



English/Language Arts Department
Grade 10 - English II

Overarching Question: Who am I and how do I fit in the world?

Developed by: Jessica Lemire, Emily Benjamin, Jessica Coppola, Nicole Crowe, Chelsea Freda, Michael Gurrieri

Effective Date: September 2022

Scope and Sequence

Month	Reading Workshop	Writing Workshop
Sept. to early Oct.	Unit 1: The Human Experience	
early Oct. to early Nov		Unit 2: Informative Writing
early November to mid- Dec	Unit 3: Strange Worlds and Dystopian Fiction Book Clubs	
mid-Dec to late January		Unit 4: Literary Analysis
Late January to early March	Unit 5: The Power of Voice	
mid-March to early April		Unit 6: Writing Argument
Early April to Early May	Unit 7: Exploring Nonfiction	
Early May to June 14		Unit 8: Narrative Writing

Grammar Standard Expectations: K-5 and 6-12

Unit 1

Reading: The Human Experience

Summary and Rationale

There are two questions that have plagued society since the dawn of time: who are we and where do we fit in as individuals? In the beginning of this unit, students will be exposed to various works of fiction and nonfiction that feature people who struggle with some type of conflict as a way to comprehend and empathize with the human experience. They will also consider how their upbringing has influenced their own beliefs and interrogate why they think the things they do. This reading unit will allow students to also develop their own perspective on humanity, depending on the student's interests and personal perspective. Finally, students will apply previously learned skills from freshman year to new book club experiences or independent reading. Students can choose to immerse themselves into textual choices that interest them.

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.	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. <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.

	<p>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.</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 your 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	
Learning for Justice	
I.D.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

I.D.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
I.D.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
J.U.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
J.U.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Readers understand how a persons' experiences and perspectives impact themselves as individuals as well as the worlds that surround them. ● Readers comprehend the lasting impact that society and their culture has on a person’s beliefs, ethics, and behaviors. ● Readers form thematic connections by exploring various texts in order to gain a deeper understanding of the variant of human experiences in society. 	<ul style="list-style-type: none"> ● What impact does the individual have on the world around them? How do individual beliefs and values impact the larger whole? ● How does an individual’s society and culture influence how they develop as an individual? ● What lessons can be learned through empathizing with others and their experiences?

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 - “No Face” by Junot Diaz

Post Assessment - “Once Upon a Time” by Gordimer

Objectives (SLO)

Students will know: (Goals)

- Readers understand how peoples’ experiences, perspectives, and choices impact themselves as individuals as well as others that surround them.

Students will be able to: (Teaching Points)

- Point Of View
 - What are the points of view that are evidenced in the text?
 - Types of POV
 - How POV can be both inclusive and exclusive
- Characterization
 - What are the beliefs, thoughts, and behaviors of the protagonist?
 - What are the beliefs, thoughts, and behaviors of the antagonists?
 - Teacher may have to do mini lessons on antagonists, which can be people or concepts
- Intention vs. Impact
 - What was the character's intention and how did it impact different people or groups of people in different ways?
 - Who or what did the character have in mind when he/she set the intention?
 - Did the character consider the impact? How or why?
 - If not, what may have placed limits/blinders on his/her perspective?
 - What were the choices the character made? Did he/she consider the impact on all groups?
- Character relationships and development
 - How does a character’s behavior influence the way they interact with the people around them
 - How do other people respond to them?
 - What happens when characters disagree?
 - How does the impact of a character’s decision affect their relationship with others in a positive and/or negative manner?

- Readers comprehend the lasting impact that society and culture has on a person's beliefs, ethics, and behaviors.

