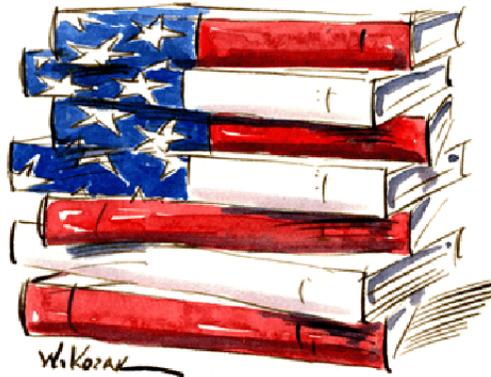


Secaucus Board of Education

English 10 American Literature
Course Codes: 1210, 1220, 1230, 6153
English Language Arts Literacy



Born on October 2016
Aligned to the NJSLS-ELA adopted 2016
Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on December 22, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

The literature program in the second year emphasizes the development of American literature from its earliest days to the present. Therefore, students will be required to read several significant, full-length works by American authors, and analyze the foundational and legal documents that helped establish our country. This course unfolds chronologically so students can see how our literary heritage has been marked by distinct literary movements. Students will explore how works from a given period reflect historical and social events and conditions.

This course will provide students with a comprehensive overview of classic and contemporary literature selections. Literary concepts and active reading strategies are reinforced with various novels, plays, stories, poems and theme-related readings. Students will be given opportunities to delve more deeply into literature searching for complex themes and relationships and to support their assertions with textual references. This course requires students to understand, and apply in written and oral discussions, the academic language of the discipline. *The Language of Literature* text used in this course takes a step-by-step approach to the writing process that helps teach students how to think critically about what they read, incorporate important grammar and vocabulary skills.

Over the course of the year...

- Students will immerse themselves in reading and responding to text of increasing complexity and length as outlined by the New Jersey Student Learning Standards.
- Students will explore, in depth, the elements of fiction and analyze their effects as illustrated in specific literary selections.
- Students will focus on the elements of specific literary genres and apply this knowledge of form to the selected pieces.
- Students will master vocabulary from specific literary selections.
- Students will practice researching and writing comparatives essays focusing on fictional characters from different novels and media, and different authors' treatments of specific themes.

- Students will practice various modes of writing and hone their revision skills in order to create compositions that maximize the clearest written communication of thought.
- Students will become familiar with narrative, argumentative, expository, informative and poetic writing.
- Students will be explore interdisciplinary connections, combining together reading and writing with art, music, history and science.
- Students will also have opportunities to present to their peers, participate in debates, engage in Socratic seminars and conduct research.
- Students will develop the necessary reading, writing, listening, speaking and language skills necessary to ensure that they will be successful on state assessments, in college, and in their future careers.

Interdisciplinary Connections

- ✓ Dustbowl
- ✓ Native Americans
- ✓ Puritans
- ✓ Senator McCarthy
- ✓ Red Scare
- ✓ The Great Depression
- ✓ The Harlem Renaissance
- ✓ Modernism
- ✓ Psychology
- ✓ WWI
- ✓ Music

Potential Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	The Early Settlers- Native American Literature and The Explorers																																																																			
Timing:	Approximately two weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																																																																			
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<ul style="list-style-type: none"> What are the universal themes and archetypes that recur 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand the cultural significant of creation myth and trickster tales (literary analysis). ❖ Identify causes and effects (active reading/annotating) 	Read various Native American myths and trickster folklore and compare them with prior knowledge of Greek, Roman, Egyptian and/or Norse mythology.																																																																		

<p>throughout literature?</p> <ul style="list-style-type: none"> • How is our literary heritage marked by distinct literary movements? • Have the forces of good and evil changed over time and if so, how? • Why is it important for people and cultures to construct narratives about their experiences? • In what ways are all narratives influenced by bias and perspective? 	<ul style="list-style-type: none"> ❖ Recognize common themes in myths from other cultures. ❖ Compare and contrast the elements of primary and secondary source articles. ❖ Examine the role that literature and storytelling play in shaping cultures and belief systems. ❖ Understand how spiritual beliefs can define a culture. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning 	<p>Establish common themes that run through religions and cultures.</p> <p>Compare historical events between American literature, North America, and the world.</p> <p>Examine first encounters:</p> <ul style="list-style-type: none"> • “Of Plymouth Plantation”- William Bradford • “La Relacion”- Alvar Nunez Cabeza de Vaca • “The Interesting Narrative of the Life of Olaudah Equiano” <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Why We Need Myths</u></p> <p>Analyze and/or write original myths</p> <p style="text-align: center;"><u>Choice A:</u></p> <p>Research a Native American creation or origin myth besides “The World on the Turtle’s Back”. Then research another creation/origin myth from a different culture (Greek, Roman, Norse, Egyptian, etc.) and write an essay in which you explore the similarities and differences between both myths. What did it explain? What did you find most interesting about it? What did you learn about creation? Did it explain natural phenomena or an animal’s existence? What gods and goddesses were involved? Was it trying to teach a value or moral?</p> <p><u>Choice B:</u></p>
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<ul style="list-style-type: none"> • Are there universal characteristics of belief systems that are common across people and time? • How are belief systems represented and reproduced through history, literature, art, and music? 	<ul style="list-style-type: none"> ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration 	<p>In creating an original a myth for your peers, consider the questions below. Write your story in answer to one of them</p> <ul style="list-style-type: none"> • What value would you teach or promote? (ex. honesty, respect, courage, etc.) • What natural phenomena would you explain? (ex. thunder, snow, rain, etc.) • What god/goddess would you create? • What object’s origin or existence would you explain? (ex. flower, an insect, a vegetable, animal, etc.) <p>Read the following songs and folktales:</p> <ul style="list-style-type: none"> • “The World on the Turtle’s Back”- Iroquois • “Coyote and Buffalo”- Okanogan • “Fox and Coyote and Whale” <p>Research additional stories and make links to Norse, Egyptian and Greek myths and Native American folktales:</p> <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Expository Essay</u></p> <p>An <i>expository essay</i> is a written explanation of a subject. The goal of this type of essay is to share information with the reader. It may be abstract or concrete in nature. Strong expository essays show the connections between specific, concrete facts or events and broader ideas that allow us to make sense of the world.</p>
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	<ul style="list-style-type: none">❖ Use various technological platforms to create and evaluate shared writing products❖ Conduct short and more sustained research projects❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant❖ Use text/source to show fallibility in speaker’s reasoning❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose❖ Know and use Standard English spelling and grammar conventions❖ Trace the etymology of words❖ Use context clues to derive word meaning (connotation, denotation, word function and position)❖ Interpret and analyze the use of figurative language within a text	<p><u>Prompt:</u></p> <p>According the Iroquois creation myth, “The World on the Turtle’s Back”, both the left-handed twin and the right-handed twin are to be honored. Abraham Lincoln once said, “It has ever been my experience that folks who have no vices, have very few virtues.” Think about the myth, the quote, and the overall idea of balance. How can the quote relate to the message at the core of this myth? How can it apply to us today? Support your thoughts with reasoning and examples taken from literature, history, science, film, or your own experience or observation.</p>
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<u><i>The Language of Literature</i></u> Textbook Interactive Whiteboard DVD/video player Laptops with Internet access	Native American Myths American Folklore Norse Mythology Egyptian Mythology Expository Essays: OWL at Purdue

Unit:	The Puritans																																																																								
Timing:	Approximately two weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																																																																								
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																																																																							
<ul style="list-style-type: none"> How do beliefs, ethics, or values influence different 	Students will be able to: <ul style="list-style-type: none"> ❖ Examine how religion, politics and persecution often interact 	Puritan Belief System: Read “Between Heaven and Hell” in <i>Language of Literature</i>																																																																							

