

# Verona Public School District Curriculum Overview

## English II Honors



**Curriculum Committee Members:**  
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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 Honors 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. Students will be expected to read independently and extensively.

**Prerequisite(s):**

English I Honors or English I CP Teacher Recommendation

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <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>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <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"> <li>A. Technology Operations and Concepts</li> <li>B. Creativity and Innovation</li> <li>C. Communication and Collaboration</li> <li>X D. Digital Citizenship</li> <li>E. Research and Information Fluency</li> <li>F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li>B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <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>
<b>Self-awareness:</b> 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.	<ul style="list-style-type: none"> <li>X CRP2. Apply appropriate academic and technical skills.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> 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.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li>X CRP6. Demonstrate creativity and innovation.</li> <li>X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> 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.	<ul style="list-style-type: none"> <li>X CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> 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.	<ul style="list-style-type: none"> <li>X CRP4. Communicate clearly and effectively and with reason.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> <li>X CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> 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.	<ul style="list-style-type: none"> <li>X CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>X CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <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>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <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>	<b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
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	A. Career Awareness (K-4) B. Career Exploration (5-8) <b>X</b> C. Career Preparation (9-12)	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

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <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>
Fahrenheit 451 – Ray Bradbury Prentice Hall Literature Platinum – Julius Caesar – William Shakespeare All Quiet on The Western Front – Erich Maria Remarque Prentice Hall Literature Platinum -selected poems Macbeth – William Shakespeare A Separate Peace – John Knowles The Catcher in the Rye – J.D. Salinger Prentice Hall Literature Platinum – Antigone – Sophocles Cat on a Hot Tin Roof –Tennessee Williams	<ul style="list-style-type: none"> <li>● Video: “A Conversation with Ray Bradbury”; Film: Pleasantville, and various news articles regarding the positive and negative aspects of technology</li> <li>● Internet: text and video of Obama’s 2008 Iowa Caucus Victory Speech, Martin Luther King Jr.’s “I Have a Dream” speech, Obama’s Immigration executive order speech; Film: Julius Caesar (clips only)</li> <li>● Article from literary criticism text: “All Quiet is an Adolescent Novel of Self- Pity”</li> <li>● Internet- poems and poetry analysis have been taken from digital sources</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Film: Macbeth – PBS version; Internet: Freud’s personality theory; selected news articles on real-life tragic heroes; Phyllis Rackin’s article on the time motif</li><li>● Internet: Freud’s defense mechanisms; essays from Bloom’s literary criticism database; Film: A Separate Peace (clips only)</li><li>● Video: portions of PBS documentary on Salinger; essays from Bloom’s Literary Criticism database; internet research on American teen culture, circa 1950</li><li>● News articles that depict a church vs. state conflict</li><li>● Film: Cat on a Hot Tin Roof; literary criticism on play from text</li></ul> |
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**Unit Title / Topic:** Modern Drama: The individual vs. society

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLS) for Language Arts:

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.9-10.1. 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.9-10.5. 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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

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.

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...

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.

## Meaning

### Students will understand that:

*Students will understand that:*

- Careful analysis of literature produces deeper understanding.
- The Modern Drama showcases the struggles of the common man with his environment/society.
- The Modern Drama illustrates how individuals choose to deal with the challenges of reality.

### Essential Questions:

- How does one validly assess a work of literature?
- What internal and societal forces cause conflict for everyday people?
- How do people cope with harsh realities of life?

## Acquisition of Knowledge & Skills

### Students will know:

- that modern dramas focus on realistic characters that struggle with society as well as their own shortcomings and flaws
- that playwrights use character foils to enhance characterization and conflict
- standards of writing for the honors level

### Students will be able to:

- Cite the differences between classic and modern drama.
- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Read modern dramas independently and compare/contrast characters, themes, and sources of conflict by writing a clear and coherent essay in proper MLA form
- Demonstrate understanding of characterization, themes, and conflict by engaging in small group discussions, completing graphic organizers, and taking part in full class discussions

## Stage 2: Acceptable Evidence

Students will compare and contrast the women of Ibsen's *A Doll's House* with the women of Williams's *Cat on a Hot Tin Roof* by writing a clear and coherent essay that observes standards as outlined by the Modern Language Association (MLA)