- Readers consider various ways to empathize with characters in stories, even when their experiences or backgrounds are different from the characters'.
 - Consider:
 - Character relationships
 - Struggles
 - Hopes
 - Dreams
 - Fears
- Readers initially "silence" their biases and judgements when trying to understand someone's feelings or situations. (AC.9-12.16)
 - **Listen** first in order to take in the experience or story and then respond.
- Readers learn to distinguish a character's choice from a choice they believe they would make in the same situation.
 - Ask yourself: what about this character's world has influenced the choices they've made?
 - Did they have any other choices?
- Readers can identify various systems and structures in society and analyze their impact on the individual and society.
 - What is the system that the author is writing within or choosing to push against?
 - What are the issues the author is writing about?
 - Whose voices are amplified? Silenced? Whose story gets centered? (DI.9-12.10)
 - Who makes the rules?
 - What are the rules of the society and how do those rules influence the people?
 - Positive and negative influence
 - What are the laws in place?
 - Who holds the power in a given moment? On a small scale and a large scale?
- Readers determine how the character is/is not a reflection of the society/time period from which they come.
 - How do the characters fit into their world? How are they different?
- Readers discover the characteristics, beliefs, and values of the specific culture which help to characterize the individual. (ID.9-12.5)

<ul style="list-style-type: none"> ● Readers form thematic connections by exploring various texts in order to gain a deeper understanding of the variant of human experiences in society. 	<ul style="list-style-type: none"> ● Readers analyze and evaluate the complexity of conflict by determining the factors and characters involved in the conflict, along with the final resolution. <ul style="list-style-type: none"> ○ Why are characters in conflict? ○ What's at stake? ○ Is the conflict resolved? ● Readers recognize the impact of authors leaving some matters unresolved. ● Readers track multiple themes across texts <ul style="list-style-type: none"> ○ What can we use to help us to understand theme? <ul style="list-style-type: none"> ■ Character ■ Symbol ■ Plot ■ Conflict ● Readers use texts as an opportunity for self reflection on future behavior and conduct by asking: What is the author trying to say about the human condition?
<ul style="list-style-type: none"> ● Readers independently, and in clubs, use note taking strategies and conversations to understand people, 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. (DI.9-12.6)

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Novels

House on Mango Street by Sandra Cisneros
With the Fire On High by Elizabeth Acevedo
Clap When You Land by Elizabeth Acevedo
I'm Not Your Perfect Mexican Daughter by Erika Sanchez
Felix Ever After by Kacen Callender
Darius the Great is Not OK by Adib Khorram
Where the Crawdads Sing by Delia Owens
American Street by Ibi Zoboi
The Adoration of Jenna Fox by Mary E. Pearson

Suggested Poetry

Ink Knows No Borders: Poems of the Immigrant and Refugee Experience edited by Patrice Vecchione and Alyssa Raymond
Counting Descent by Clint Smith III
The Chaos of Longing by KY Robinson
Milk and Honey by Rupi Kaur

Short Story Collections

Flying Lessons and Other Stories edited by Ellen Oh

Nonfiction Collections

Tell Me Who You Are: Sharing Our Stories of Race, Culture, and Identity by Winona Guo and Priya Vulchi

Short Stories

“Names Nombres” by Julia Alvarez
“Rules of the Game” by Amy Tan
“The Lesson” by Toni Cade Bambara
“A and P” by John Updike
“Why I Live at the P.O.” by Eudora Way
“A Clean and Well Lighted Place” by Ernest Hemingway

“Sweat” by Zora Neale Hurston

“Cathedral” by Raymond Carver

“This is What It Means to Say Phoenix, Arizona” by Sherman Alexie

Nonfiction Articles

Opinion - Empathy is Actually a Choice - The New York Times

Videos:

<https://www.youtube.com/watch?v=D9Ihs241zeg&vl=en> ← Chimamanda Ngozi Adichie “The Danger of a Single Story”

Links:

<http://humansofnewyork.com>

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **On paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about

the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.

- **Typed:** students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- Tiered Assignments:
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- Open-Ended Assignments - **Extended Thinking**:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Writing Informational Texts

Summary and Rationale

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 *not* is 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. In the previous unit, students conducted research of a variety of nonfiction texts in order to better understand a topic as it relates to a social issue. In this unit, students will read and analyze a variety of mentor informational texts and learn how to explain their topic clearly to articulate an opinion on a social issue that matters to them. Students will choose a specific medium (podcast, speech, essay, PSA, TedTalk, etc.) It will not only help them think about the content of the texts, but how they can incorporate these methods into their own writing. Overall, students will use this unit to convey their knowledge of how a particular topic relates to a social issue in an informative and engaging way.