<p>people's behavior?</p> <ul style="list-style-type: none"> • How do individuals reconcile competing belief systems within a given society (e.g., moral and/or religious beliefs conflicting with legal codes)? • What is morality and what are the factors that have an impact on the development of our morality? • What role or purpose do religion / spirituality serve in a culture? 	<ul style="list-style-type: none"> ❖ Understand and appreciate lyric poetry and decipher archaic language (literary analysis). ❖ Compare and contrast tenets of the Puritan belief system to their own. ❖ Recognize common themes in literature. ❖ Analyze an 18th century sermon particularly the use of persuasive writing and emotional language. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development 	<p>Introduce Four Ideals of Puritanism</p> <ul style="list-style-type: none"> • How did these ideals function in the Puritan community? • How did these ideals shape Puritan literature? <p>Anne Bradstreet, “To My Dear and Loving Husband” and “Upon the Burning of Our House”</p> <ul style="list-style-type: none"> • How does the poem communicate the Puritan concept of the proper relationship between people? • How does knowledge of the author’s biography affect our understanding of the poem? <p>Analyze and discuss the New England Primer</p> <ul style="list-style-type: none"> • What ideals does the Primer show were important to teach children? • How do these ideals differ from our concept of what children need to learn? • How can we communicate our ideals to children through a primer? <p style="text-align: center;"><u>Sample Assignment 1</u> <u>“Fire and Brimstone”</u></p> <p>Students will read and annotate “Sinners in the Hands of an Angry God” in order to understand “fire and brimstone” preaching and writing with purpose and audience in mind.</p> <p>Discuss persuasive rhetoric techniques:</p>
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	<ul style="list-style-type: none"> ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text 	<ol style="list-style-type: none"> 1. Emotional appeals 2. Logical appeals 3. Ethical appeal <p>Analyze use of elevated language, rhetorical questions, and repetition.</p> <p>Have students watch and discuss from the 20/20 special on the Westboro Baptist Church</p> <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Explanation of Motives</u></p> <p>In preparation for reading <i>The Crucible</i>- “The Examination of Sarah Good”.</p> <p>TASK: Write a brief essay in which you explain the possible motivations of either the girls who accused Good of witchcraft, the men who pressed charges against Good, or the men who conducted Good’s preliminary examination.</p>
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	<ul style="list-style-type: none">❖ Write a concluding paragraph or section that supports the information presented❖ Decide what organization is most effective for purpose, audience, and task❖ Understand and utilize revision techniques❖ Use technology proficiently for production, publication, and collaboration❖ Use various technological platforms to create and evaluate shared writing products❖ Conduct short and more sustained research projects❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant❖ Use text/source to show fallibility in speaker's reasoning❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose❖ Know and use Standard English spelling and grammar conventions	
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	<ul style="list-style-type: none"> ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Language of Literature textbook</i></p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Sinners in the Hands of an Angry God reenactment</p> <p>What in the World is Rhetorical Analysis?</p> <p>Characteristics of Puritan Writing</p>

Unit:	<i>The Crucible</i> by Arthur Miller																											
Timing:	Approximately five weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																											
Standards:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5" data-bbox="501 440 1850 475">New Jersey Student Learning Standards</th> </tr> <tr> <th colspan="2" data-bbox="501 475 896 570">Reading</th> <th data-bbox="896 475 1205 570">Writing</th> <th data-bbox="1205 475 1505 570">Speaking/Listening</th> <th data-bbox="1505 475 1850 570">Language</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="501 570 896 971"> NJSLS RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.7 RL.9-10.9 RI.9-10.8 RL.9-10.10 RI.9-10.9 </td> <td data-bbox="896 570 1205 971"> NJSLS W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10 </td> <td data-bbox="1205 570 1505 971"> NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 </td> <td data-bbox="1505 570 1850 971"> NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6 </td> </tr> <tr> <td colspan="2" data-bbox="501 971 896 1057">Technology</td> <td colspan="3" data-bbox="896 971 1850 1057">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td colspan="2" data-bbox="501 1057 896 1143">Career Ready Practices</td> <td colspan="3" data-bbox="896 1057 1850 1143">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>			New Jersey Student Learning Standards					Reading		Writing	Speaking/Listening	Language	NJSLS RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.7 RL.9-10.9 RI.9-10.8 RL.9-10.10 RI.9-10.9		NJSLS W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10	NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																										
<ul style="list-style-type: none"> How is the play an allegory? 	Students will be able to:	In addition to reading the play aloud and watching the film adaptation of it, <i>Good Night, and Good Luck</i> can be shown in order to																										

<ul style="list-style-type: none"> • When should an individual take a stand in opposition to an individual or larger group or challenge the beliefs or values of society? • How does a collective fear affect the group or individuals? • Why is hypocrisy a natural human flaw? • Is personal integrity more important than survival? • When a person's 	<ul style="list-style-type: none"> ❖ Understand the ways in which people of 17th century New England were persecuted for allegedly practicing witchcraft. ❖ Understand the power of suggestion, hysteria, and mob mentality. ❖ Compare how Arthur Miller wrote the play <i>The Crucible</i>, using the 17th-century case of witch trials (and fictionalizing it) to comment on a 20th-century phenomenon—the hunting of communists as if they were witches ❖ Examine how literature reflects the time period in which it was written. ❖ Understand how “witch hunts” still happen. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details 	<p>illustrate the correlations between the characters in the play and the events of the 1950s. Discuss the following terms before beginning the play: McCarthyism, Communism, Cold War, Red Scare, Pinko, blacklisted</p> <p>Answer the following focus questions in two or three short paragraphs. Use specific examples from the film to answer the questions.</p> <p>Focus Question #1: What parallels did Miller see between the Salem witch trials and the Senate hearings?</p> <p>Focus Question #2: What influence did McCarthy and the Red Scare have on Arthur Miller and his writings?</p> <p>Focus Question #3: How does the fear of Communism, and being accused of wrongdoing, influence the actions of the characters in the film?</p> <p>Focus Question #4 In the film <i>Good Night, and Good Luck</i>, Murrow proclaims that the line between investigating and persecuting is a fine one. Discuss this statement, providing examples from <i>Good Night, and Good Luck</i> and/or from modern day events.</p> <p>Focus Question #5 Murrow and Friendly face pressure from both CBS corporate and the military when they want to produce controversial programs. Discuss their decision to continue with their program despite these objections.</p> <p>Focus Question #6</p>
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<p>individual choices are in direct conflict with his/her society, what are the consequences ?</p> <ul style="list-style-type: none"> • Does a governing body have the right to dictate morality? • How is our literary heritage marked by distinct literary movements? • How do works from a given period reflect historical and social events 	<ul style="list-style-type: none"> ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes 	<p>In the film Murrow states that McCarthy believes that anyone who criticizes or opposes Senator McCarthy’s methods must be a Communist. Discuss McCarthy’s use of his power. Focus Question #7 Analyze Murrow’s individual choice to expose McCarthy’s actions as negative. How do Murrow’s actions promote the end of McCarthyism?</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Identifying Themes in Law, Literature and Society</u></p> <p>Options:</p> <ul style="list-style-type: none"> • Using Handout #3, students will identify societal themes as they are revealed through quotations from the script of <i>The Crucible</i>. • Students will complete a responsibility chart to determine the role of the individual in conflict situations. Chart responses on Handout #4. • Hold a debate on the following topic: “Resolved: That the greater good of society ought to supersede the rights of the individual.” • Students will write a two-page composition in response to John Proctor’s words: “I speak my own sins: I cannot judge another.
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and conditions?	<ul style="list-style-type: none"> ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning 	<p style="text-align: center;"><u>Sample Assignment</u> <u>“The Innocence Project”</u></p> <p style="text-align: center;">Human Right #11:</p> <p style="text-align: center;">We are all innocent until proven guilty</p> <p><i>Justitia</i>, the Roman goddess of Justice is an allegorical personification of the moral force in judicial systems. This personification of justice is always depicted balancing the scales of truth and fairness from her left hand, upon which she measures the strengths of a case's support and opposition. She is also often seen carrying a double-edged sword in her right hand, symbolizing the power of Reason and Justice, which may be wielded either for or against any party. Since the 15th century, Lady Justice has often been depicted wearing a blindfold. The blindfold represents objectivity, in that justice is or should be given out objectively, without fear or favor, regardless of identity, money, power, or weakness; blind justice and impartiality.</p> <p>Is justice ever really blind? In Salem, 1692, there were notable factors that lead to wrongful accusations of witchcraft and the eventual imprisonment and death of many innocent people. History certainly does repeat itself. According to Amnesty International, the factors today that lead to wrongful convictions are not that different. They include:</p>
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	<ul style="list-style-type: none"> ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<ul style="list-style-type: none"> • Inadequate legal representation • Police and prosecutorial misconduct • Perjured testimony and mistaken eyewitness testimony • Racial prejudice • Jailhouse "snitch" testimony • Suppression and/or misinterpretation of mitigating evidence • Community/political pressure to solve a case <p>In order to complete the following research project you must first spend some time looking into <i>The Innocence Project</i>:</p> <p>Step 1: Using The Innocence Project site, find the exonerated person whose case you find most interesting (print the case out and attach it to your final paper).</p> <p>Step 2: After print out their case information, and using the 7 factors above that lead to a wrongful conviction, determine which factors (there can be more than one) apply to your case:</p> <p>Step 3: Compare your case to one of the situations or characters (or both) in <i>The Crucible</i>.</p>
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Final step: Compile all of this into a “mini” research paper in which you analyze the case, the contributing factors that lead your person’s conviction, the evidence that led to their exoneration, the connections you made to *The Crucible*, and finally your ending thoughts about the concept of “blind justice” in general (be sure to site the website and the play in proper MLA format).

