



English/Language Arts Department

Grade 10 - English II

Developed by: Mrs. Brooke Benavides, Ms. Melissa Brady, Mrs. Jessica Coppola, Ms. Chelsea Freda, Mr. Michael Gurrieri, and Ms. Jessica Lemire

Supported by: Mrs. Brooke Benavides, K-12 English Language Arts Coordinator, Dr. Gravity Goldberg, Literacy Consultant, and Mr. Kent Bania, Director of Curriculum, Instruction, and Assessment, 6-12

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Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to early October	Unit 1: Nonfiction Research & Analysis	
early Oct. to Nov 6		Unit 2: Informative Writing
November 7 to mid- Dec	Unit 3: The Power of Language	
mid-Dec to January 23		Unit 4: Rhetorical Analysis
January 24 to early March	Unit 5: Dystopian Fiction Book Clubs	
mid-March to April 9		Unit 6: Issues in Dystopia - Argumentative Writing
April 10 to Early May	Unit 7: Hero's Journey Book Clubs	
mid-May to June 14		Unit 8: Narrative Short Story (Stories of Heroism)

Grammar Standard Expectations: [K-5](#) and [6-12](#)

Unit 1	
Nonfiction Research & Analysis (Student Choice)	
Summary and Rationale	
<p>In this unit, students will learn research methods and evaluate various sources on a specific controversial topic (of their choice) to generate an opinion about that issue. Using databases via the school library, internet searches, and the school and public libraries, students will find various text types to research their opinion from multiple viewpoints, evaluate the credibility and trustworthiness of the source and determine its relevance. Also, students will engage in small conversations to gather multiple viewpoints on the topic and to expand thinking and understanding. Ultimately, after extensive research and collaborative conversation, students will learn how to find evidence from multiple sources to present an unbiased piece to inform their readers.</p>	
Recommended Pacing	
5-6 weeks	
Standards	
Reading: Informational Text	
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is

	valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Writing	
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.2.	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
Language	
L.9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Researchers discover the importance of delving deeper into a topic by considering the ways in which an issue resonates with people and society. ● Readers independently research big ideas and key details on topics with varying points of view by utilizing varied sources of information and considering multiple angles in their research. ● Readers' opinions evolve over time by researching varied perspectives on a controversial topic. ● Readers study author's word choice, tone, and structural moves to gain deeper understanding about the issue and the author's stance on the particular topic. 	<ul style="list-style-type: none"> ● How can researchers determine what constitutes a controversial topic that requires additional inquiry? ● How do readers independently research big ideas and key details with varying points of view to inform their own connection to the topic? ● How does the process of researching a controversial topic help to develop and refine my opinion about the issue? ● How do authors use literary/rhetorical devices and nuances of language to convey information to the audience about an issue at hand?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> ● Readers uncover words they do not know and the author's intent by using various strategies to record thinking and comprehension. ● Readers listen and collaborate to understand others' thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> ● How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning? ● How is an understanding of a text expanded, explained, or challenged by conversations with others?

Evidence of Learning (Assessments)	
<p>Pre-assessment:</p> <p>Read two articles on a certain topic (can be from Perspecs or independently found articles from a credible source)</p> <ul style="list-style-type: none"> • What is the issue? • Who does it affect? • What is the author's perspective? • Identify and consider the author's bias and how it impacts the delivery of the message? • What strategies/techniques does the author use to articulate his/her points? <p>Formative assessments</p> <p>Reading notebooks</p> <p>Quizzes/activities that have readers apply skills learned to varied texts</p> <p>Post Unit Assessment</p>	
Objectives (SLO)	
Students will know (Goals):	Students will be able to (Teaching Points):
<ul style="list-style-type: none"> • Researchers discover the importance of delving deeper into a topic by considering the ways in which an issue resonates with people and society. 	<ul style="list-style-type: none"> • Researchers define "controversy." <ul style="list-style-type: none"> ○ What is considered controversial? ○ How is it defined by societal norms? • Researchers identify a controversial topic based on current events and things in their own lives. <ul style="list-style-type: none"> ○ How is this topic prevalent in our current society? ○ What are the varied perspectives on the topic? <ul style="list-style-type: none"> ■ Facts ■ Figures ■ Statistics and Data ■ Scholarly Research ○ How do people react to this topic? <ul style="list-style-type: none"> ■ Emotions ■ Actions ○ How do I relate or connect to this topic? ○ What have I not considered about this topic before? ○ If necessary, the teacher can conduct a mini-lesson about controversial topics by using an interactive read aloud to guide students in exploring and reacting to their issue.

<ul style="list-style-type: none"> • Readers independently research big ideas and key details on topics with varying points of view by utilizing varied sources of information and considering multiple angles in their research. 	<ul style="list-style-type: none"> • Readers will consider what they think or know about a topic. <ul style="list-style-type: none"> ○ Readers will compare and contrast their knowledge of the topic based on various sources with evidence to formulate an opinion. ○ Strategies for pushing your thinking: <ul style="list-style-type: none"> ■ The important thing about this is... ■ I am realizing... ■ This is giving me the idea that... ■ This connects to... ■ The thought I have about this is... ■ What surprises me about this is... ■ This makes me think... • Readers will consider how they feel about the topic: <ul style="list-style-type: none"> ○ Personal connection to the topic ○ Local implications of the topic ○ Worldly implications of the topic • Readers consider multiple perspectives on a topic: <ul style="list-style-type: none"> ○ What are the perspectives on a topic? ○ How are they different? ○ How do people feel and react to the topic? ○ What is going on in society or the world that allowed for this perspectives to exist?
<ul style="list-style-type: none"> • Researchers continuously reflect on the controversial topic as they learn more about the topic. 	<ul style="list-style-type: none"> • Researchers' thoughts on the topic evolve and become defined with further research. Researchers reflect on their knowledge on the information throughout the process: <ul style="list-style-type: none"> ○ What is my initial stance on this topic? ○ What is my stance on this topic right now? ○ How has my stance changed? ○ What have I learned about this topic that impacted my understanding?
<ul style="list-style-type: none"> • Readers study author's word choice, tone, and structural moves to gain deeper understanding about the issue and the author's stance on the particular topic. 	<ul style="list-style-type: none"> • Researchers consider author bias and how it impacts the delivery of the message: <ul style="list-style-type: none"> ○ Author background (ethos) <ul style="list-style-type: none"> ■ Credibility ■ Presentation of trustworthiness ○ Diction <ul style="list-style-type: none"> ■ Tone ■ Figurative language (pathos) ○ Provided evidence (logos) <ul style="list-style-type: none"> ■ Statistics ■ Anecdotes ■ Outside quotations ■ Tables, graphs, charts, etc. ○ Omitted and misused evidence ○ Fallacies

	<ul style="list-style-type: none"> ■ Appeal to Ignorance ■ Appeal to Authority ■ Appeal to Popular Opinion ■ Association Fallacy ■ Attacking the Person ■ Circular Argument ■ Illogical Conclusion <ul style="list-style-type: none"> ● Readers uncover the meaning of unknown words and record new vocabulary in notebooks: <ul style="list-style-type: none"> ○ Determine the part of speech ○ Look for word parts already understood (prefixes, suffixes, roots) ○ Search for context clues throughout the text (not just in the sentence with the word. ○ Check for multiple meanings - do I know the correct definition in this context?
<ul style="list-style-type: none"> ● Researchers propel conversations by posing and responding to questions that relate the current discussion to larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> ● Researchers collaborate through discussion to gather multiple viewpoints and perspectives from peers to expand my own thinking/ understanding. <ul style="list-style-type: none"> ○ Readers will discuss topics to consider other stances on the topic. <ul style="list-style-type: none"> ■ Strategy: Expand, explain, challenge... ○ Readers will discuss topics to uncover multiple perspectives. ○ If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club conversations to model accountable talk. ○ If necessary, teachers can begin using Socratic Seminars and transition to several book club conversations to model academic conversations. ○ If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations. ○ If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs. ● Readers will understand how to draw on a source(s) as evidence in support of an argument. <ul style="list-style-type: none"> ○ If necessary, the teachers can review the various (differentiated) formats that students can use to take notes to reference textual evidence in discussions. The students will ultimately choose their format for their notes. ○ If necessary, teachers can model how students can add and edit their notes over time. ○ Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking.
Suggested Resources/Technology Tools	