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	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. <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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
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 the 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” Pre-assessment Question: “Topics for Composing #5 Exposition” (found in the previous document)</p> <p>Formative assessments Quizzes/activities that have writers apply skills learned to varied texts Writing “check ins” assessed using specific rubric elements</p> <p>Post Unit Assessment - Final submitted writing assignment to www.turnitin.com</p>	
Objectives (SLO)	
<p>Grammar/Language Focus:</p> <ul style="list-style-type: none"> 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. <p>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.</p>	
Students will know (Goals):	Students will be able to (Teaching Points):
<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. 	<ul style="list-style-type: none"> IMMERSION: <ul style="list-style-type: none"> Writers study mentor texts of expository writing to unpack the components of informational pieces. <ul style="list-style-type: none"> 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 on their mentor texts to track commonalities of policy briefs.
- Writers best understand how to write informational texts by collaborating with others as they explore this genre.
 - This teaching point might be best supported through shared reading and shared writing activities during immersion.

	If necessary, teachers can guide students to review mentor texts according to their reading levels and interests.
<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 organize their writing in a way that considers the audience. <ul style="list-style-type: none"> ○ Formal vs. informal ○ Purpose ● 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
<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.
<p>Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> <p><u>NOTES FOR DIFFERENTIATION:</u> These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p> <p>If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.</p>	

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

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Strange Worlds and Dystopian Fiction

Summary and Rationale

In the previous unit, students explored the human experience on an individual level. In this unit, they're going to broaden their scope and begin to consider how groups are impacted by existing systems of control. 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 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	<p>Acquire and use accurate 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	
Learning for Justice	
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
AC9-12.19	I stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.

AC9-12.20	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.
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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	

Enduring Understandings:	Essential Questions:
<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. of that society. • Readers of fiction analyze how characters’ beliefs and motivations are influenced by the world around them and explore how those beliefs change over time. • Readers of texts make sense of strange worlds and consider their relationship to historical or contemporary societies by comparing what this might be similar to through a historical or societal lens. 	<ul style="list-style-type: none"> • How do power/control systems impact individuals and influence them to conform to societal ideals? • How does the world a person lives in influence their beliefs and how do those beliefs change over time when new information is learned? • How do readers of otherworldly texts make sense of strange fictional worlds and consider their relationship to historical or contemporary societies?
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 Unit Post-assessment</p>	
Objectives (SLO)	
Students will know (Goals):	Students will be able to (Teaching Points):

<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. of that society. 	<ul style="list-style-type: none"> ● (Setting and Conflict) Readers examine systems of power in the story (DI.9-12.10, JU.9-12.12, JU.9-12.13) <ul style="list-style-type: none"> ○ Who has power? ○ Why does that person/entity have power? ○ What does that person/entity do with that power? ○ How does that power influence the world around them? ○ How does the world around them respond to the person/entity in power? ● (Setting and Characterization) Readers understand the beliefs and values of the society in which the characters live: <ul style="list-style-type: none"> ○ What do the people value? ○ What motivates people? ○ What are the beliefs of the society? ○ What are the traditions or cultural norms? ● (Style and Structure) How does the author stylistically set up the world? <ul style="list-style-type: none"> ○ Who are the characters? <ul style="list-style-type: none"> ■ Do they fit an archetype or role, or are they slightly different than the conventions? ■ Why are they significant? ● (Craft and Structure) Readers look at the use of specific words and phrases in a text to determine the cumulative impact on meaning and tone <ul style="list-style-type: none"> ○ Figurative and connotative meanings ○ How does the language evoke a sense of time and place? ○ Is it formal? Informal? Angry? Detached?
<ul style="list-style-type: none"> ● Readers of fiction analyze how characters’ beliefs and motivations are influenced by the world around them and explore how those beliefs change over time. 	<ul style="list-style-type: none"> ● (Characterization and Conflict) Readers determine what it is that makes us individuals by looking at major and minor characters who either go with or against the norms of the society. <ul style="list-style-type: none"> ○ Are any of us actually individuals? OR are we all just variations of the same thing? ○ Is there any way to remain outside the norms of a society and still be a part of that society? ○ What happens when a person rebels against the norms and expectations of his/her society? ● (Author craft and structure) Readers look at how an author structures the order of events within a text and how those choices influence the characters and our understanding of them. <ul style="list-style-type: none"> ○ Are there parallel plots? ○ Flashbacks? Flash forwards? ○ What is left unsaid? What is explicit?