Sample Assignment
Writing in Response to Literature

1. Define integrity as it applies to this play. Who in the play possesses it? Use specific references to the play to justify your choice of characters. Relate situations or quotes in which they demonstrated their integrity. You should have more than one example.
2. Hale states, “Life, woman, life is God’s most precious gift; no principle, however glorious, may justify the taking of it... It may be God damns a liar less than he that throws his life away for pride” (Miller 132). State and justify your own personal reaction to this remark. If you believe that there are principles worth dying for, what are they? In what situations would you choose your own life over that of another? Was John right in dying in this

		<p>situation? This is a personal essay; there is no right or wrong answer.</p> <p>3. The girls in this play are called “children” and are, therefore, considered innocent and incapable of deceit. Most of you are as old as these hysterical girls, and most of you will express harsh judgment of their behavior. At what age does one reach “accountability” in your opinion? How guilty are the girls for their behavior? What punishment should they have received for their testimonies?</p> <p>4. <i>The Crucible</i> has been hailed as a social drama which attempts to awaken, admonish, and improve society by taking a stand on a contemporary issue? Upon what was Miller commenting when he wrote this play? What general moral weakness, still relevant today, is he discussing? What are the main themes he is addressing?</p> <p>5. Choose one character that changes <i>significantly</i> in the play, and trace his or her development in the play. Be sure your chosen character truly progresses toward either good or evil, and be sure that you document the steps in his or her progression. You will have to</p>
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thoroughly characterize this person in order to fully address this essay.

Sample Assignment
“Why I Wrote *The Crucible*”

Directions: Actively read and annotate the following essay by Arthur Miller. When you are finished reading, TYPE thoughtful answers (including concrete details) to the following discussion questions (one paragraph each) in preparation for a class discussion:

1. Why did Arthur Miller write *The Crucible*? Consider his motivations, personal experiences and historical setting in which it was written.
2. Why do people continue to read, study, and perform it? What makes *The Crucible* relevant from decade to decade?
3. Why did Miller choose to use real people from history as characters in a play?
4. How does Miller connect himself to Proctor?
5. How does Miller explain the fact that Communists exist, but witches never did?
6. What’s the problem – as Miller explains it – with a court accepting “spectral evidence”?
7. How does Miller explain this thought (“Well, they must have done

		<p><i>something.</i>") as a universal human understanding?</p> <p>8. What connections can you make between the story of <i>The Crucible</i>, Arthur Miller's experiences in the 1950s, and/or your experiences today? Consider the concept of fear as a motivating factor for action.</p> <p>9. What "warning" is the play giving, and why does he characterize it as being "darkly attractive"?</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Reader's Theatre</u></p> <p>Assign roles for a particular act and ask students to sit in a row of chairs at the front of the classroom. Students may use their scripts, but they should utilize vocal and facial expression to bring the play alive for the class. Alternatively, clear a space in the middle or front of the classroom and ask students to stand and follow stage directions as they read the play.</p> <p>After the reading, hold a "Meet the Cast" Session, where actors discuss their characterization choices with the rest of the class. Alternatively, students can journal or write a critical response to explain their interpretations.</p>
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		<p>To prepare for dramatic reading activities, teachers might choose one or more of the following activities:</p> <ul style="list-style-type: none">• Character Sketch – If the reading will be done after the class has discussed or read part of the play already, ask students to write a one page, first-person point of view description of the character whose lines they will read. For minor characters, students can fill in the blanks, creating appropriate backgrounds for characters whose description is minimal.• Modeling – If the reading will be done without prior discussion or research, the teacher can model proper interpretive form for students. Pick a monologue from the assigned reading and read once with no vocal inflection or facial expression, and then follow up with an animated reading of the same passage. Ask students to point out specific qualities that made the second reading more interesting and informative. Make a list on the board of those qualities students should reflect as they read, such as volume, enthusiasm, facial expression, and word-emphasis.
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- Line Rehearsal – This is a variation of teacher modeling. Choose several lines from the play and ask one or more students to read them one at a time, first with no emphasis, inflection, or expression, and then with energy and meaning. Ask readers to explain their interpretive choices.
- Role Study – Show students a video clip from the play and ask them to take notes on the actor who portrays the part they will be reading. How does the character speak? Describe his accent. Is the character loud or soft spoken? Does he use any hand gestures? How does his vocal and physical portrayal help define his character? Do you like the actor’s choices? Why or why not? Students can choose to fashion their characterization on the film, or they may create their own interpretations. In any case, ask students to be ready to defend their choices.

Sample Assignment
Modern Scene Rewrites

To illustrate the point that period plays have relevant meaning and messages for all eras, groups can re-write, re-interpret and re-enact

scenes for new settings. While these scenes are fun to create and enjoyable to watch, challenge students to keep the playwright's objectives, tone, and themes intact.

Sample Activity
"Biopoem"

During this unit, you will be asked to look closely at the characters within the play. For this assignment, you will choose a character from the scenes that we have read so far and create a "Biopoem" based on how you view the character at this point. In addition to writing the poem, you should include a personal drawing, a magazine clipping, or a web image that represents your chosen character. You will present your completed assignment to the class and they will be displayed in the classroom. The Biopoem should follow the template below and the examples shown in class.

Line 1: First name

Line 2: Four traits that describe character

Line 3: Lover of — [list three things or people]

Line 4: Who feels — [three items]

Line 5: Who needs — [three items] Line 6:

Who fears — [three items]

Line 7: Who gives — [three items]

Line 8: Who would like to see — [three items]

Line 9: Resident of —

Line 10: First name

		<p style="text-align: center;"><u>Sample Assignment</u> <u>Character Sketches</u></p> <p>Character sketches are often used in drama classes to encourage actors' understanding of the parts they portray.</p> <p>However, character sketches are very useful in literature classes, too, as an examination of a character's history, motivation, and thinking. In the character sketch, students answer simple questions about the character they choose or are assigned. Afterwards, the assignment can be extended when students write their own monologues or deliver a monologue from the text.</p> <p>The Character Sketch asks:</p> <ul style="list-style-type: none">• What does this character look like? How does he/she carry himself/herself? How does he/she dress?• How does this character speak? Does he/she have any identifiable speech patterns?• Where was this character born? How was he/she raised?• Describe the time period in which this character lives. How do the times affect this character's thinking and actions?• What is this character's main motivation? Why?
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		<ul style="list-style-type: none">• Describe any redeeming qualities this character may have.• Analyze the character’s personality flaws. From what do they stem? How do they affect the choices he/she makes?• Choose an object this character holds or would hold dear. Explain the connection.• Does this character have any secrets? If so, explain.• Who would be this character’s contemporary counterpart? Explain your choice. <p style="text-align: center;"><u>Sample Assignment</u> <u>Reality Television</u></p> <p>In order to encourage students to think about the choices a playwright must make when creating a play with “the look and feel of real life,” ask students to develop a new reality T.V. show. Explain to students, however, that unlike the current television offerings, these reality shows must actually attempt to appear “real.” Like the realistic dramatists of the 19th and 20th centuries, students must discard lofty or overblown theatrics and storylines in exchange for the actual and the “everyday.” Their characters must be unable to arrive easily at answers to their predicaments. Students or teams must create a proposal for their show that answers the following questions:</p>
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		<ul style="list-style-type: none">• On what everyday situation or dilemma will your show focus?• What everyday characters will your show include?• What physical or philosophical problems of daily living, either social, philosophical, or psychological, will your show examine?
Assessments:	Materials:	Resources:

<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><u><i>The Language of Literature</i> Textbook</u></p> <p>Literature in Performance Video</p> <p>Audio Library</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>Audio Library</p>	<p><u>Editing as Close-Reading: Cutting and Performing Complex Texts</u></p> <p><u>Famous Death Lines: Pre-reading on Your Feet</u></p> <p>The New Yorker- <u>“Why I Wrote the <i>Crucible</i>: an Artist’s Answer to Politics”</u> by Arthur Miller</p> <p><u>The Hollywood Blacklist</u></p> <p><u>The Innocence Project</u></p>
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Unit:	<i>Romanticism, Dark Romanticism, Gothic Fiction, Poe author study</i>							
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.							
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="575 1279 968 1373">Reading</td> <td data-bbox="968 1279 1278 1373">Writing</td> <td data-bbox="1278 1279 1577 1373">Speaking/Listening</td> <td data-bbox="1577 1279 1923 1373">Language</td> </tr> </table>				Reading	Writing	Speaking/Listening	Language
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Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11														
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:														
<ul style="list-style-type: none"> How do elements of the supernatural and the gothic impact literature of this period? How did Edgar Allan Poe's life affect his writing? What are the elements of gothic literature? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Examine how language captures and records human aspirations and imagination, evoking both emotion and reason. ❖ Understand how a reader's interaction with the writer can lead to self-discovery. ❖ Understand how literary analysis requires an understanding of literary terminology. ❖ Recognize common themes in literature. ❖ Applying learned literary terminology and poetry terms to analysis of stories and poems. ❖ Understand how a writing style develops. ❖ Compare/contrast authors across time periods. 	<p>Analysis of "The Masque of Red Death" and understanding allegory</p> <p>Analysis of "The Fall of the House of Usher"</p> <p>Pre-reading questions to any of Poe's texts: Respond to the following claims:</p> <ol style="list-style-type: none"> Bad things usually happen at night. It is not what you can see, but what you cannot that is the most frightening. Both the time of day and the time of year can affect your mood. Fear is a learned emotion. 														

<ul style="list-style-type: none"> ● How has the gothic trend filtered into art, architecture and modern society? ● What are the similarities between traditional gothic literature and modern horror? ● How does Poe’s use of single effect enhance the efficacy of his fiction? 	<ul style="list-style-type: none"> ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events 	<p style="text-align: center;"><u>Sample Assignment:</u> <u>Point of View</u></p> <p>Madeline’s Retelling:</p> <ul style="list-style-type: none"> ● In a few paragraphs, briefly retell the story as it might be told by Madeline after she awakens in the vault. Use Poe’s style. <p style="text-align: center;"><u>Sample Assignment</u> <u>Compare/Contrast</u></p> <ul style="list-style-type: none"> ● Discuss Roderick Usher and his ancestral home. In what ways are the two similar? OR ● Compare Roderick and Madeline Usher. Why do you think Poe made the brother and sister twins? <p style="text-align: center;"><u>Analysis of “The Raven”</u></p> <ul style="list-style-type: none"> ● What point of view is used in this poem and how do you know? ● Characterize the narrator’s state of mind...find two pieces of evidence to support this claim. ● Find five descriptive words about the Raven from the poem and write them. ● Based on descriptions of the bird, what can the Raven symbolize? ● Why does Poe choose to use a Raven in this poem and not a Sparrow or a Parrot?
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	<ul style="list-style-type: none"> ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques 	<ul style="list-style-type: none"> • How is the Raven sitting on the bust of Pallas Athena symbolic? • Find one line containing internal rhyme and write it. • Find one line containing alliteration and write it. • Name one allusion to Greek mythology in the poem other than the reference to Athena and explain why Poe uses that specific allusion. • Name one Biblical allusion in the poem and explain why Poe uses that specific allusion? • What do the following lines mean (pay particular attention to the antiquated words that are underlined and look them up to fully understand the meaning)? ‘—respite and nepenthe from thy memories of Lenore oh quaff this kind nepenthe, and forget this lost Lenore. • What is the TONE or MOOD of the poem, and how does Poe create it? (word choice/diction, imagery, figurative language). Give two examples. • Some people claim that the narrator of the poem has dreamed this entire episode. What evidence can you find of this?
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	<ul style="list-style-type: none"> ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<ul style="list-style-type: none"> • Some people claim that the narrator of the poem has gone mentally insane. What evidence can you find of this? • What do you think? Is the narrator dreaming, mentally unstable or just filled with grief and why? <p style="text-align: center;"><u>Sample Assignment</u> <u>Southern vs. Traditional Gothic</u></p> <p>Prompt:</p> <p>“A Rose for Emily” is one of Faulkner's most anthologized stories, and many critics note the similarities between this story and Gothic and horror literature going back to Edgar Allan Poe. Drawing on the tradition of Gothic literature in America, particularly Southern Gothic, write a literary essay that analyzes how this story uses gothic elements to explore a culture unable to cope with its own death and decay. This should be a minimum of four paragraphs, and in it you should apply at least two least of the following elements to your analysis:</p> <ol style="list-style-type: none"> 1. Death 2. Disease 3. Decay 4. Doomed love 5. Being buried alive
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		<ol style="list-style-type: none"> 6. Revenge 7. Psychological problems or mental disease 8. The supernatural 9. The grotesque 10. Good and evil <p style="text-align: center;">EXTRA CREDIT OPTIONS:</p> <ul style="list-style-type: none"> • Memorize the first 3 stanzas of "The Raven". • Write a parody of "The Raven" done alone or in pairs. • Design a mask that you could have worn had you attended Prince Prospero's "Masquerade Ball"!!!! (see examples in the front of the room)
Assessments:	Materials:	Resources:

Class participation and presentations	Language of Literature Textbook	The Language of Literature supplemental resources
Creative and analytical writing	Edgar Allan Poe audio (cd set)	The Museum of Edgar Allan Poe
Annotating texts	Interactive Whiteboard	An Exploration of Edgar Allan Poe's Shorts Stories and Poetry
Test and Quizzes	DVD/video player	NEA Big Read Edgar Allan Poe
Research	Laptops with Internet access	High School Teaching Ideas: The Short Stories of Edgar Allan Poe

Unit:	Poetry																											
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																											
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																										
<ul style="list-style-type: none"> How can we use inference to construct meaning? 	Students will be able to: <ul style="list-style-type: none"> Poems are read for pleasure, instruction, and enlightenment. 	Read the following poems for discussion and group presentations (Emily Dickinson and Langston Hughes):																										