- [NewsELA](#)
- [Perspecs](#)
- [Nutley High School Library website with links to database sources](#)
- [ProCon](#)

21ST CENTURY LIFE AND CAREER STANDARDS

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2	
Writing Informational Texts	
Summary and Rationale	
<p>Expository writing is how we explore ideas and explain things. It's how we answer questions. It's how we try and understand the world. What exposition is <i>not</i> is just a compilation of facts and data, or a summary of a topic. While it may include these things, expository writing seeks to explain a topic or concept in a clear, compelling way that engages the reader. Understanding what exposition is by using mentor texts is the first step. The next step involves identifying and analyzing the elements of expository texts for deeper understanding by looking at the tools and techniques authors use to explain things. Just as fictional writing has specific elements that authors use to engage an audience, expository texts have elements and features that authors incorporate to share their ideas with readers. In this unit, students will read and analyze a variety of mentor informational texts and learn how to explain their topic clearly. It will not only help them think about the content of the texts, but how they can incorporate these methods into their own writing.</p>	
Recommended Pacing	
3-4 weeks	
Standards	
Reading: Informational Text	
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Writing	
W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
Speaking and Listening	

SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. <ul style="list-style-type: none"> A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Integration of Technology	

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers understand the components of informational writing by studying mentor texts for authors' use of elements and craft moves. Writers consider their audience and make deliberate choices to convey a message with a clear tone and voice. Writers utilize drafting, revision, and feedback to edit their informational texts prior to publication. 	<ul style="list-style-type: none"> What are the components of an effective expository text? How do writers consider audience to make specific choices to convey their message with a clear tone and voice? How do writers utilize drafting, revision, and feedback to edit their expository writing prior to publication?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. Writers need to understand who their audience is so they can make specific stylistic choices. Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? How can specific awareness of an audience affect stylistic and mechanical choices? How can one most effectively utilize technology to produce, refine, publish and share writing?
Evidence of Learning (Assessments)	
<p>Pre-Assessment Text - "Stephen King's Guide to Movie Snacks"</p> <p>Pre-assessment Question: "Topics for Composing #5 Exposition" (found in the previous document)</p> <p>https://docs.google.com/document/d/1oDP8wbZJqNTQ2ipCzjElfZpWQT0PMvTnh4S1r9rN-KA/edit?usp=sharing</p> <p>Formative assessments</p> <p>Quizzes/activities that have writers apply skills learned to varied texts</p> <p>Writing "check ins" assessed using specific rubric elements</p> <p>Post Unit Assessment - Final submitted writing assignment to www.turnitin.com</p>	
Objectives (SLO)	

Grammar/Language Focus:

- Writers use a colon to introduce a list or quotation.
- Use various types of phrases (participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

Students will know (Goals):

- Writers understand the components of informational writing by studying mentor texts for authors' use of elements and craft moves.

Students will be able to (Teaching Points):

- **IMMERSION:**
 - Writers study mentor texts of expository writing to unpack the components of informational pieces.
 - Provide enough background for the reader to understand the controversial topic.
 - Provide information about both sides of the issue without taking a side.
 - Analyze structural choices made by the authors:
 - Does the author start with an anecdote? Avoid anecdote altogether?
 - Does the author start with a statistic or some other piece of fact-based information?
 - Does the author switch between personal stories and unbiased information?
- Writers will study mentor texts and may notice that expository writing may contain the following:
 - Expository texts focus on a particular issue or topic, but do not make an argument about either side.
 - Expository texts are based on firm evidence, statistics, and personal experiences. They draw evidence from various sources – preferably from several different areas or organizations.
 - Expository texts relate to the big picture. The writing may build on context-specific findings, but it should draw conclusions that are more generally applicable to the real world.
 - If necessary, teachers can review the ways in which students can take notes

	<p>on their mentor texts to track commonalities of policy briefs.</p> <ul style="list-style-type: none"> Writers best understand how to write informational texts by collaborating with others as they explore this genre. <ul style="list-style-type: none"> This teaching point might be best supported through shared reading and shared writing activities during immersion. <p>If necessary, teachers can guide students to review mentor texts according to their reading levels and interests.</p>
<ul style="list-style-type: none"> Writers consider their audience and make deliberate choices to convey a message with a clear tone and voice. 	<ul style="list-style-type: none"> Writers need to understand who their audience is so they can make specific stylistic choices. Writers create their writing and consider the following: <ul style="list-style-type: none"> Audience - needs, interests, concerns <ul style="list-style-type: none"> Age, gender, education, occupation, language, and culture <ul style="list-style-type: none"> Ask yourself how knowledgeable they are about the subject? Specific tone <ul style="list-style-type: none"> Word choice <ul style="list-style-type: none"> Figurative language Connotation and denotation Syntax Approach Focus
<ul style="list-style-type: none"> Writers utilize drafting, revision, and feedback to edit their informational texts prior to publication. 	<ul style="list-style-type: none"> Writers seek and apply feedback to strengthen their performance. <ul style="list-style-type: none"> Peer-to-peer Teacher conference Self-reflection Mentor Texts If necessary, teachers can review the ways in which students can take notes on their mentor texts to track commonalities of policy briefs.

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
[Essay Rubrics: Narrative, Argument, & Informational](#)

Golden, John, Tracy Scholz and Renee H. Shea. *Foundations of Language and Literature*. Bedford Freeman, 2017.

“Stephen King’s Guide to Movie Snacks” by Stephen King
 “Trashed” by Derf Backderf
 “Why Teenage Girls Roll Their Eyes” by Lisa Damour
 “Theory of Fun for Game Design” by Raph Koster
 “Earth Without People” by Alan Weisman
 “My Daughter’s Homework is Killing Me” by Karl Taro Greenfeld
 “Quiet: The Power of Introverts in a World that Can’t Stop Talking” by Susan Cain
 “What is Your Life’s Blueprint?” by Martin Luther King, Jr.
 “The Politics of a Hoodie” by Troy Patterson
 “Labels, Clothing, and Identity: Are you What You Wear?” by Michelle Parinello-Cason
 “The Battle of Dress Codes” by Peggy Orenstein
 “On Chicken Tenders” by Helen Rosner

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

The Power of Language

Summary and Rationale

Language is arguably the greatest invention in human history. It gives us the power to express our thoughts and feelings and to share them with others; it forms the basis for nearly all of our human connections, from friendships, to working relationships, to romances, to engaging in public discourse. Language affords us the opportunities to learn and to share that knowledge with others; it defines cultures, subcultures, and even individual identities. In this unit, students will consider how and where language is used and its impact on us not only as independent beings, but as consumers in a democratic society. Scholars will evaluate language as it is used in fiction (novels, short stories, poetry, songs, etc.), film and television, podcasts, commercials and other advertisements, speeches, and propaganda in order to better understand the immense power that language has in their lives.