- Readers of otherworldly texts make sense of strange worlds and consider their relationship to historical or contemporary societies by comparing what this might be similar to through a historical or societal lens.

- **(Setting)** Readers focus heavily on the beginning of the story to orient themselves in the strange world created by the author.
 - What is this setting?
 - Which of the details feel almost identical to our world?
 - Which of the details feel very, very different?
 - How does the author stylistically set up the world?
 -
- **(Theme)** 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. (JU.9-12.13)
 - 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 explore how a theme or central idea develops over time and how the idea is refined and reshaped by new details.
- Readers can provide an objective summary of the text (the whole thing or just parts of chapters).

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Suggested Novels

1984 by George Orwell

Animal Farm by George Orwell

Brave New World by Aldous Huxley

Delirium by Lauren Oliver

Fahrenheit 451 by Ray Bradbury
Never Let Me Go by Kazuo Ishiguro
Oryx and Crake by Margaret Atwood
Ready Player One by Ernest Cline
The Adoration of Jenna Fox by Mary E. Pearson
The Children of Men by P. D. James
The Handmaid's Tale by Margaret Atwood
The Hunger Games by Suzanne Collins
The Road by Cormac McCarthy
Unwind by Neal Shusterman
V for Vendetta (GN) by Alan Moore
The Eleventh Plague by Jeff Hirsch
World War Z by Max Brooks

Short Stories

“Harrison Bergeron” by Kurt Vonnegut
“2 B R 0 2 B” by Kurt Vonnegut
“August 2026: There Will Come Soft Rains” by Ray Bradbury
“The Pedestrian” by Ray Bradbury
“The Veldt” by Ray Bradbury
“The Ones Who Walk Away from Omelas” by Ursula K. LeGuin
“The Lottery” by Shirley Jackson
“Happy Endings” by Margaret Atwood
“Billennium” by JG Ballard
“The Red Card” by SL Gilbow

Poetry:

“The Unknown Citizen” by WH Auden

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques

- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.

- Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

Literary Analysis

Summary and Rationale

In this unit, students will choose a literary or stylistic element(s) from a choice independent dystopian novel in order to generate a thesis that analyzes how that element illustrates and propels a theme of their own interpretation. Students will look at literary analysis mentor texts, including traditional literary essays and more authentic literary analysis from popular publications in order to generate ideas for potential writer’s craft moves. Students will provide specific and relevant textual evidence that best supports their thesis. Students will effectively utilize transitions to show progression of their ideas throughout the essay. Students will also provide appropriate context to address and anticipate the audience’s knowledge level and needs. Ultimately, students will effectively conclude the analysis by reiterating the author’s meaning or intent from this novel in a larger context.

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	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
----------	--

	<p>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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.

9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Writers analyze the use of stylistic elements in a text to explain the connection to the theme by studying several mentor texts. Writers use relevant and appropriate evidence by choosing textual evidence that directly relates to their claim. Writers effectively structure and organize their essay using transitions and providing context to meet the audience’s needs. 	<ul style="list-style-type: none"> How do writers effectively present multiple authors’ use of stylistic elements in connection to understanding of the theme? How do writers collect and connect evidence and use it to support their claim and create cohesion? How do writers structure and organize literary analysis essays to best address the audience?
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)	

Pre-Assessment: Literary analysis paragraph of a fresh literary text

Formative assessments:

- Quizzes/activities that have writers apply skills learned to varied texts
- Writing “check ins” assessed using specific rubric elements