<ul style="list-style-type: none"> ● In what ways do poets reject some of the conventions of traditional poetry? ● How does poetry help us better understand ourselves and the world? ● How does poetry make our lives more meaningful? 	<ul style="list-style-type: none"> ❖ There is a connection between the poet’s life experience and their poetry. ❖ Poems portray the fabric of America. ❖ There is a deliberate purpose to the use of imagery and sound devices ❖ Gain exposure to notable poets and their work ❖ Analyze and evaluate poetry to recognize the use and effect of -rhythm, rhyme, and sound pattern, repetition, and differences in everyday language of readers ❖ Engage in oral reading activities such as read-arounds, to identify and provide effective examples of poetic element. ❖ Recognize common themes in literature. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions 	<p>By appreciating, analyzing and discussing several poems from the list below, students will understand the importance of poetry to the human experience, as well as how an author creates meaning through the deliberate use figurative language:</p> <ul style="list-style-type: none"> ➤ Edgar Allan Poe: “The Bells” and “Annabel Lee” ➤ Robert Frost: “Acquainted With the Night”, “Stopping by Woods” and “The Road Not Taken” ➤ e.e cummings: “maggie, millie, molly and may”, “since feeling is first” and “i carry your heart”. ➤ Emily Dickinson: “Because I could not stop for death”, “Hope is the thing with feathers”, “I heard a fly buzz when I died” and “My life closed twice before its close”. ➤ Langston Hughes: “Harlem”, “Dream Deferred”, “Theme for English B”, “I, Too”, and “The Weary Blues” ➤ T.S Eliot: “The Love Song of J. Alfred Prufrock”. ➤ Sylvia Plath: “Mirror”. ➤ Billy Collins: “Introduction to Poetry” ➤ William Carlos Williams: “Red Wheelbarrow” and “This is Just to Say”.
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	<ul style="list-style-type: none"> ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented 	<p style="text-align: center;"><u>Sample Assignment</u> <u>Allusions</u></p> <p>Directions: An allusion is an indirect reference to a character, a place, or a situation from history, art, music, or literature. For example, “The Love Song of J. Alfred Prufrock” can be seen as an extended allusion to Dante’s Inferno. By quoting Dante in the epigraph, Eliot suggests that Prufrock’s journey with a companion through the streets of London to “the room” is similar to the journey that Dante and Virgil make through the underworld to the center of hell. As you read, ask yourself, What purpose do Eliot’s allusions serve?</p> <p>Have students keep a double-entry record of all the people, places and outside works that Eliot refers to. Then, in pairs or small groups, students can research the allusions and compile their collective thoughts as to what deeper meaning Eliot thought they would add to the poem and the reader’s experience.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Langston Hughes and The Blues</u></p> <p>In "The Weary Blues," Hughes incorporated the first blues lyrics he had ever heard as a child in Kansas. Find out more about the blues. In pairs</p>
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	<ul style="list-style-type: none"> ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>or small groups, have students look for answers to the following questions:</p> <ul style="list-style-type: none"> • What are the roots of blues music? • Who are some well-known blues musicians? • How has the blues influenced other popular forms of music? <p>Then, allow students to bring in a sample of blues music and present their findings and analysis of the lyrics to the class.</p>
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	Interactive Whiteboard DVD/video player Laptops with Internet access	American Poets The New Yorker: Ecstasy of Influence Ralph Waldo Emerson's American poetry American Life in Poetry Poetry Foundation Glencoe: The Love Song of J. Alfred Prufrock

Unit:	<i>Realism and Naturalism and Mark Twain author study</i>																						
Timing:	Approximately two weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																						
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="478 475 873 573">Reading</th> <th data-bbox="873 475 1184 573">Writing</th> <th data-bbox="1184 475 1482 573">Speaking/Listening</th> <th data-bbox="1482 475 1829 573">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 573 646 971"> NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10 </td> <td data-bbox="646 573 873 971"> RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 </td> <td data-bbox="873 573 1184 971"> NJSLS W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10 </td> <td data-bbox="1184 573 1482 971"> NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 </td> <td data-bbox="1482 573 1829 971"> NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6 </td> </tr> <tr> <td colspan="2" data-bbox="478 971 873 1060">Technology</td> <td colspan="3" data-bbox="873 971 1829 1060">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td colspan="2" data-bbox="478 1060 873 1149">Career Ready Practices</td> <td colspan="3" data-bbox="873 1060 1829 1149">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>			Reading		Writing	Speaking/Listening	Language	NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9	NJSLS W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10	NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																					
<ul style="list-style-type: none"> ● How does literature portray the relationship 	Students will be able to: <ul style="list-style-type: none"> ❖ Recognize elements of satire, humor, and irony. ❖ Identify causes and effects (active reading/annotating) 	<u>Sample Assignment 1</u> <u>Socratic Seminar</u>																					

<p>between man and his environment?</p> <ul style="list-style-type: none"> ● How do the characters' dialect, customs, and topography promote "local color" or Regionalism? ● How can literature be a vehicle for social change, challenging the beliefs and values of society? ● How is the change in American perspective portrayed in realist literature? ● How did the Civil War influence the literature? ● How can we apply compare/contrast elements to our 	<ul style="list-style-type: none"> ❖ Recognize common themes in literature. ❖ Literature can reflect the nuances of a specific region as well as determine its impact on the individual. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning 	<p>Read "The Story of an Hour" by Kate Chopin and annotate for Socratic seminar.</p> <p>Five questions AND YOUR ANSWERS to prepare for our Socratic Seminar. (See the Socratic Seminars handout for more information). ALL questions must relate TO THE TEXT.</p> <ul style="list-style-type: none"> ● World Connection Question—relate this question to the time period of the story and/or Kate Chopin herself (see biography on the back) ● Universal Theme Question—relate this question to a theme in the story that is relevant to our lives today. ● Open-Ended Question—be sure this question deals with a person, word, event, etc. in the story that is ambiguous. ● Closed-Ended Question—be sure this question addresses a key detail in the story (not just a random or "obvious" fact). ● Literary Analysis Question—use the information you highlighted above to write a question about the significance of Chopin's imagery, comparison, diction, etc. <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Twain Rules</u></p>
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<p>analysis of literature concerning the role of women in society?</p> <ul style="list-style-type: none"> • How does a realist author utilize imagery to accomplish his or her purpose? 	<ul style="list-style-type: none"> ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques 	<p>Read Mark Twain’s 18 Rules for Writing and then read his Advice to Youth Compare and contrast his use of humor in both pieces and consider whether his “advice” to writers and young people still holds true today</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Two Frogs Jumped</u></p> <p>Read “Epigrams” pg. 378 “How to Tell a Story” (handout) and “The Notorious Jumping Frog of Calaveras County” pg. 679 (and the real article the story was based on pg. 684) by Mark Twain.</p> <p>Prompt: Twain believed that good humor writing depended more on how a story was told than on the subject matter of the story. Based on your reading of both jumping frog versions, do you agree? Support your ideas with examples from both versions of the jumping frog story and the use of exaggeration and delivery</p>
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	<ul style="list-style-type: none">❖ Use technology proficiently for production, publication, and collaboration❖ Use various technological platforms to create and evaluate shared writing products❖ Conduct short and more sustained research projects❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant❖ Use text/source to show fallibility in speaker's reasoning❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose❖ Know and use Standard English spelling and grammar conventions❖ Trace the etymology of words❖ Use context clues to derive word meaning (connotation, denotation, word function and position)	
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	❖ Interpret and analyze the use of figurative language within a text	
Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>Literature in Performance</i> Video Language of Literature Textbook Interactive Whiteboard DVD/video player Laptops with Internet access	Writing Explanatory Essay About the Text "The Celebrated Frog of Calaveras County" The Language of Literature supplemental resources PBS Mark Twain The Mark Twain House and Museum: Lesson Plans Middle/High School

Unit:	<i>Of Mice and Men</i> by John Steinbeck																																																																			
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<ul style="list-style-type: none"> What is empathy? Why is it an important 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand that are moral and psychological consequences for our actions 	Discuss the Great Depression, Read background information on John Steinbeck.																																																																		

<p>human characteristic?</p> <ul style="list-style-type: none"> • What is an individual’s duty to others? • What can the struggles of others teach us about ourselves? • How has the American Dream changed over time? • How are people transformed through their relationships with others? • What is community and what are the individual’s responsibilities to the community as well as the community’s responsibilities to the individual? • 	<ul style="list-style-type: none"> ❖ Understand that the American Dream looks different for different people. ❖ Recognize influences of historical and cultural setting, on text, character, philosophy, and themes ❖ Establish and defend a point of view. ❖ Connect themes that occur across genres or works from different time periods ❖ Recognize universal themes and archetypes. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning 	<p style="text-align: center;"><u>Sample Assignment 1</u> <u>What is your American Dream?</u></p> <p>List three goals or dreams you would like to accomplish over the course of your life.</p> <p>Are your dreams similar/different to the literary characters we have read about? Of the above goals and dreams, which are most important to you? How will you fulfill these dreams? What are you currently doing to insure your dreams will be possible in the future?</p> <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Found Poem</u></p> <p>Steinbeck uses such beautiful diction (word choice) in his novel <i>Of Mice and Men</i>. Write a found poem from the chapter that you have found the most significant. The poem does not have to rhyme or have a formal structure, but should contain some of your own words combined with words and phrases taken from Steinbeck’s work. It should be at least 8 lines long or more.</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Essays Topics</u></p> <ol style="list-style-type: none"> 1. Compare the death of Candy’s dog in Chapter Three to the death of Lennie in Chapter Six. Note similarities and differences between the two. Cite your references to the novel.
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	<ul style="list-style-type: none"> ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects 	<p style="text-align: center;">OR</p> <p>Compare the incident with Lennie’s dead mouse in Chapter One with the incident with Curly’s wife in Chapter Five. Note similarities and differences between the two. Cite your references to the novel.</p> <ol style="list-style-type: none"> 2. What do you think the author, John Steinbeck, is trying to say about human nature through his novel <i>Of Mice and Men</i>? (Think about the themes we see in this novel: friendship, belonging, trust, dreams, loneliness, weak vs. strong, discrimination, and loyalty vs. sacrifice.) Do you agree with what Steinbeck says about human nature? 3. Do you agree or disagree with George’s decision and the outcome of Chapter Six? What is your opinion of the end of the novel? What textual evidence would you cite to defend or criticize George’s actions?
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| | <ul style="list-style-type: none">❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant❖ Use text/source to show fallibility in speaker's reasoning❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose❖ Know and use Standard English spelling and grammar conventions❖ Trace the etymology of words❖ Use context clues to derive word meaning (connotation, denotation, word function and position)❖ Interpret and analyze the use of figurative language within a text | |
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Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Of Mice and Men</i> by John Steinbeck</p> <p><i>Of Mice and Men</i> dvd</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Penguin Edition Unit Plan</p> <p>TES resources</p> <p>History Connections</p> <p>Of Mice and Men Handouts and Activities</p> <p>Teaching Companion</p>