Recommended Pacing

3-4 weeks

Standards

Reading: Literature

RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).

RL.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
Writing	
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	
L.9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts

	<p>of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.9-10.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Interdisciplinary Connections	
Social Studies	
6.2	<p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
6.3	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
Integration of Technology	
8.1	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers analyze texts in all modes to better understand how authors, creators, and speakers use language to create a meaningful impact on the audience. 	<ul style="list-style-type: none"> How do authors, creators, and speakers use language to create a specific and meaningful impact on their audience? How can a speaker/creator use rhetorical elements and devices to persuade an audience to his/her purpose?

<ul style="list-style-type: none"> • Readers consider how language can be used rhetorically to persuade an audience and create change. • Readers evaluate how language can be used to impact people in both positive and negative ways on both a micro and macro level. 	<ul style="list-style-type: none"> • How can language be used in both a positive and negative way, and what are the lasting effects on an individual and broader scale?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> • Readers uncover words they do not know and the author's intent by using various strategies to record thinking and comprehension. • Readers listen and collaborate to understand others' thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> • How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning? • How is my understanding of a text expanded, explained, or challenged by my conversation with others?
Evidence of Learning (Assessments)	
<p>Pre-assessment</p> <p>Ongoing: Formative assessment on literary elements, devices, and stylistic choices assessed for the creation of small groups for further instruction based on individual needs.</p> <p>Post-assessment</p>	
Objectives (SLO)	
Students will know (Goals):	Students will be able to (Teaching Points):
<ul style="list-style-type: none"> • Readers analyze texts in all modes to better understand how authors, creators, and speakers use language to create a meaningful impact on the audience. 	<ul style="list-style-type: none"> • Understand the difference between denotative and connotative interpretations of "language" <ul style="list-style-type: none"> ○ Denotative: "the method of human communication consisting of the use of words in a structured and conventional way." ○ Connotative: how we communicate with one another <ul style="list-style-type: none"> ■ Verbal ■ Nonverbal • Fiction: <ul style="list-style-type: none"> ○ Structure of text ○ Use of figurative language to create <ul style="list-style-type: none"> ■ Setting ■ Characterization ■ Dialogue ■ Conflict

	<ul style="list-style-type: none"> ■ Suspense ● Poetry: <ul style="list-style-type: none"> ○ Readers distinguish between different forms of poetry: <ul style="list-style-type: none"> ■ Sonnet <ul style="list-style-type: none"> ● Petrarchan ● Shakespearean ■ Spoken word ■ Blank verse ■ Free verse ○ Readers analyze and evaluate poetry to recognize the use and effect: <ul style="list-style-type: none"> ■ Rhythm ■ Rhyme ■ Sound patterns ○ Readers understand that poets make deliberate and thoughtful decisions regarding: <ul style="list-style-type: none"> ■ Style ■ Tone ■ Rhyme scheme ■ Rhythm ■ Structure ● Film and television: <ul style="list-style-type: none"> ○ Structure of film or episode ○ If script to screen (for example, analyzing a scene from Shakespeare in written form vs. acted out) <ul style="list-style-type: none"> ■ what is lost and gained in the transition? ■ how does language and our understanding of the issue change? ○ Use of dialogue to create characterization and conflict ● Commercials and advertisements: <ul style="list-style-type: none"> ○ Use of rhetoric <ul style="list-style-type: none"> ■ Ethos, pathos, logos ■ Images and figurative language ■ Music and sounds
<ul style="list-style-type: none"> ● Readers consider how language can be used rhetorically to persuade an audience and create change. 	<ul style="list-style-type: none"> ● Evaluate what makes a person an effective communicator and then determine how that person does or does not influence the world around him or her. <ul style="list-style-type: none"> ○ Mastery of rhetoric <ul style="list-style-type: none"> ■ Logos (reason) <ul style="list-style-type: none"> ● How does the writer use evidence and logic to appeal to the audience's intellect? ■ Pathos (emotion)

	<ul style="list-style-type: none"> ● How does the writer appeal to the audience's emotions? ● Are these effective strategies to gain sympathy, or do they go overboard to become overly sentimental, dramatic, or manipulative? ■ Ethos (credibility) <ul style="list-style-type: none"> ● What values or concerns does the speaker share with the audience? ● How does the speaker establish his or her good character? ○ Mastery of diction <ul style="list-style-type: none"> ■ Connotative Language <ul style="list-style-type: none"> ● Positive ● Negative ■ Figurative Language ■ Allusion ■ Personification ■ Metaphor ■ Imagery ■ Analogy ■ Irony ■ Tone/humor ○ Effectiveness of Clarity <ul style="list-style-type: none"> ■ Syntax ■ Semantics ■ Structure ■ Organization
<ul style="list-style-type: none"> ● Readers evaluate how language can be used to impact people in both positive and negative ways on both a micro and macro level. 	<ul style="list-style-type: none"> ● Readers interpret multiple levels of meaning in texts of all modes. <ul style="list-style-type: none"> ○ Readers consider both figurative and literal meaning to uncover the implicit representation of a larger idea. ● Readers analyze the treatment of similar themes across texts from authors of different times, places, races, religions, socioeconomic status, etc. <ul style="list-style-type: none"> ○ Readers identify the ways in which authors deliver a message considering the content and form. ○ Readers compare one author's treatment of a theme with another author's. ○ If necessary, teachers will guide students to read or watch various texts that address different themes according to their skill sets.
<ul style="list-style-type: none"> ● Readers read texts closely and bring evidence for discussion, using notebook entries to support their thinking and understanding of what they read. 	<ul style="list-style-type: none"> ● Readers uncover the meaning of unknown words and record new vocabulary in notebooks. <ul style="list-style-type: none"> ○ Determine the part of speech ○ Look for word parts I understand (prefixes, suffixes, roots)

- Search for context clues throughout the text (not just in the sentence with the word.
- Check for multiple meanings - do I know the correct definition in this context?
- Readers form opinions and make judgments about literary poems by analyzing and evaluating texts from a critical perspective.

Suggested Resources/Technology Tools

Mentor Text Options:

To Kill a Mockingbird by Harper Lee

Lord of the Flies by William Golding

Short Story Options:

Teacher discretion

Poetry Options:

Teacher discretion

Song Options:

Hamilton or *Dear Evan Hansen* soundtracks

Student choices

[MENTOR TEXT DROPBOX](#)

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Rhetorical Analysis

Summary and Rationale

Rhetorical analysis is an appreciation or critique of the art of persuasion. When you do a rhetorical analysis, you're systematically examining the choices a writer or speaker makes and the effect of those choices on the intended audience. These choices may include big-picture strategies, such as structure, as well as choices at the sentence level (such as parallelism) and word level (such as strongly emotional language). Students' analysis should focus on how the writer uses rhetorical strategies to achieve his or her purpose. Ultimately, students will be able to closely read and analyze speeches to determine whether or not a speaker's use of rhetoric is effective in persuading his or her audience.