## Stage 3: Activities

- Students will read *A Doll's House* by Henrik Ibsen. Upon completion, students will be quizzed to check for understanding.
- Throughout reading, students will take notes (bookmarks detailing how Nora deals with her conflicts)
- Students will be given two articles to read: "Societal Expectations of Women in Ibsen's Time" and "The Social Significance of Ibsen" and annotate articles for important points and main ideas
- Students will be instructed on "the rules for writing" as per Eng. II Honors along with MLA format for quoting and works cited
- Students will independently read *Cat on a Hot Tin Roof* and take notes on the 3 female characters who can be considered "cats" – those put in uncomfortable conflicts
- Upon completion of reading, students will be quizzed to check for understanding.
- Students will be given a scholarly article about the play to annotate and discuss in order to expand their understanding of the play



**Unit Title / Topic:** Greek Drama

**Unit Duration:** 3 weeks

## Stage 1: Desired Results

### Established Goals:

#### **New Jersey Student Learning Standards (NJSL) 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.9-10.9. 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.9-10.8. Describe 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 reasoning.

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.9-10.8. 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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

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.9-10.5. 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.

## Transfer

### Transfer Goal:

Students will be able to independently use their learning to recognize that the human condition has not changed over time and classic literature has helped to dramatize this truth.

## Meaning

### Students will understand that:

*Students will understand that:*

- The classic tragic hero showcases the struggles of the highly ranked man with himself/ his tragic flaw.
- Classic Greek drama remains relevant to modern readers because the

### Essential Questions:

- What are the characteristics of a tragic hero?
- How do classic works still speak to our times?

themes are timeless and universal.

### Acquisition of Knowledge & Skills

#### Students will know:

- The 7 tragic hero traits and
- Conventions of classic drama are often used to some degree in Shakespearean drama
- Plot and character development
- Odes serve as thematic commentary on action of the play

#### Students will be able to:

- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Research current examples of the moral rebel and civil disobedience. Apply the 7 tragic hero traits to Creon and Antigone and judge who is the play's true tragic hero
- Identify the use of several conventions of classic Greek drama by completing a brief worksheet after explanation of said conventions
- Complete a plot diagram of the play
- Explain how minor characters serve important roles
- Decode poetic odes for theme

### Stage 2: Acceptable Evidence

#### Transfer Task

Students will research a historical moral rebel (could be an organization or a singular person) and produce a research paper in MLA format specifying reasons for and methods of rebellion against authority or establishment. In addition, the student will judge the effects of the rebellion, both personal and societal.

### Stage 3: Activities

Lecture/class discussion before reading to explain key terms and get them ready to read the play. Use prior learning (*Oedipus Rex*, *Romeo and Juliet*) to aid in discussion **SL** (A, M)

Review Oedipus myth to provide proper background before reading **SL** (A)

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

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

Reading check (independent quiz) and study questions (each student will pre-read sections in preparation for class **RL, SL** (M)

Independent research on theme/conflict (i.e. church vs. state, civil disobedience, power corrupts) to prove the play has modern day relevance **RI** (T)

Research on transfer task in and out of class/ utilizing resources in the Learning Commons **RL, W, SL, RI** (M, T)

**Unit Title / Topic:** Poetry:Laying the groundwork for Shakespeare's language

**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

Compare poems to other pieces of literature

### Meaning

<p><b>Students will understand that:</b>  <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>● Poetic artistry enables writers to communicate ideas in unique and memorable language</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do poets use literary devices to enhance sound and/or meaning of language?</li> <li>● How do poems efficiently and artistically illustrate universal truths?</li> </ul>
<p><b>Acquisition of Knowledge &amp; Skills</b></p>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Poetry is the most unique genre in terms of how it delivers its message</li> <li>● Poets have a variety of devices that help them to achieve a unique reading experience</li> <li>● Key terms <ul style="list-style-type: none"> <li>○ Metaphor</li> <li>○ Simile</li> <li>○ Paradox</li> <li>○ Hyperbole</li> <li>○ Onomatopoeia</li> <li>○ Personification</li> <li>○ Assonance</li> <li>○ Alliteration</li> <li>○ Consonance</li> <li>○ Sonnet</li> <li>○ Italian sonnet</li> <li>○ English sonnet</li> <li>○ Rhyme Scheme</li> <li>○ Approximate or Slant Rhyme</li> <li>○ Masculine Rhyme</li> <li>○ Feminine Rhyme</li> <li>○ Internal Rhyme</li> <li>○ Meter</li> <li>○ Lyric poem</li> <li>○ Narrative poem</li> <li>○ Stanza</li> <li>○ Octave</li> <li>○ Sestet</li> <li>○ Quatrain</li> <li>○ Couplet</li> <li>○ Free Verse</li> </ul> </li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Analyze poems for style, technique, and meaning by teaching poems to each other</li> <li>● Apply/ recognize key terms to various poems in the unit</li> </ul>