Unit:	The Harlem Renaissance and <i>A Raisin in the Sun</i> by Lorraine Hansberry																						
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																						
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="478 480 873 578">Reading</th> <th data-bbox="873 480 1184 578">Writing</th> <th data-bbox="1184 480 1482 578">Speaking/Listening</th> <th data-bbox="1482 480 1829 578">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 578 648 972"> NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10 </td> <td data-bbox="648 578 873 972"> RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 </td> <td data-bbox="873 578 1184 972"> NJSLS W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10 </td> <td data-bbox="1184 578 1482 972"> NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 </td> <td data-bbox="1482 578 1829 972"> NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6 </td> </tr> <tr> <td colspan="2" data-bbox="478 976 873 1062">Technology</td> <td colspan="3" data-bbox="873 976 1829 1062">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td colspan="2" data-bbox="478 1065 873 1151">Career Ready Practices</td> <td colspan="3" data-bbox="873 1065 1829 1151">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>			Reading		Writing	Speaking/Listening	Language	NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9	NJSLS W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10	NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																					
<ul style="list-style-type: none"> How do dreams help to pull us up from the 	Students will be able to: <ul style="list-style-type: none"> ❖ Gain a better understanding of the history of the civil rights movement in America. 	Research Lorraine Hansberry’s biographical information																					

<p>struggles of everyday life?</p> <ul style="list-style-type: none"> ● How does the death of a dream affect an individual? ● How can families be pivotal in both supporting and undermining the dreams of individuals? ● How far back do our cultural identities reach? ● How does persistent poverty affect families? ● How does materialism affect a person's attitude toward life? ● How are people's personal lives affected by a nation's history? ● 	<ul style="list-style-type: none"> ❖ Demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. ❖ Research a different era of American life, showing many of today's conflicts are not new; they are rooted in our American past. ❖ Practice reading aloud and silently to improve their skills in each area. ❖ Students will answer questions and write to demonstrate their knowledge and understanding of the main events and characters in <i>A Raisin in the Sun</i> as they relate to the author's theme development. ❖ Demonstrate an understanding of the play's themes by engaging in various writing tasks ❖ Identify what elements of this play give it a universal appeal that makes it as meaningful and relevant today as when it was written in the late 1950s. ❖ Identify and cite examples of different types of literary devices used by the author, and explain their significance. ❖ Describe how figurative language presents images in a reader's mind similar to what is experienced by an audience in a theater. ❖ Make decisions about personal values through careful observation of the actions of the characters. ❖ Recognize universal themes and archetypes. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and 	<p>Present students with the historical context of the play</p> <p>Discuss housing and race in Chicago</p> <p>Read and discuss in groups: White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh</p> <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Pre-Reading Discussion</u></p> <p>Topics to which students are asked to respond should relate to their personal experiences and observations.</p> <ul style="list-style-type: none"> ● What is a stereotype? Give an example. ● Identify the ethnic/racial/religious groups of which you are a member. Discuss one way in which one or all of these groups are stereotyped. How does this make you feel? ● Give some examples of how African Americans have been stereotyped. ● Give some examples of stereotyping of white Americans. ● Using any stereotype you have been subjected to, explain the basis for this stereotype. How does this make you feel?
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	<p>prior conclusions/prior experience and examples from the text</p> <ul style="list-style-type: none"> ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose 	<p>How might this stereotype interfere with your ability to be successful or happy?</p> <ul style="list-style-type: none"> ● Using any stereotype of an ethnic/racial/religious group of which you are not a member, explain the basis for the stereotype. How do you think this makes the members of this group feel? How might this stereotype impede a group member’s ability to be successful or happy? ● Relate a situation in which one of your stereotyped attitudes turned out to be wrong. How do you feel now? ● What is meant by prejudice? How do stereotypes relate to prejudice? <p style="text-align: center;"><u>Sample Assignment 2</u> <u>The Poem and the Play</u></p> <p>Prior to students' arrival in class, have Langston Hughes’ poem “Harlem” written the following on the board:</p> <p>After reading it with the class, ask the students what dreams they have had--what hopes for the future--that didn't come true. Ask students to describe how they felt when they realized that their dreams wouldn't come true. See how many responses tie back to the poem on the board.</p>
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	<ul style="list-style-type: none"> ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically 	<p style="text-align: center;"><u>Sample Assignment 3</u> <u>Essay Topics</u></p> <ul style="list-style-type: none"> ● Most people define loneliness as being alone, but a person might experience loneliness even when surrounded by other people. A person can be lonely if his/her ideas, feelings, or circumstances are different from those around them. Discuss a character from <u>A Raisin in the Sun</u> who experiences loneliness because of the differences in his/her ideas, feelings, or circumstances. ● Noting Lorraine Hansberry's unique writing style, compare Walter Lee's imitation of a subservient, stereotypical begging "darker," (the heartbreaking speech he plans to deliver to Lindner in order to regain the lost money) with the speech that Walter Lee actually gives when Lindner arrives. How are they different in language? What is Hansberry's point in having Walter Lee practice one speech and then say something completely different? ● What does the absence of light in the Younger family's apartment symbolize? Why does Ruth desperately hope for sunlight in the new house? How does this
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	<ul style="list-style-type: none"> ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>idea relate to the title of the play? Why is Mama's little plant so important to her? What does it symbolize?</p> <ul style="list-style-type: none"> ● Prove or disprove the following thesis by referring to comments or incidents in the play: "This is a story about the pursuit of the American Dream. Even though Walter's dream was valid, he pursued it poorly." <p style="text-align: center;"><u>Sample Assignment 4</u> <u>Relating the Play to Today's Social Issues</u></p> <p>There are several social issues that are discussed in the play. Choose one issue (abortion, discrimination, poverty, assimilation vs. cultural pluralism, changing roles of women) and find a current article that relates to the concept. You may choose either method to demonstrate your knowledge on the subject:</p> <ol style="list-style-type: none"> 1. Create a chart on poster board that shows how the issue has changed or remained the same. Write a brief summary of the article. 2. Write a brief summary of the article. Write several guided questions that relate to your issue. Lead the classroom in a discussion on how the issue has evolved in our society. Example: (Do you think that poverty has increased or decreased in America?)
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		3. Choose one issue to debate. Each person will take one side of the issue and prepare a presentation. In addition to using the information from the article, use evidence from the play to support your viewpoint.
Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>A Raisin in the Sun</i> by Lorraine Hansberry <i>A Raisin in the Sun</i> dvd (made for TV movie 2008) Interactive Whiteboard DVD/video player Laptops with Internet access	Exploring the American Dream with <i>A Raisin in the Sun</i> A Raisin in the Sun Unit Plan Novelinks Pre-Reading Prestwick House Preliminary Activities

Unit:	The Research Paper																																																																			
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																																																																			
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																																																																		
<ul style="list-style-type: none"> How does a researcher develop a thesis? 	Students will be able to:	<p style="text-align: center;"><u>Introduction</u></p> <p>Introduce the Research Paper assignment and all its components. The Research Paper should include the following components:</p>																																																																		