Recommended Pacing

4-5 weeks

Standards

Reading: Literature

RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
RL.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how

	Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
Reading: Informational Text	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Writing	
W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Speaking and Listening	
SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	
L.9-10.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
L.9-10.3	<p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none"> A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in

	<p>the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>				
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
L.9-10.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>				
Interdisciplinary Connections					
Social Studies					
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.				
6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.				
Integration of Technology					
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.				
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.				
Instructional Focus					
<table border="1"> <tr> <th>Enduring Understandings:</th><th>Essential Questions:</th></tr> <tr> <td> <ul style="list-style-type: none"> Writers of rhetorical analysis utilize the analysis process (make observations, identify patterns, draw conclusion) in order to craft a claim in which they link the speaker's use of rhetorical strategies to a specific purpose. </td><td> <ul style="list-style-type: none"> How can a writer of rhetorical analysis utilize the analysis process (make observations, identify patterns, draw conclusions) in order to craft a claim? </td></tr> </table>		Enduring Understandings:	Essential Questions:	<ul style="list-style-type: none"> Writers of rhetorical analysis utilize the analysis process (make observations, identify patterns, draw conclusion) in order to craft a claim in which they link the speaker's use of rhetorical strategies to a specific purpose. 	<ul style="list-style-type: none"> How can a writer of rhetorical analysis utilize the analysis process (make observations, identify patterns, draw conclusions) in order to craft a claim?
Enduring Understandings:	Essential Questions:				
<ul style="list-style-type: none"> Writers of rhetorical analysis utilize the analysis process (make observations, identify patterns, draw conclusion) in order to craft a claim in which they link the speaker's use of rhetorical strategies to a specific purpose. 	<ul style="list-style-type: none"> How can a writer of rhetorical analysis utilize the analysis process (make observations, identify patterns, draw conclusions) in order to craft a claim? 				

- Writers of rhetorical analysis choose relevant, specific textual evidence that demonstrates how the speaker uses various rhetorical strategies to serve his or her purpose.
- Writers of rhetorical analysis conclude their essays by honing in on the most significant ways a speaker either does or does not succeed in achieving his or her purpose.

- How can a writer of rhetorical analysis choose textual evidence that demonstrates how the speaker's use of a rhetorical strategy serves his or her purpose?
- How can a writer of rhetorical analysis draw a conclusion regarding the effectiveness the speaker's argument?

Core Writing Enduring Understanding and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.
- Writers need to understand who their audience is so they can make specific stylistic choices.
- Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.

- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?
- How can specific awareness of an audience affect stylistic and mechanical choices?
- How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

Pre-assessment Text: "I Have a Dream" by Martin Luther King, Jr.

Pre-assessment Questions: Multiple choice and short answer

Post-assessment: Rhetorical analysis of a speech of choice submitted to <http://www.turnitin.com>

Objectives (SLO)

IMMERSION:

Prior to beginning the goals below, spend some time allowing students to look at mentor texts from a writer's lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of a specific genre.

You might want to use the questions from the chart below to support this exploration:

Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"> * How is the author's purpose made clear in this text? * How does the author support this purpose?
Content/ Organization/Style	<ul style="list-style-type: none"> * How is this text organized and structured? How does it begin? How does it end? * What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked? * How does the writer make this writing compelling for the reader? * Are there certain stylistic patterns that seem to be characteristic of this writer?
Grammar and Usage	<ul style="list-style-type: none"> * Are there grammatical structures that are particularly useful to this genre? * What punctuation might be useful for establishing a student's voice within this genre? * Does this mentor use a particular tone or jargon?

Figure 3.3 Questions We Ask of the Mentor Texts

Writers must also best understand how to write argument texts by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

Grammar/Language Focus:

- Writers use a semicolon (and conjunctive adverbs) to link two or more closely related independent clauses. Writers vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- Writers use a colon to introduce a list or quotation.*
- Use various types of phrases (participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

*These skills should have been introduced in a previous unit; however, your students may still need additional practice and support.

Students will know (Goals):	Students will be able to (Teaching Points):
<ul style="list-style-type: none"> • Writers of rhetorical analysis utilize the analysis process (make observations, identify patterns, draw conclusion) in order to craft a 	<ul style="list-style-type: none"> • Writers understand the fundamental elements of SOAPStone for purposes of analysis and writing <ul style="list-style-type: none"> ○ Speaker

<p>claim in which they link the speaker's use of rhetorical strategies to a specific purpose.</p>	<ul style="list-style-type: none"> ○ Occasion ○ Audience ○ Purpose ○ Subject ○ Tone ● Writers need to find and understand the goal the speaker is trying to achieve. ● Writers look back at some of the patterns they observed in the piece and identify which rhetorical strategies seem most important in terms of the author's achieving his or her purpose. <ul style="list-style-type: none"> ○ Ethos ○ Pathos ○ Logos ○ Figurative Language ● Writers tie strategies to purpose by looking at both the "what" and the "how" <ul style="list-style-type: none"> ○ <i>What</i> is the speaker's purpose? ○ <i>How</i> does he or she use rhetorical strategies to achieve it? ● Writers need to make choices about what the focus on; you cannot include everything, so you might choose to focus on only one rhetorical strategy (e.g. "logos")
<ul style="list-style-type: none"> ● Writers of rhetorical analysis choose relevant, specific textual evidence that demonstrates how the speaker uses various rhetorical strategies to serve his or her purpose. 	<ul style="list-style-type: none"> ● The topic sentence of a body (or "developmental") paragraph focuses on the connection between strategy and purpose ● When integrating evidence from the argument, a writer identifies the rhetorical strategy, implements the evidence (quotation) in their writing, and links the evidence to the speaker's purpose.
<ul style="list-style-type: none"> ● Writers of rhetorical analysis conclude their essays by honing in on the most significant ways a speaker either does or does not succeed in achieving his or her purpose. 	<ul style="list-style-type: none"> ● How you conclude your essay depends in large part on what your task is. <ul style="list-style-type: none"> ○ If you're writing a rhetorical analysis of Abraham Lincoln's Gettysburg Address, you're probably not going to be asked to determine if the speech was effective - history has already decided that. ○ If you're analyzing a contemporary argument, effectiveness might be a key part of your assignment. ● If you're writing a rhetorical analysis where effectiveness is not part of the job, then your conclusion should emphasize your claim about how techniques and strategies helped the speaker achieve his or her purpose. ● If you're gauging the effectiveness of a speaker's use of rhetorical strategies...

	<ul style="list-style-type: none"> ○ If yes, the text is effective, then focus on the most interesting ways the writer or speaker builds the argument. What strategies are particularly clever or insightful ways to reach the audience? ○ If no, the text falls short, then focus on the most significant problems, and <i>why</i> they are problems.
<ul style="list-style-type: none"> ● Writer write routinely over an extended time frame, creating opportunities to revise and edit along the way, maintaining appropriate language and grammatical conventions. 	<ul style="list-style-type: none"> ● Writers utilize past resources and feedback as a means to self-evaluate prior to producing a piece. <ul style="list-style-type: none"> ○ If necessary, teachers can create writing folders to allow students to revisit their feedback. Teachers can also provide graphic organizers to assist students in implementing their feedback. ● Writers initiate improvements to their work by utilizing reflective practices and implementing best writing practice.
<ul style="list-style-type: none"> ● Writers of rhetorical analysis essays revise for focus and impact, thinking about the author's use of stylistic elements and devices (i.e. diction, syntax, imagery, figurative language) to find thematic commonalities across poems 	<ul style="list-style-type: none"> ● Writers self-reflect and receive specific feedback in order to strengthen writing. ● Writers choose revision strategies to help with cohesion: <ul style="list-style-type: none"> ○ Checklist/Rubric ○ Partner ○ Teacher conference ○ Stations ○ Passing notes activities ● Writers publish their work and share their writing. <ul style="list-style-type: none"> ○ If necessary, teachers can introduce various tools, including technology, to allow students to publish their work in a differentiated format.
<ul style="list-style-type: none"> ● Writers use grammar and conventions to convey ideas precisely and powerfully. 	<ul style="list-style-type: none"> ● Writers edit their work before considering it finished. <ul style="list-style-type: none"> ○ "There are many methods to choose from. It is up to each writer to decide for himself what the most effective strategy is. I will remind you of a few editing strategies you have learned before and then send you off to do as many of them as you see fit." <ul style="list-style-type: none"> ■ Edit drafts with focus on: <ul style="list-style-type: none"> ● Spelling ● Punctuation ● Grammar ● Diction
Suggested Resources/Technology Tools	