- Blank Verse
- Caesura
- Allusion

## 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 in which they will judge the 3 poems that best illustrate a human truth. They will use the writing process of drafting, peer editing, revising, along with proper MLA format for poetry citing RL, W, L (M, T)

The Shakespearean Drama: *Julius Caesar*:  
The Political Man

Unit Duration: 7 weeks (including performances of student's rhetorical speeches)

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs)

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.

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.

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.9-10.8. 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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

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.

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

A. Use parallel structure.\*

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.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

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 effectively employ various methods to convince, influence or please an audience through the composition and delivery of a rhetorical speech.

### Meaning

#### Students will understand that:

*Students will understand that:*

- Rhetoric is useful not only in the realm of politics, but in everyday life.
- A politician’s ambition and reputation can often displace his conscience.

#### Essential Questions:

- How does one use effective language and mannerisms to persuade others?
- How do political ambition and public approval affect individual morality?

### Acquisition of Knowledge & Skills

#### Students will know:

- The 7 traits of a tragic hero
- The 13 conventions of Shakespearean Theater are common tools used by Shakespeare in every one of his plays
- That motifs repeat in order to develop themes
- A Shakespearean plot runs traditionally, from exposition to inciting incident to rising action etc... concluding in resolution and denouement
- Rhetoric is the art of effectively using language/speech to persuade, to prove a point, to convince
- Rhetoric employs the skillful use of parallelism, emotion, figurative language, proof, flattery, self- deprecation

#### Students will be able to:

- Analyze text for rhetorical and poetic technique.
- Identify round and flat characters because Shakespeare offers 4 major and complex male figures in the play
- Recognize conventions and hero traits as they arise in the text
- Identify motifs, themes as they appear in the text
- Read and analyze rhetorical speeches within the play and outside of the play and take note of rhetorical techniques
- Construct a plot diagram of the play’s action
- Closely read in order to decode difficult poetic language
- Write and deliver an original rhetorical speech

## Stage 2: Acceptable Evidence

After reading and analyzing several rhetorical speeches in *Julius Caesar*, Martin Luther King Jr.'s "I Have a Dream" speech, and President Obama's 2008 Iowa Caucus Victory speech, students will write and deliver a rhetorical speech in front of the class.

## Stage 3: Activities

- Daily reading assignments and study questions to prepare students for next day's discussion **RL, L (A, M)**
- Vocabulary unit (A, M, T) **L, RL**
  - Define, use words in context, recognize words using visual or oral clues
- Class discussion/lecture and note taking for each scene of the play. Plot, character development, usage of conventions and motifs will be a part of each scene's analysis.
  - **Act I** will focus on exposition, inciting incident, characters of Cassius and Caesar (esp. Caesar's complexity and Cassius's brilliant use of rhetoric).
  - **Act II** will develop Brutus and Caesar as tragic heroes and show more examples of rhetorical speeches
  - **Act III's** discussion will center around the climax of the play – Caesar's assassination and the rise of Marc Antony and the fall of the conspirators. The funeral speeches will be compared/contrasted
  - **Act IV** will show the irony of the plot against Caesar and offer character development of Brutus and Cassius
  - **Act V** will highlight poetic technique, resolution and denouement of play. A final analysis of Brutus as a tragic hero will be completed by constructing a chart. **SL, RL, W (A, M)**
- Students will draw an image from Act II's dismemberment monologue to help illustrate the concept of imagery and figurative language **RL (M)**
- Film portions of soliloquies (Act I) and funeral speeches/soliloquy (Act III) **L, SL, RL (M)**
- Rhetorical speech instruction –students will read the speeches in the play (Cassius's, Brutus's, Portia's, Calpurnia's, Decius's, Marc Antony's) and outside speeches of note (MLK Jr.'s "I Have a Dream Speech" and President Obama's Iowa Caucus Victory Speech) **RL, RI (A, M, T)**
- Students will analyze all the above speeches for rhetorical tactics **RI, RL, L, SL (A, M, T)**
- Duration – 7 weeks – finished by mid-December (this includes speeches given)
- Film portions of soliloquies (Act I) and funeral speeches/soliloquy (Act III) **L, SL, RL (M)**
- Rhetorical speech instruction –students will read the speeches in the play (Cassius's, Brutus's, Portia's, Calpurnia's, Decius's, Marc Antony's) and outside speeches of note (MLK Jr.'s "I Have a Dream Speech" and President Obama's Iowa Caucus Victory Speech) **RL, RI (A, M, T)**
- Students will analyze all the above speeches for rhetorical tactics **RI, RL, L, SL (A, M, T)**
- Duration – 7 weeks – finished by end of December (this includes speeches given)
- <http://www.americanrhetoric.com/>