<ul style="list-style-type: none"> ● How do researchers find quality source material and document it properly? ● How do researchers organize their ideas and information effectively? ● How do researchers differentiate their ideas from the ideas of others? ● What is intellectual property theft? ● How does research develop critical thinking skills? 	<ul style="list-style-type: none"> ❖ Understand that a thesis statement is the guiding force behind any strong essay or research paper. ❖ Determine the credibility of sources ❖ Investigate a variety of authoritative resources and document these resources correctly and avoid plagiarism. ❖ Create note cards, outlines, and multiple drafts to effectively organize information. ❖ Research multiple perspectives of an issue and organizing the evidence in an effective text structure ❖ Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. ❖ Utilize knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. ❖ Formulate a clear thesis that conveys a perspective on the subject of their research. ❖ Develop their research skills, including evaluation of sources, paraphrasing and summarizing relevant information, and citation of sources used. ❖ Logically group and sequence ideas in expository writing. ❖ Organize and display information in writing, on charts, and graphs. ❖ Utilize variety of technological and information resources (e.g., libraries, databases, computer networks, video, people) to gather and synthesize information and to create and communicate knowledge. 	<p>Paraphrasing, Short Quotation, Long Quotation, Survey, Graph, Interview, Works Cited, MLA Style.</p> <p>Writing a Research Paper</p> <p>Provide students with a Grading Rubric that specify all the requirements for the Research Paper including formatting, 3-5 pages (recommended length), 5 minimum sources (recommended), and all the required components.</p> <p>(Teacher may use Chapter 22 of <i>Models for Writers</i>)</p> <p>During the course of this study students should be given numerous example research essays and papers. Within these selections students should be able to identify an example of each of the above.</p> <p>Annotated samples from Purdue’s Online Writing Lab:</p> <ul style="list-style-type: none"> ● “A Call to Action: Regulate Use of Cellphones on the Road” ● “Found Voices: Carl Sagan” <p>Write a clear thesis statement</p> <p>Review the formula for a clear thesis statement and go over examples:</p> <p>Topic + Your Assertion/Opinion/Feeling about the topic = Thesis Statement</p>
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		<p>Models for Writers essay examples (assisting with the thesis statement):</p> <p>“Salvation” by Langston Hughes (annotated copy)</p> <p>“The English-Only Movement: Can America Proscribe Language with a Clear Conscience?” by Jake Jamieson</p> <p>“The Case for Short Words” by Richard Lederer</p> <p>“In Defense of Dangerous Ideas” by Steven Pinker</p> <p>Chose a topic, then add your strong opinion</p> <p>Now, apply this to your paper:</p> <ul style="list-style-type: none">● What is your topic?● What questions are you going to ask and answer?● Who was this person, place or thing?● What did they try to change or what changed during this time?● What impact did they or this time have on society? <p>ADD Information to</p> <p>Give the reader background information they need to understand the topic.</p> <p>Educate or entertain the reader by setting the stage for the thesis statement.</p> <p>*Students should also be taught a lesson on how to evaluate the credibility of different sources. Then, help students select a topic and instruct students on how to create note cards and a bibliography. Allow</p>
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		<p>time in the computer lab for research (2-3 blocks should suffice) or reserve a laptop cart</p> <p>In the 10th Grade suitable research topics are:</p> <ul style="list-style-type: none"> ● Early Settlers of America ● Native Americans ● Native American Myths ● Plymouth Plantation ● Puritan Era ● The Red Scare of the 1920s ● The McCarthy Era of the 1950s ● Japanese American Internment in the 1940s ● Racial Profiling ● Transcendentalism ● Author study: Poe, Twain, Thoreau, Whitman, etc. ● Realism ● Naturalism ● Great Depression ● The American Dream <p>*The above topics are all lessons that should be covered throughout this academic year based on the curriculum. Teachers can decide when they want to assign the Research paper and if they want the students to have a choice of topic or if it will be assigned.</p> <p>Teacher should provide students with clear guidelines as well as a grading rubric</p>
Assessments:	Materials:	Resources:

Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>Models for Writers: Short Essays for Composition - 11th Edition</i> Write Source Handbook Interactive Whiteboard DVD/video player Laptops with Internet access	Purdue Online Writing Lab Easy Bib Citation Generator Sample Paper The MLA Style Center
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Unit:	The Argumentative Essay																						
Timing:	Approximately two weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																						
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Reading</th> <th style="text-align: left;">Writing</th> <th style="text-align: left;">Speaking/Listening</th> <th style="text-align: left;">Language</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10 </td> <td style="vertical-align: top;"> RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 </td> <td style="vertical-align: top;"> NJSLS W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10 </td> <td style="vertical-align: top;"> NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 </td> <td style="vertical-align: top;"> NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6 </td> </tr> <tr> <td colspan="2">Technology</td> <td colspan="3">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td colspan="2">Career Ready Practices</td> <td colspan="3">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>			Reading		Writing	Speaking/Listening	Language	NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9	NJSLS W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10	NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2																					
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11																					
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																					
<ul style="list-style-type: none"> What is the connection between reading and writing? 	Students will be able to: <ul style="list-style-type: none"> ❖ Demonstrate a command of language, at the paragraph and sentence level. 	Students will explore, read, analyze, and compose different types of argumentative essays. Before starting this unit, teachers should find out students understanding of The Argumentative Essay.																					

<ul style="list-style-type: none"> ● How can punctuation affect the meanings we derive from a text? ● What is process writing? ● How can effective word choice improve our writing? ● How can nonfiction writing be creative? ● How does a writer use language devices (diction, imagery, symbolism, figurative language) for specific effects? ● How can varied sentence construction 	<ul style="list-style-type: none"> ❖ Enhance their writing by having a purpose and by using transitions. ❖ Write a proper introductory paragraph. ❖ Compose a thesis statement. ❖ Write in a variety of genres and for specific purposes. ❖ Understand that the purpose of an essay is to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. ❖ Understand the components and requirements of an essay. ❖ Utilize specific diction in their writing. ❖ Understand that writing is a cyclical process. ❖ Examine how writers use details and elaboration to make ideas clear to their audiences. ❖ Identify how writers organize what they have to say to make their meaning clear to their audience. ❖ Distinguish between showing and telling. ❖ Understand that different forms of writing are appropriate at different times for different purposes and audiences. ❖ Using appropriate and correct grammar to improve effective communication. ❖ Examine how the use of rhetorical devices and other language devices is able to enhance any form of writing. 	<p>Additionally teachers can ask students to explain and outline the difference between argumentative and persuasive writing. Teacher can use a KWL chart to assist in this process.</p> <p>During the course of this study teachers should cover some of the following essays found in the <i>Models for Writers</i> text or from the links provided. (Number of essays used depends on class level, size, student needs and IEP modifications)</p> <ul style="list-style-type: none"> ● "A Crime of Compassion" by Barbara Huttman ● "Praise the Humble Dung Beetle" by Sharon Begley ● "In Defense of Dangerous Ideas" by Steven Pinker ● "In Praise of the F Word" by Mary Sherry <p>It is suggested that students complete journal writing along with this unit. Sample journal writing topics can be found in the <i>Models for Writers</i> book before each selection. (Please note: this is only a suggestion and NOT a requirement; however, it may serve to aid the students into becoming better writers by increase of practice on the matter.)</p> <p>Argumentative Essay Topics</p> <p style="text-align: center;"><u>Sample Assignment 1</u> <u>An Act of Mercy and Compassion</u></p> <p>Respond to the following:</p>
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<p>improve the effectiveness of writing?</p>		<p>“For most people, being sick is at best an unpleasant experience. Reflect on an illness you have had, whether a simple common cold or an affliction that required you to be hospitalized. What were your concerns and fears? For what were you most thankful?</p> <p>Teacher can have the students write and/or discuss the above.</p> <p>Read “A Crime of Compassion” by Barbara Huttman.</p> <p>Writing Assignment: Write a letter to the editor of <i>Newsweek</i> in response to Huttman’s essay. Are you for or against legislation that would give terminally patients the right to die? Give examples from your personal experience or from you reading to support your position.</p> <p>*There is a student example essay on this topic found in <i>Models for Writers</i> on pages 73-77</p> <p>Extension and connection- Teachers can connect this essay to the ending of <i>Of Mice and Men</i>.</p> <p>Questions to think about or discuss could be:</p> <ul style="list-style-type: none">• Were George’s actions the right thing to do?• Would something like that be acceptable today?• How can you compare George’s “mercy” on Lennie to that of Huttman’s in her essay? <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Exploration of the American Dream</u></p>
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		<p>To start this lesson off have student define the term “The American Dream”. When did this idea begin; what time period/era? Why?</p> <p>If necessary allow students time for research either on smart devices, computers or for homework. After clear understanding of the American Dream ensues, have students conduct research with an older relative. Questions to ask can include:</p> <ul style="list-style-type: none">• What were your dreams/goals when you were growing up?• Were they realistic; why or why not?• Did you complete any of your dreams/goals? How?• If you didn’t complete your dreams/goals are you still trying? Have you given up? Are you regretful? <p>Once students complete the interview, write an argumentative essay applying the answers to the universal feeling and understanding of “The American Dream”. Compare this person’s era and age to that of citizens in today’s time. Does “The American Dream” still exist?</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>The Butterfly Effect</u></p> <p>What is the meaning of the “The Butterfly Effect?” Have students research and explain this phenomenon. Question the validity and their opinion.</p> <p>Read essay “Praise the Humble Dung Beetle” by Sharon Begley- as essay that discusses the importance of a small insect in the animal kingdom.</p>
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		<p>Write an argumentative essay about an endangered species that most people don't give a second thought about. Explain the role of this species within its region and climate. Compare this endangered species to another of more popular concern and belief and argue why the animal you have chosen is just as, if not more important than the other.</p>
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research</p>	<p><i>Models for Writers: Short Essays for Composition - 11th Edition</i> Interactive Whiteboard DVD/video player Laptops with Internet access</p>	<p>A Crime of Compassion by Barbara Huttman Praise the Humble Dung Beetle by Sharon Begley In Defense of Dangerous Ideas by Steven Pinker In Praise of the F Word by Mary Sherry Argumentative Essay Topics - The New York Times Purdue Online Writing Lab Easy Bib Citation Generator</p>