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
[Essay Rubrics: Narrative, Argument, & Informational](#)

Text Options:

Fiction (student choice - could be from previous unit)

Media Options:

Film or tv show of student choice

Speeches:

<http://www.americanrhetoric.com/top100speechesall.html>

Short Speech Mentors:

Letter from Birmingham Jail by Martin Luther King, Jr.
"I Have Been to the Mountaintop" by Martin Luther King, Jr.
"An Ideal for Which I am Prepared to Die" by Nelson Mandela
"Common Sense" by Thomas Paine
"Speech to the UN Youth Assembly" by Malala Yousafzai
"Women's Suffrage is Inevitable" by Carrie Chapman Catt
Excerpt from *Animal Farm* by George Orwell

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 5

Dystopian Fiction (Reading)

Summary and Rationale

Analyzing fiction set in worlds that on the outside look nothing like our own is an integral way to see fresh perspectives on problematic social and political practices that might otherwise be taken for granted or considered natural and inevitable. Issues like poverty, freedom of speech and censorship, and mass incarceration (among others) are tackled in this genre as a means of examining what it means to be a citizen and what it takes to run a functioning society. In this unit, students will analyze, independently and in groups, a variety of dystopian texts in order to explore and understand the characteristics of the genre and make connections between fictional worlds and their own current realities. Students will track the development of the protagonist to understand how a society can impact and stifle a person based on societal structures. Students will also study the constraints of society, the types of control, and how propaganda influences our lives. Ultimately, students will make connections between these fictional texts to our world to understand the impact of our current beliefs, actions, morals, and decisions in regards to our future.

Recommended Pacing

5-6 weeks

Standards

Reading: Literature

RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
Writing	
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	
L.9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or

	<p>function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.9-10.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Interdisciplinary Connections	
Social Studies	
6.2	<p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
6.3	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
Integration of Technology	
8.1	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers analyze the impact of dystopian societies by tracking the power/control systems and how they oppress the characters. Readers of dystopian texts make sense of strange worlds and consider their relationship 	<ul style="list-style-type: none"> How do the characteristics and elements (control systems, setting, etc.) of the dystopian society impact the characters?

<p>to historical or contemporary societies by noticing what makes the world run and comparing what this might be similar to in a historical or societal lens.</p> <ul style="list-style-type: none"> • Readers explore the impact of societal controls on a character's ability (or lack thereof) to remain an individual by examining the rules, traditions, propaganda, beliefs, etc. 	<ul style="list-style-type: none"> • How do readers of dystopian texts make sense of strange fictional worlds and consider their relationship to historical or contemporary societies? • How do power/control systems impact individuals and influence them to conform to societal ideals?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> • Readers uncover words they do not know and the author's intent by using various strategies to record thinking and comprehension. • Readers listen and collaborate to understand others' thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> • How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning? • How is my understanding of a text expanded, explained, or challenged by my conversation with others?
Evidence of Learning (Assessments)	
<p>Pre-assessment: "Billenium" by J. G. Ballard (assessment linked below)</p> <p>Formative assessments Book club conversations Reading notebook entries Quizzes/activities that have readers apply skills learned to varied texts</p> <p>Unit Post-assessment</p>	
Objectives (SLO)	
Students will know (Goals):	Students will be able to (Teaching Points):
<ul style="list-style-type: none"> • Readers understand how the characteristics of the dystopian world impacts the characters. 	<ul style="list-style-type: none"> • Readers of dystopian texts take the beginning of the story analytically, almost reading the characters and setting with a sense of suspicion. <ul style="list-style-type: none"> ○ Who are these characters? ○ Why are they significant? <ul style="list-style-type: none"> ■ If necessary, teachers can model how to analyze the beginning of a story in the form of an interactive read aloud. • Readers of dystopian literature track who has power in society. We consider: <ul style="list-style-type: none"> ○ Who do the rules apply to? ○ Who makes the rules? ○ How did this group come into power? <ul style="list-style-type: none"> ■ How do they keep their power? ○ Are all social groups treated the same?

	<p>■ If so, why? If not, why not?</p> <ul style="list-style-type: none"> • Readers of dystopian texts know that most things in their stories mean something more—whether as an image, an allusion, a symbol or an analogy. They ask themselves: <ul style="list-style-type: none"> ○ What could this be really? ○ Why did the author make the choice to include this here? ○ What message is the author trying to send? ○ What am I learning about these characters through these literary elements/devices? • Readers of dystopian novels often notice when characters mostly fit an archetype or role, and they also notice how an author makes a character slightly different from the conventional archetype or role.
<ul style="list-style-type: none"> • Readers make sense of strange worlds and consider their relationship to historical or contemporary societies. 	<ul style="list-style-type: none"> • Readers of dystopian texts can get a sense of what the author might be saying about our world by reading closely for setting. <ul style="list-style-type: none"> ○ Which of these details feel almost identical to our world? ○ Which of these details feel very, very different? • Readers of dystopian stories understand that they are a critique of our real world today—or the world that existed at the time the author wrote the text. It helps to think about: <ul style="list-style-type: none"> ○ Culture ○ Politics ○ Economics ○ Interpersonal relationships ○ Technology ○ Gender roles ○ Media • Readers consider and define examples of societal control from history, modern society, or other texts and notice the ways oppressive societal control and illusions of a perfect society are maintained. These include: <ul style="list-style-type: none"> ○ corporate control ○ bureaucratic control ○ technological control ○ moral (religious or philosophical) control • Readers question the author’s commentary of our world based on the text’s societal controls. We ask: <ul style="list-style-type: none"> ○ What is this author’s comment about a current trend, societal norm or political system? ○ In what way is this a comment on how we currently live? ○ If necessary, teachers can review various forms of connections to help students understand the author’s commentary • Readers consider how the representation of a subject through different mediums impacts the meaning and their understanding. <ul style="list-style-type: none"> ○ Looking for what is absent

	<ul style="list-style-type: none"> ○ Looking for what is emphasized ● Readers of dystopian literature notice common elements of dystopian control. We think about in what ways the author uses some of these elements and how it adds to their commentary about modern society: <ul style="list-style-type: none"> ○ Propaganda is used to control the citizens of society. ○ Information, independent thought, and freedom are restricted. ○ A figurehead or concept is worshipped by the citizens of the society. ○ Citizens are perceived to be under constant surveillance. ○ Citizens have a fear of the outside world ○ Citizens live in a dehumanized state. ○ The natural world is banished and distrusted. ○ Citizens conform to uniform expectations. Individuality and dissent are bad. ○ Citizens are isolated from the natural world. ○ The state is in control of the economy. ○ The society is an illusion of a perfect utopian world. ● Readers notice rhetorical devices in dystopian literature to deepen an understanding about the world in the text. We notice: <ul style="list-style-type: none"> ○ analogy ○ metaphor ○ simile ○ personification ○ allusion ○ imagery ○ alliteration ○ rhetorical questions ● Readers consider how themes, patterns and events in dystopian literature compare to myths, traditional stories, or religious works.
<ul style="list-style-type: none"> ● Readers independently, and in clubs, use note taking strategies and conversations to understand characters, vocabulary, and interpret themes. 	<ul style="list-style-type: none"> ● Book clubs make plans for their reading. They discuss: <ul style="list-style-type: none"> ○ book choice ○ club guidelines ○ meeting agendas ○ reading focus ○ reading amounts ○ supplemental reading or research ● Clubs come to their meetings prepared. They have original ideas in their notebooks with evidence from the text cited. <ul style="list-style-type: none"> ○ Club members don't just discuss their ideas. They return to their notebooks and jot down how their ideas have grown from having discussions with their club. <ul style="list-style-type: none"> ■ Jot - Discuss - Jot. ● Readers uncover the meaning of unknown words and record new vocabulary in notebooks. <ul style="list-style-type: none"> ○ Determine the part of speech ○ Look for word parts I understand (prefixes,