## **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. ).

### Transfer

#### **Transfer Goal:**

Students will be able to independently use their learning to accurately 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

### 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
- 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

#### **Students will be able to:**

- Analyze the patterns of imagery seen in Shakespearean text and future novels to be read in the course.
- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Explain how motifs support major themes
- Explain how protagonist embodies tragic hero traits
- 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

- Freudian Personality Theory (Id, Ego, Super Ego)

## Stage 2: Acceptable Evidence

Students will compare the play to Robert Frost's "Out Out -" a poem that directly alludes to one of Macbeth's speeches. In an in class essay, students will have a total of 60 minutes (a timed writing) to articulate 3 common ideas shared in both works.

## Stage 3: Activities

- Nightly reading of scenes and answering study questions **RL, L (A, M)**
- Vocabulary unit (A, M, T) **L, RL**
  - Define, use words in context, recognize words using visual or oral clues
- 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)**
- Creating a missing soliloquy - students will write in the voice of a character, creating a soliloquy that could be in the text. **W, L (A, M, T)**
- Quote Searches – using direct quotations from the readings to answer specific questions **RL, L (A, M)**
- Quote Analysis – answering questions orally or in writing about specific quotation selections **SL, RL, W, L (A, M)**
- Quizzes on each act assessing mastery of character, plot, motif, theme, language
- Acting – playing the role to better emphasize the importance of character and theme **RL, SL (M, T)**
- 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 either Lady or Macbeth **W (A, M, T)**

**Unit Title / Topic:** The Dystopic Satire

**Unit Duration:** 3 weeks (outside read)

## 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.

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.

- G. 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.
- H. 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.
- I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- J. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- K. 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.
- L. 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.9-10.8. 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.9-10.9. 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]”).

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

- A. Use parallel structure.\*

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).

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

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.

### 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

### 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.

**Essential Questions:**

- How does the repeated use of symbols and imagery communicate larger ideas?
- Through what literary genres can one perceive a work?

### 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
- How characterization is, in part, fostered through foils

**Students will be able to:**

- Accurately apply fictional content to real world issues through research
- 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,

- Dystopian satire is very applicable to modern day societal issues

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
- Compare and contrast major characters

## Stage 2: Acceptable Evidence

Students will use a famous quote about technology, nature, silence, anti-intellectualism, or censorship (all themes of the novel) as a springboard into their own research paper on the issue. They will compose a 5 page paper showing how their chosen theme is present in the novel and in their modern world. This paper will be in accordance with MLA format.

## Stage 3: Activities

- Students will read novel independently and work either work individually or in a small group on take home test that addresses all key terms and essential questions **RL, W (A, M)**
- Students will work in small groups after each section of the novel is independently completed to address key points and topics in preparation for final test **RL, SL (A, M)**
- Students will research for, read and annotate internet articles to judge for validity and relevance to their chosen research topic **RI, W (A, M, T)**
- Students will read sources novel alludes to as they come up in take home test. Students will read the entire poem “Dover Beach” and Ecclesiastes 3: 1-8 and explain how alluded sources compare to events/ideas in the novel. Students will also research the meanings of Nero, Icarus, the phoenix, and the salamander and explain why Bradbury uses such allusions **RL, L, RI (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)**

**Unit Title / Topic:** The Coming of Age Novel

**Unit Duration:** 8 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.
- 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.

### 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?

### 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

#### 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

Students will compare both works to the poem “Prayer Before Birth” by Macniece. Using specific evidence from the novels and specific lines/stanzas from the poem, students will find commonalities in all three works. Small groups will formulate an essay as a final written exercise for the year, as this exercise hearkens back to the poetry unit in that poems illustrate universal human truths. The final part of the essay will be an individual paragraph written by each student where he or she personally relates to a particular stanza as a commentary on personal coming of age fears.

## 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  
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**

Duration: May – June