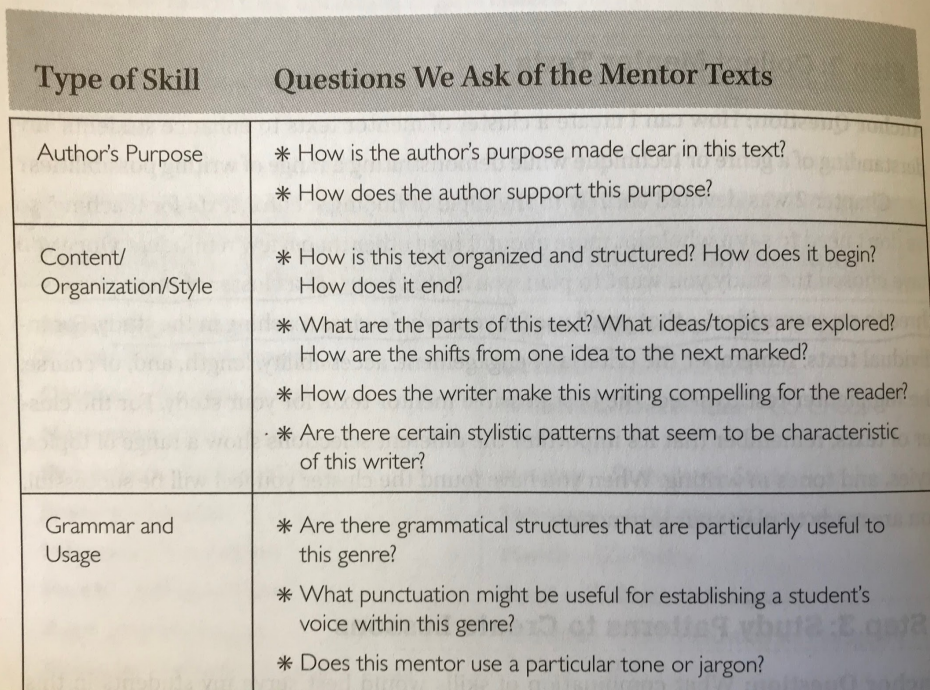
Post-Assessment - final draft submitted to www.turnitin.com

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 literary analysis 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 analyze the use of stylistic elements in a text to explain the connection to the theme by studying several mentor texts. 	<ul style="list-style-type: none"> ● Writers are familiar with different literary and stylistic elements they could use for synthesis: <ul style="list-style-type: none"> ○ Characterization ○ Structure <ul style="list-style-type: none"> ■ Plot structure and scene structure ○ Setting ○ Plot ○ Conflict ○ Dialogue ○ Word choice <ul style="list-style-type: none"> ■ Figurative language <ul style="list-style-type: none"> ● Similes ● Metaphors ■ Connotative language ● Writers identify literary element commonalities explored in multiple texts to compose a claim about language and power. <ul style="list-style-type: none"> ○ Claim addresses the “how” and the “so what?”
<ul style="list-style-type: none"> ● Writers use relevant and appropriate evidence by choosing textual evidence that directly relates to their claim. 	<ul style="list-style-type: none"> ● Writers utilize textual evidence from their text to form their own claim and support their analysis. <ul style="list-style-type: none"> ○ Students focus on a stylistic choice and analyze the impact of its inclusion.

	<ul style="list-style-type: none"> ○ Students create a claim that addresses how the stylistic choice helps to better understand the author’s message. ● Writers using valid reasoning and relevant and sufficient evidence to support their claim. <ul style="list-style-type: none"> ○ We ask “is this relevant?” and “does it support our point?” <ul style="list-style-type: none"> ■ Teacher can do possible mini-lessons on finding relevant evidence based on claim. ● Writers ensure equity and cohesion when using sources to create balance and increase insight. ● Writers thoroughly analyze their evidence and provide their own commentary in order to make connections.
--	---

<ul style="list-style-type: none"> ● 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"> ● Writers seek and apply feedback to strengthen their performance. <ul style="list-style-type: none"> ○ Peer-to-peer ○ Teacher conference ○ Self-reflection ○ Teachers can provide resources of rubrics and checklists to help students review their writing.
--

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O’Dell

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary

- Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
- Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests

of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.

- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

The Power of Voice

Summary and Rationale

In the previous units, we have explored experiences and impacts both individuals and groups have within the world. In this unit, we will be exploring how the voices of groups, and individuals within those groups, across texts utilize voice to elicit change or response. Language 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. Language is impacted by culture/society and culture/society shapes language. Some voices are silenced, some are marginalized, and some are prioritized and elevated within a society. When we look at the norms within a subgroup of society we see rhetoric as a tool to speak to insiders and to create insiders- to unify. When we look at rhetoric across subgroups of society we see different language uses and impacts.

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	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>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.</p> <p>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.</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 your own views. Make new connections in light of the evidence and reasoning presented.</p>
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> <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>
L.9-10.6	Acquire and use accurate 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	

Learning for Justice	
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
AC.9-12.19	I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.
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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers understand the society in which characters live and how it impacts various voices, beliefs, and perspectives by anchoring themselves in the setting, reflecting upon whose voices are being amplified during specific time periods, and recognizing that authors are always working with or against a system. • Readers listen to varied voices and analyze how characters use their voices and what impact their speaking up has on others by acknowledging who is speaking, why, and the intended message and analyzing a character’s intention to use his/her voice and reflect upon who it has impacted and how. • Readers read texts closely and bring evidence for discussion, using notebook entries to support their thinking and understanding of what they read by bringing evidence and ideas to the group for discussion and reflecting upon how their personal words and voices may impact how a message is received. 	<ul style="list-style-type: none"> • How does the society in which we live impact the various voices, beliefs, and perspectives of characters? • How can we empathetically listen to varied voices, analyze how characters use those voices, and explore the impact speaking up (or staying silent) has on others? • How can we come prepared to discussions so that we can generate empathy and make connections to others?
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)	

Pre-assessment: TBD

Ongoing: Formative assessment on literary elements, devices, and stylistic choices assessed for the creation of small groups for further instruction based on individual needs.

Post-assessment: TBD

Objectives (SLO)

Students will know (Goals):

Students will be able to (Teaching Points):

- Readers understand the society in which characters live and how it impacts various voices, beliefs, and perspectives.

- Readers anchor themselves in the setting of texts to best understand the world in which characters live and the choices that characters make.
- Readers consider what about a society/situation may have an impact on characters who speak up and those who do not (AC.9-12.18, AC.9-12.19)
- Readers examine how elements like gender, religious beliefs, socioeconomic status, geographic location and time period can influence a character's ability to communicate effectively. (JU.9-12.11, JU.9-12.12)
 - What happens if a character falls *outside* the norm of his/her gender, time period, religion related to language?
 - How does the world respond to people with a command of linguistic usage outside the status quo?
- Readers reflect upon whose voices are being amplified during specific time periods.
- Readers recognize that authors are always working with or against a system.

- Readers listen to varied voices and analyze how characters use their voices and what impact their speaking up has on others.

- Readers listen empathetically to varied voices in texts, both dominant and under-developed, acknowledging who is speaking, why, and the intended message.
 - Whose voices are silenced and whose are elevated? Why?
 - How are the voiceless portrayed?
- Readers examine characters by listening to and acknowledging what they are

	<p>saying, while considering what they are not saying.</p> <ul style="list-style-type: none"> ● Readers analyze the circumstances that support or stifle a person’s ability to speak up for themselves or others (AC.9-12.18. AC.9-12.19) ● Readers analyze a character’s intention to use his/her voice and reflect upon who it has impacted and how. <ul style="list-style-type: none"> ○ How is language used and misused? ○ How does language impact different individuals/groups? ● Readers consider how varied voices have specific impacts for individuals and groups of people. ● Readers analyze how voices can include and exclude others. <ul style="list-style-type: none"> ○ Readers analyze why some characters have voices who are heard and others have voices who are ignored.
<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 understand the value in listening to someone else’s perspective. (AC.9-12.16) ● Before speaking your truth, readers consider the ways it may be understood or interpreted. ● When speaking in collaborative conversations, readers reflect upon how their personal words and voices may impact how a message is received. <ul style="list-style-type: none"> ○ Readers are mindful of their own personal biases and experiences. ● Readers understand that through their questions, disagreements, and dialogue, they can negotiate meaning from multiple perspectives, including their own (AC.9-12.18) ● Readers use notebook entries to move beyond their initial thinking and revise their thinking.
<p>Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> <p><u>NOTES FOR DIFFERENTIATION:</u> These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p> <p>If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The</p>	

teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups

Suggested Resources/Technology Tools

Novels

House on Mango Street by Sandra Cisneros
With the Fire On High by Elizabeth Acevedo
Clap When You Land by Elizabeth Acevedo
I'm Not Your Perfect Mexican Daughter by Erika Sanchez
Felix Ever After by Kacen Callender
Darius the Great is Not OK by Adib Khorram
Where the Crawdads Sings by Delia Owens
American Street by Ibi Zoboi
The Adoration Jenna Fox by Mary E. Pearson