- suffixes, roots)
 - Search for context clues throughout the text (not just in the sentence with the word.
 - Check for multiple meanings - do I know the correct definition in this context?
- When you're preparing for a book club, it's worth deciding if you each want to follow whatever ideas you find fascinating, and then share these for a short time each, or whether you want to trace an idea together, comparing and contrasting evidence and analysis.
 - If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club conversations to model accountable talk.
 - If necessary, teachers can begin using Socratic Seminars and transition to several book club conversations to model academic conversations.
 - If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs.
- Clubs work to make their conversation flow by asking questions of each other and the text that can't be easily answered in one or two words.
 - If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations.
- Club members pay attention to who says more in writing and in conversation, and they work to help each other strengthen both skills.
- Readers sometimes work together to improve their responses, by going back to the text to gather more evidence.
- Experienced dystopian readers expect themes that are common in this literary genre. They look for how classic themes, such as the struggle between good and evil, or the balance between nature and humanity, are developed by various authors.
- Readers can go back to the pages in a story where they first felt the inkling of a thematic idea.
 - They study it with a writer's perspective, looking for how exactly the author crafted those pages to denote the theme:
 - Was it structural choices?
 - Word usage?
 - Syntax?
 - Perhaps the way the scene was constructed?

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
 Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell

Dystopian Text Options:

[Available books at NHS](#)

[Short Stories](#)

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

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Unit 6	
Issues in Dystopia - Argumentative Writing	
Summary and Rationale	
<p>Arguments are everywhere. A politician argues that legislation will benefit the nation. A lawyer argues that her client is innocent. A poster argues that you should buy a certain pair of jeans. You also engage in arguments when you challenge the fairness of a school policy, or argue with a friend about whom your team should draft. We tend to think of “argument” as something to avoid because we associate the word with fights we have with friends, parents, or teachers, but what’s key to understand is that an effective or civil argument isn’t a shouting match or a winner-take-all competition - the goal is to persuade a reader or listener to see your perspective, take a certain action, or simply rethink an idea. In this unit, students will write and compose an argumentative essay about a controversial topic gleaned from their dystopian texts. Students will understand the components of argument - what are the techniques needed to persuade someone to your point? - and apply it in their own writing. Students will explore the key skills behind creating powerful academic evidence-backed arguments, and evaluate the use of argumentation to protect oneself as a consumer, a citizen, and a critical thinker.</p>	
Recommended Pacing	
3-4 weeks	
Standards	
Reading: Informational Text	
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Writing	

W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the

	discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
Speaking and Listening	
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers understand the essential elements of argumentative writing. Writers use their lessons about rhetoric from prior units to effectively argue an issue taken 	<ul style="list-style-type: none"> What are the components of an effective argumentative essay? How do writers utilize rhetoric to effectively argue an issue from their dystopian texts to persuade the reader?

<p>from their dystopian text while considering audience and purpose.</p> <ul style="list-style-type: none"> Writers utilize drafting, revision, and feedback prior to publication to create a cohesive, persuasive piece. 	<ul style="list-style-type: none"> How do writers utilize drafting, revision, and feedback prior to finalizing their publication of their argumentative piece to ensure cohesion and persuasion?
Core Writing Enduring Understanding and Essential Questions	
<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. Writers need to understand who their audience is so they can make specific stylistic choices. Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? How can specific awareness of an audience affect stylistic and mechanical choices? How can one most effectively utilize technology to produce, refine, publish and share writing?
Evidence of Learning (Assessments)	
<p>Pre-assessment - argumentative</p> <p>Argument Writing Checklist</p> <p>Formative assessments</p> <p>Quizzes/activities that have writers apply skills learned to varied texts</p> <p>Writing "check ins" assessed using specific rubric elements</p> <p>Post-assessment - assignment submitted to www.turnitin.com</p> <p>Argument Rubric</p>	
Objectives (SLO)	
<p>IMMERSION:</p> <p>Prior to beginning the goals below, spend some time allowing students to look at mentor texts from a writer's lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of a specific genre. texts.</p> <p>You might want to use the questions from the chart below to support this exploration:</p>	

Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"> * How is the author's purpose made clear in this text? * How does the author support this purpose?
Content/ Organization/Style	<ul style="list-style-type: none"> * How is this text organized and structured? How does it begin? How does it end? * What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked? * How does the writer make this writing compelling for the reader? * Are there certain stylistic patterns that seem to be characteristic of this writer?
Grammar and Usage	<ul style="list-style-type: none"> * Are there grammatical structures that are particularly useful to this genre? * What punctuation might be useful for establishing a student's voice within this genre? * Does this mentor use a particular tone or jargon?

Figure 3.3 Questions We Ask of the Mentor Texts

Writers must also best understand how to write argument texts by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

Grammar/Language Focus:

- Writers use parallel structure to increase the readability of their writing.
- Writers use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*
- Writers vary word choice and sentence structure to demonstrate an understanding of the influence of language.*
- Writers use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

*These skills should have been introduced in a previous unit; however, your students may still need additional practice and support.

Students will know (Goals):

Students will be able to (Teaching Points):

<ul style="list-style-type: none"> Writers understand the essential elements of argumentative writing. 	<ul style="list-style-type: none"> Writers understand their rhetorical situation before crafting their piece <ul style="list-style-type: none"> SOAPStone (review from Language Unit) Writers create a strong, concise, and arguable claim <ul style="list-style-type: none"> Based on their own beliefs and supported by outside research Writers acknowledge counterarguments <ul style="list-style-type: none"> Anticipates the opposition and considers all sides of an issue Rhetorical Appeals <ul style="list-style-type: none"> Ethos Pathos Logos Style <ul style="list-style-type: none"> Diction Syntax Imagery Figurative Language <ul style="list-style-type: none"> Simile Metaphor Hyperbole Allusion Personification Relevant evidence from both sides of the argument <ul style="list-style-type: none"> Evidence found using databases and research skills from Unit 1 <ul style="list-style-type: none"> Facts Statistics Graphs and charts
<ul style="list-style-type: none"> Writers use their understanding of rhetoric to effectively argue an issue (taken from their dystopian text) while considering audience and purpose. 	<ul style="list-style-type: none"> Writers more closely examine an issue that matters to them within their dystopian text and take a stance on it. <ul style="list-style-type: none"> Censorship Safety vs. individual liberty Civil rights and liberties <ul style="list-style-type: none"> Gender Sexuality Religion Technological control Corporate control Moral control Bureaucratic control Writers use Rhetorical Appeals in their writing to persuade their audience of their point. <ul style="list-style-type: none"> Logos (reason) <ul style="list-style-type: none"> How does the writer use evidence and logic to appeal to the audience's intellect? Pathos (emotion)