Unit:	Asserting Individuality- <i>Fahrenheit 451</i>			
Timing:	Approximately five weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD
	RL.9-10.2	RI.9-10.2	W9.-10.2	SL.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	
RL.9-10.7	RI.9-10.7	W.9-10.8,		
RL.9-10.9	RI.9-10.8	W.9-10.9A,B		
RL.9-10.10	RI.9-10.9	W.9-10.10		
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What is an individual's responsibility to 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain what parable and allegory are and how Fahrenheit 451 is related to those forms 	Analyze the plot, conflicts, themes, and symbolism of <i>Fahrenheit 451</i> . NEA Big Read: Meet Ray Bradbury		

<p>his or her society?</p> <ul style="list-style-type: none"> • What is freedom? • What are the essential liberties? • Is liberty and justice for all attainable? • Should people sacrifice freedom in the interest of security? • When does government have the right to restrict the freedoms of people? • What is the cost of attaining utopia? • What is the value of being able to think freely? 	<ul style="list-style-type: none"> ❖ Analyze the significance of the symbolism of fire, light, and related images to the book ❖ Analyze the distinction the book makes between pleasure and happiness ❖ Understand allusions in the book, ❖ Analyze the state of families and interpersonal relationships in the book and explain what the author is saying about them ❖ Support all assertions and interpretations with direct evidence from the text, from authoritative critical knowledge of the genre, or from authoritative criticism of the novel ❖ Understand that individual identity is important, and strong individuals make strong societies. ❖ Understand that one doesn't have to give up the "self" to become part of the "whole." ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea 	<p>At the end of the unit, watch <i>The Twilight Zone</i> episode, "The Obsolete Man" and discuss how it relates to the characters of Montag, Clarisse, and Faber.</p> <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Creative Projects</u></p> <p>Option #1- Make a CD of at least 7 songs that represent the themes/characters/events in the story. Design a cover for the CD. Write an essay to explain why you chose each song.</p> <p>Option #2- Captain Beatty frequently makes references to books all throughout Fahrenheit 451. There is arguably enough evidence to suggest that he has read many books in his past. For example, look at the abundance of quotes that Beatty uses when he relays his dream to Montag. Where did he come across the texts that these quotes are embedded in? How is it possible that the Fire Chief is familiar with such nonsense?! No explanation is offered in the story...I want an explanation from you. In essence, you have to create a past for Beatty. What I want is your imaginative opinion. It is absolutely vital that your account addresses the following FIVE points:</p> <ol style="list-style-type: none"> (1) Why did Beatty get involved with books? (2) When did he get involved with books? (3) Where did he get involved with books? (4) What eventually turned him off from books?
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<ul style="list-style-type: none"> • What is the value of learning why something is done vs how something is done? • Are there ever valid reasons for censorship? • What is true happiness? Does knowledge contribute to it or inhibit it? • What are the implications of a society that focuses on maximizing pleasure and minimizing pain? 	<ul style="list-style-type: none"> ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective 	<p>(5) End with the way Beatty approaches the fireman structure.</p> <p>You have the freedom to create new characters, places, institutions, and anything else that will help you account for Beatty’s apparent knowledge of books. Be sure to design a cover page for your story.</p> <p>Option #3- Use the photocopied page from the novel to blackout words while creating a shape that is unique or symbolic to the novel. The words you choose to leave exposed should compose a poem about a character, conflict, symbol, setting, motif, or theme from the novel. Trace out the design in pencil before using a marker or markers to create the blackout design. Write the title of your poem at the top of the page. You may choose to include pictures around your poem.</p> <p style="text-align: center;"><u>Sample Assignment2</u> <u>Essay Topics</u></p> <p style="text-align: center;"><u>Fahrenheit 451 Expository Writing Topics</u></p> <ol style="list-style-type: none"> 1. Compare and contrast conformity and individuality as presented in <i>Fahrenheit 451</i>. 2. Analyze Captain Beatty. Is he truly an ideologue in support of censorship or is he hiding an allegiance to freedom of expression? Use specific examples from the text in your argument.
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	<ul style="list-style-type: none"> ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning 	<ol style="list-style-type: none"> 3. Symbols are very important in <i>Fahrenheit 451</i>. Name three specific symbols and outline their references and meanings throughout the novel. 4. Discuss the complexities of Bradbury's message. Is he against all forms of censorship? Do you think a society such as this could ever truly exist? What aspects of this society does Bradbury appear to detest the most? 5. Follow Montag's ideological progression. Where does it truly begin and what are the most important instances that spur its growth? 6. Discuss the blurred distinction between life and death in <i>Fahrenheit 451</i>, referring to Mildred, Clarisse, and the life-like machines that dominate society. 7. Beatty suggests that mindless entertainment can weaken or destroy the mind. Is there evidence of this? Examine research done on the effects of different forms of entertainment on our ability to think, learn and comprehend. 8. Look at Beatty's speech to Montag (pages 53-62). What techniques does Beatty advocate for keeping people happy? What parallels do you see between Beatty's ideas and our own society, especially in the area of occupying people's minds with trivia? <p style="text-align: right;"><u>Sample Assignment 3</u></p>
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	<ul style="list-style-type: none"> ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p style="text-align: center;"><u>What Words Would You “Become”?</u></p> <p>Imagine you lived in the world of <i>Fahrenheit 451</i> and that you are one of the people with whom Montag lives at the end of the novel. Each one of those people “owns” a piece of literature that they believe is integral to human knowledge and society. Consider what 20 lines of literature should never be lost to society. These lines can be from a poem, an excerpt from a novel, an important political or historical speech, or a monologue from a play. You may not use a song or song lyrics. Be prepared to demonstrate your memorization of that piece of literature. Your recitation of the text should be delivered with appropriate emphasis and feeling. Prepare a written speech in which you justify why your chosen lines are important enough to be memorized and what loss society or human knowledge would have if that literature was lost forever.</p>
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p><i>Fahrenheit 451 (1966)</i></p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Study-guide questions</p> <p>Background notes/information</p> <p>Gap - "I Love My Comfy Sweater" Commercial - Use with the Dentifrice scene in the train.</p> <p>A Case for Reading- Examining Challenged and Banned Books</p> <p>NEA Big Read: F451</p> <p>F451: Censorship and the First Amendment</p> <p>Unit Plan</p>

		Lessons and Activities
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