Suggested Poetry

Ink Knows No Borders: Poems of the Immigrant and Refugee Experience edited by Patrice Vecchione and Alyssa Raymond
Counting Descent by Clint Smith III
The Chaos of Longing by KY Robinson
Milk and Honey by Rupi Kaur

Short Story Collections

Flying Lessons and Other Stories edited by Ellen Oh

Nonfiction Collections

Tell Me Who You Are: Sharing Our Stories of Race, Culture, and Identity by Winona Guo and Priya Vulchi

Articles

“Slang for the Ages” by Kory Stamper
“Hot Dogs and Wild Geese” by Firoozeh Dumas
“La Gringuita” by Julia Alvarez
“Confessions of a Code Switcher” by Joshua Adams

Video Link

https://www.ted.com/talks/clint_smith_the_danger_of_silence?language=en ←

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding

- Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

Writing Argument

Summary and Rationale

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-based arguments, and evaluate the use of argumentation to protect oneself as a consumer, a citizen, and a critical thinker.

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	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,

	<p>tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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> <p>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.</p> <p>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.</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 your own views. Make new connections in light of the evidence and</p>

	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	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. <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	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 accurate 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	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.
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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Writers understand the essential elements of argumentative writing. ● Writers analyze texts in all modes to better understand how authors, creators, and speakers use language to create a meaningful impact on the audience. ● Writers utilize drafting, revision, and feedback prior to publication to create a cohesive, persuasive piece. 	<ul style="list-style-type: none"> ● What are the components of an effective and persuasive argumentative essay? ● How do authors, creators, and speakers use language to create a specific and meaningful impact on their audience? ● 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 Text: “I Have a Dream” by Martin Luther King, Jr. Pre-assessment Questions: Multiple choice and short answer</p> <p>Post-assessment: Rhetorical analysis of a speech of choice submitted to http://www.turnitin.com</p>	
Objectives (SLO)	
<p>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.</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 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 study and understand the essential elements of argumentative writing. 	<ul style="list-style-type: none"> ● Writers immerse themselves in argument writing to understand the genre and analyze how and why writers make specific choices.

- Writers understand their rhetorical situation before crafting their piece
 - SOAPStone (review from Language Unit)
 - Subject
 - Occasion
 - Audience
 - Purpose
 - Speaker
- Writers consider how the background of the author influences their point of view? Consider:
 - Gender
 - Age
 - Socioeconomic status
 - Sexual orientation or identity
 - Religion
 - Race
 - Ethnicity
 - Education
 - Geographic location
 - Tone
- Writers create a strong, concise, and arguable claim
 - Based on their own beliefs and supported by outside research
- Writers acknowledge counterarguments
 - Anticipates the opposition and considers all sides of an issue
- Mastery of diction
 - Connotative Language
 - Positive
 - Negative
 - Figurative Language
 - Allusion
 - Personification
 - Metaphor
 - Imagery
 - Analogy
 - Irony
 - Tone/humor
- Effectiveness of Clarity
 - Syntax
 - Semantics
 - Structure
 - Organization
- Relevant evidence from both sides of the argument
 - Evidence found using databases and research