	<ul style="list-style-type: none"> ● How does the writer appeal to the audience's emotions? ● Are these effective strategies to gain sympathy, or do they go overboard to become overly sentimental, dramatic, or manipulative? ■ Ethos (credibility) <ul style="list-style-type: none"> ● What values or concerns does the speaker share with the audience? ● How does the speaker establish his or her good character? ○ Mastery of diction <ul style="list-style-type: none"> ■ Connotative Language <ul style="list-style-type: none"> ● Positive ● Negative ■ Figurative Language ■ Allusion ■ Personification ■ Metaphor ■ Imagery ■ Analogy ■ Irony ■ Tone/humor ○ Effectiveness of Clarity <ul style="list-style-type: none"> ■ Syntax ■ Semantics ■ Structure ■ Organization
<ul style="list-style-type: none"> ● Writers present their findings to larger audiences in a concise, logical, confident manner and receive feedback to support revision. 	<ul style="list-style-type: none"> ● Writers who speak publicly identify and illustrate the characteristics of effective delivery. <ul style="list-style-type: none"> ○ Eye contact ○ Gestures ○ Movement ○ Posture ○ Facial expression ○ Vocal delivery ● Writers choose what they would like to convey to an audience and consider how they are presenting their information so that their argument can be organized in a logical, clear manner. ● Writers have an opportunity to practice sharing their arguments through public speaking opportunities and/or debate. ● Writers receive feedback, and make adjustments to strengthen their writing. ● Writers present their polished arguments to small or large groups of peers.

- Writers utilize drafting, revision, and feedback prior to publication to create a cohesive, persuasive piece.

- Writers seek and apply feedback to strengthen their performance.
 - Peer-to-peer
 - Teacher conference
 - Self-reflection

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
 Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
[Essay Rubrics: Narrative, Argument, & Informational](#)

“Beyond Education Wars” by Nicholas Kristof
 “Why School Should Start Later in the Day” by Lisa Lewis
 “Why was Harambe the Gorilla in a Zoo in the First Place?” by Marc Bekoff
 “Is It Immoral to Watch the Super Bowl?” by Steve Almond
 “The Paranoid Style of American Policing” by Te-Nehisi Coates
 “Hiroshima Speech” by Barack Obama
 “Toxic Masculinity is Killing Men” by Kali Holloway
 “Advice to Youth” by Mark Twain
 “Letter from Delano” by Cesar Chaves

MENTOR TEXT DROPBOX

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 7

Reading: The Hero's Journey - Then & Now

Summary and Rationale

Everyone loves a hero. From the Greek heroes to Sir Gawain and the Green Knight to Harry Potter, individuals are drawn to characters who have to struggle through some adversity to emerge in a better position than when he or she started. In the beginning of this unit, students will be exposed to various works of narrative fiction that feature heroes or heroism as a way to comprehend how the definition of a hero is constructed and how this structure remains standard throughout different periods in literature and different cultures. After this exploration, students will begin to broaden their definition and understanding how our perception and classification of heroism has evolved. This reading experience will allow students to also develop their own perspective on what makes a worthwhile example of a hero, dependant on the student's interests and personal perspective. Finally, students will apply previously learned skills to new book club experiences or independent reading. Students can choose to immerse themselves into textual choices that feature classical or modern heroes.

Recommended Pacing

5-6 weeks

Standards

Reading: Literature

RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background

	knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
Reading: Informational Text	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
Writing	
W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
Speaking and Listening	
SL.9-10.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as

	<p>needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	
L.9-10.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Spell correctly.
L.9-10.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.9-10.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	

8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers understand the definition of heroism, the characteristics of a hero as an archetype, and the structural elements of a heroic texts on the whole. • Readers comprehend the lasting impact that heroes and their journeys have on society and on codes of ethics and how those definitions have changed over time. 	<ul style="list-style-type: none"> • How do readers define heroism? What are the characteristics of a hero? How does the structure of hero's journey impact the story as a whole? • How do we learn about ourselves and the world through the lens of heroism? How has the definition of heroism changed through time and cultural shifts?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> • Readers utilize the analysis process - making observations, identifying patterns, and drawing conclusions - to analyze texts and make connections between them, other texts they've read, and their world. • Readers choose the best way to annotate texts and conversations (post-its, writing in the margins, etc.) so that they can effectively make links between their own thoughts, the thoughts of the author, and the thoughts of their peers. • Readers listen and collaborate to understand others' thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> • How do readers apply the analysis process to make sense of challenging texts and the world around them? • How do readers effectively track their thinking while reading and during conversations in order to make meaningful connections and generate commentary and new questions? • How is my understanding of a text expanded, explained, or challenged by my conversation with others?
Evidence of Learning (Assessments)	
Formative assessments Book club conversations Reading notebook entries Quizzes/activities that have readers apply skills learned to varied texts Pre-Assessment Post Unit Assessment	
Objectives (SLO)	

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> • Readers understand the definition of heroism, the characteristics of a hero as an archetype, and the structural elements of a heroic texts on the whole. 	<ul style="list-style-type: none"> • Readers discover the characteristics, beliefs, and values of the specific culture which help to identify the criteria for heroism. <ul style="list-style-type: none"> ○ Hero is defined as a person admired for his or her courage who is typified as having good qualities and with whom the reader is expected to sympathize • Readers can identify various systems and structures in society and analyze their impact on the hero's mission. • Readers determine how the character is/is not a reflection of the society/time period from which they come. <ul style="list-style-type: none"> ○ If necessary, teachers can conduct mini-lessons about how characters are impacted by setting. • Readers wonder how people are impacted by heroes within their culture and other cultures. <ul style="list-style-type: none"> ○ If necessary, teachers can begin the unit by brainstorming heroes that are prevalent within the world today to access prior knowledge at the beginning of the unit. ○ If necessary, teachers can begin the unit with an inquiry activity in which students research various heroes and study their characteristics. • Students understand the hero's journey as described by Joseph Campbell's Monomyth: <ul style="list-style-type: none"> ○ Ordinary world ○ Call to adventure ○ Refusal of the call ○ Meeting a mentor ○ Crossing the threshold ○ Tests, Allies, Enemies ○ Approach to the inmost cave ○ Ordeals ○ Reward ○ The Road Back ○ Resurrection ○ Return with the elixir • Readers find multiple ways to analyze the quest structure: <ul style="list-style-type: none"> ○ Through charting the external and internal journeys of the characters. ○ Plotting the physical ups and downs of the actual journey. ○ Other ways of visualizing and writing to interpret the physical and psychological elements of the quests in a novel.

