consciousness - articles and application (M, T) **RI**

Solo Trek (T)

Modern Monologue and preliminary research

Modern poem connections

Mark David Chapman articles and preliminary research

Film comparison: *Dead Poet's Society* (student would need to identify as a bildungsroman, identify a character that is a "catcher," and explain how the theme of rebellion is dealt with in this story) (T) **SL, W**

The Perks of Being a Wallflower

Reader responses - analytical and/or reflective responses per reading segment

Class discussion - plot, character analysis, narrative choices, writing structure, genre,

Independent and group writing prompts and exercises

Catch a Line - song analysis and comparison

Writing as a form of self-therapy - article reading and response, independent application and practice

Quote selection for further analysis - individual selection, discussion, personal writing

Importance of epilogues - read silently, then aloud, discuss as class

Genre discussion - bildungsroman; realistic fiction

Finding outside literature to further support and understand themes

Unit Reflection