<ul style="list-style-type: none"> • Readers comprehend the lasting impact that heroes and their journeys have on society and on codes of ethics and <i>how those definitions have changed over time</i>. 	<ul style="list-style-type: none"> • Readers notice elements in texts that create a meaningful impact and effectively communicate the human experience. • Readers consider the overall impact of the text and determine why certain stories offer cross-cultural classifications of heroism. • Readers consider how a text makes an impact on a large population in the context of the overall perspective of an established belief system. • Readers look for patterns across a text and revise and shape their thinking about characters, themes, and cultures along the way. <ul style="list-style-type: none"> ◦ If necessary, the students can review the various (differentiated) formats that they can use to take notes. The students will ultimately choose their format for their notes. • Readers evaluate how more modern texts portray heroes and compare the similarities and differences to the classic model.
<ul style="list-style-type: none"> • Readers independently, and in clubs, use note taking strategies and conversations to understand characters, vocabulary, and interpret themes. 	<ul style="list-style-type: none"> • Book clubs make plans for their reading and discuss: <ul style="list-style-type: none"> ◦ book choice ◦ club guidelines ◦ meeting agendas ◦ reading focus ◦ reading amounts ◦ supplemental reading or research • Clubs come to their meetings prepared. They have original ideas in their notebooks with evidence from the text cited. <ul style="list-style-type: none"> ◦ Club members don't just discuss their ideas. They return to their notebooks and jot down how their ideas have grown from having discussions with their club. • Clubs work to make their conversation flow by asking questions of each other and the text that can't be easily answered in one or two words. • Club members pay attention to who says more in writing and in conversation, and they work to help each other strengthen both skills. • Book club members ask powerful questions that can lead to powerful thinking. • Conversations are opportunities to grapple with ideas that are new or challenge our current set of beliefs and thinking.
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>Texts <i>The Hobbit</i> by JRR Tolkien <i>The Odyssey</i> by Homer Greek myths</p> <p>Short Texts:</p>	

“Heroic Acts Protext the Word Hero” by Linton Weeks
“Is Anybody Watching my Do-Gooding?” by Katy Waldman
“Seeing Through the Illusions of the Sports Hero” by William Rhoden
“Joining the Military Doesn’t Make You a Hero” by Stephen Kinzer
“Why Wonder Woman is the Hero We Need Today” by Emily Wanamaker

Student choices of Film or Television

21ST CENTURY LIFE AND CAREER STANDARDS

Act as a responsible and contributing citizen and employee.

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 8	
Writing: Narrative Short Story (Heroic Stories)	
Summary and Rationale	
<p>Stories are all around us. They are in the novels we read, the movies we watch, the art we make, and even the video games we play. There are true stories we tell each other, and there are fictional stories that we make up or read. Stories are intended to entertain us, first, but even fictional stories reveal real-life truths, which makes them not just entertainment, but something more. Throughout the unit, students will learn from mentor writers and experiment with varied narrative techniques as they create and refine their own draft of a hero story. Ultimately, writers will write a compelling and unique story about a hero.</p>	
Recommended Pacing	
3-4 weeks	
Standards	
Reading: Literature	
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Writing	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	<ul style="list-style-type: none"> A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers study different mentor texts that feature a hero's journey to not only provide clarity of the particular conventions and characteristics of both the hero and the journey, but to enable writers to utilize real-life experiences and connections they have to other people to inform and inspire their writing. Writers use the elements of hero's stories to create narratives that capture heroic/ethical actions and choices and moments of integrity. Writers reflect and make purposeful changes during the revision process to ensure that the overall message of the work is clear. 	<ul style="list-style-type: none"> How can studying different mentor texts featuring a hero's journey provide clarity of the genre and generate ideas for our own narrative writing? How do writers use the elements of a hero's journey and the characteristics of a hero to tell a compelling story and capture interest of the reader? How can the revision process help to clarify the overall message of a narrative?

Evidence of Learning (Assessments)

Pre-Assessment - Narrative On-Demand

Post Unit Assessment - Narrative On-Demand

[Narrative Rubric](#)

Objectives (SLO)

IMMERSION:

Prior to beginning the goals below, spend some time allowing students to look at mentor texts from a writer's lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of a specific genre.

You might want to use the questions from the chart below to support this exploration:

Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"> * How is the author's purpose made clear in this text? * How does the author support this purpose?
Content/ Organization/Style	<ul style="list-style-type: none"> * How is this text organized and structured? How does it begin? How does it end? * What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked? * How does the writer make this writing compelling for the reader? * Are there certain stylistic patterns that seem to be characteristic of this writer?
Grammar and Usage	<ul style="list-style-type: none"> * Are there grammatical structures that are particularly useful to this genre? * What punctuation might be useful for establishing a student's voice within this genre? * Does this mentor use a particular tone or jargon?

Figure 3.3 Questions We Ask of the Mentor Texts

Writers must also best understand how to write narrative texts by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

Grammar/Language Focus:

- Writers spell correctly.
- Writers identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- Writers use parallel structure to increase the readability of their writing.*
- Writers use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*
- Writers vary word choice and sentence structure to demonstrate an understanding of the influence of language.*
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

*These skills should have been introduced in a previous unit; however, your students may still need additional practice and support.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● Writers study different mentor texts that feature a hero's journey to not only provide clarity of the particular conventions and characteristics of both the hero and the journey, but to enable writers to utilize real-life experiences and connections they have to other people to inform and inspire their writing. 	<ul style="list-style-type: none"> ● Writers study mentor texts to determine the key characteristics of writing stories of heroism. <ul style="list-style-type: none"> ○ If necessary, teachers will guide students to choose mentor texts according to reading levels, skill levels, and interests. ● Writers reflect on moments of heroism in their own lives or instances of ethics/integrity they have witnessed to generate a personal story of heroism. <ul style="list-style-type: none"> ○ If necessary, teachers can guide students to brainstorm acts of heroism in the form of a whole group lesson. ○ If necessary, teachers can provide graphic organizers to assist students in organizing their thoughts. ● Writers consider moments when they did not seize an opportunity for heroism, and re-imagine their stories to reflect the ethics/integrity that is of value to them. ● Writers study mentor narratives of heroism to review the structure and writer's choices in an effort to inspire their own.

<ul style="list-style-type: none"> Writers use the elements of hero's stories to create narratives that capture heroic/ethical actions and choices and moments of integrity. 	<ul style="list-style-type: none"> Writers <u>may</u> choose to commit to using the Campbell Monomyth structure in some way. <ul style="list-style-type: none"> Stage 1 - Call to adventure Stage 2 - Road of Trials Stage 3 - The Return Writers commit to specific characterization, conflicts, and messages of ethics and integrity when writing a narrative of heroism. <ul style="list-style-type: none"> Character Archetypes <ul style="list-style-type: none"> Mentor Shadow Absent Parent Monster or Dragon Companion Tempter/Temptress Damsel Trickster Writers study mentor texts to determine specific ways that stories of heroism are compelling and relevant. Writers utilize setting archetypes as a symbolic way of adding significance to the event they're recounting. <ul style="list-style-type: none"> The Threshold The Wilderness The Garden The Wasteland The Maze or Labyrinth The Underworld The Castle Writers remember that stories of heroism are designed to inspire and teach, and craft stories that feature moments and choices for the audience to emulate. Writers of stories of heroism avoid expected outcomes and cliché, reaching their readers with vivid details, realistic and relevant plotlines, and thought-provoking, lasting messages.
<ul style="list-style-type: none"> Writers reflect and make purposeful changes during the revision process to ensure that the overall message of the work is clear. 	<ul style="list-style-type: none"> Writers self-reflect and receive specific feedback in order to strengthen writing. Writers choose revision strategies to help with cohesion: <ul style="list-style-type: none"> Checklist/Rubric Partner Teacher conference Stations Passing notes activities Writers edit their work before considering it finished. <ul style="list-style-type: none"> "There are many methods to choose from. It is up to each writer to decide for himself what the most effective strategy is. I will remind you of a few editing strategies you have learned before and then send you off to do as many of them as you see fit." <ul style="list-style-type: none"> Edit drafts with focus on: <ul style="list-style-type: none"> Spelling Punctuation Grammar

- Diction
- Writers publish their work and share their writing.

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
 Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
[Essay Rubrics: Narrative, Argument, & Informational](#)

Mentor text examples

Novels:

[The Hobbit by JRR Tolkien](#)

The Odyssey

Film Examples:

The Matrix

Beowulf

The Wizard of Oz

[MENTOR TEXT DROPBOX](#)

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