	<ul style="list-style-type: none"> ■ Facts ■ Statistics ■ Graphs and charts
<ul style="list-style-type: none"> ● Writers generate ideas for argument texts by exploring their interests and relying on experiences and begin planning their argument. 	<ul style="list-style-type: none"> ● Writers will brainstorm ideas around topics of interest by reflecting on previous readings, personal experiences, and current events. ● Writers will conduct mini research inquiries: <ul style="list-style-type: none"> ○ Utilize databases to find: <ul style="list-style-type: none"> ■ Articles ■ Podcasts ■ Videos ■ Novels ■ Court cases ■ Short stories ■ Advertisements ● Writers will collect information and store it in their readers notebooks using preferred strategies: <ul style="list-style-type: none"> ○ T charts ○ Graphic organizers ● Writers will organize their ideas in a cohesive way <ul style="list-style-type: none"> ○ Outlines ○ Organizers ● Writers will create flash drafts of their arguments that can be used for the full assignment later.
<ul style="list-style-type: none"> ● Writers use their understanding of rhetoric to effectively argue an issue while considering audience and purpose. 	<ul style="list-style-type: none"> ● Writers will immerse themselves in a variety of texts in order to better understand how author’s use rhetorical appeals for persuasion. ● Writers showcase an understanding of how rhetorical appeals work to persuade the audience and use that in their own writing: <ul style="list-style-type: none"> ○ 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? ● Writers avoid logical fallacies in their writing to boost credibility. <ul style="list-style-type: none"> ○ Logical fallacies <ul style="list-style-type: none"> ■ Red herring ■ Bandwagon appeal ■ Either-or fallacy ■ Ad hominem attacks ■ Slippery slope ■ Hasty generalization
--	---

<ul style="list-style-type: none"> ● Writers write routinely over an extended time frame, creating opportunities to revise and edit along the way; they utilize drafting, revision, and feedback to create a cohesive piece. 	<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"> ○ They are mindful of spelling and grammar ○ Reflective of tone, audience, and purpose ○ Mindful of cohesion and organization ● Writers receive feedback, and make adjustments to strengthen their writing.
---	---

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or

provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

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

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).

- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 7

Exploring Nonfiction Through Social Issues

Summary and Rationale

Last year, students focused on **how and what** we research: deciding on a topic, types of search engines, keywords, and author and source credibility. In this unit, building off of all the other skills from previous units, students will explore different types of nonfiction texts on a specific topic of their choice to generate an opinion on a social issue that matters to them. Using narrative nonfiction books, news articles, op-eds, editorials, policy briefs, and other texts via internet searches and the school and public library, students will better understand how to read and interpret the many different types of nonfiction they will encounter in their research in order to better explicate an issue related to social justice. 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.

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	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. <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	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 accurate 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	
Learning for Justice	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers explore a topic and then follow that inquiry to other texts such as books, documentaries, podcasts, articles, etc. • Researchers discover the importance of delving deeper into a topic by considering the ways in which an issue resonates with themselves. • 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"> • How do the different types of nonfiction impact the way we read and interpret them? • How do readers independently research big ideas and key details with varying points of view to inform their own connection to the topic? • How can students utilize search engines and different research sites to better inform their viewpoint on a topic?
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: Read two articles on a certain topic (can be from perspectives 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 Reading notebooks</p>	

Quizzes/activities that have readers apply skills learned to varied texts

Pre Assessment

Post Unit Assessment

Objectives (SLO)

Students will know (Goals):

- Readers explore a topic and then follow that inquiry to other texts such as books, documentaries, podcasts, articles, etc.

Students will be able to (Teaching Points):

- **(Key ideas and details)** Readers can accurately cite strong and thorough textual evidence and make relevant connections.
 - Support analysis of what is said explicitly and inferentially
 - Determine where the text leaves matters uncertain.
- **(Theme - Details)** Readers can write an objective summary of the text that provides enough information without being redundant or irrelevant.
- **(Craft and Structure)** Readers identify and analyze elements of narrative nonfiction:
 - **(POV)** Author bias
 - Author background (ethos)
 - Credibility
 - Presentation of trustworthiness
 - Central idea
 - How does the author use details to develop and refine the claim?
 - Narrative structure
 - How does the author unfold an analysis or series of ideas or events?
 - What is the order of the points being made?
 - How are they introduced and developed?
 - What connections are made between them?
 - Word choice
 - What words and phrases are used in a text?
 - Figurative?
 - Connotative?
 - Technical meanings?
 - What impact does the word choice have on tone?

	<ul style="list-style-type: none"> ● Phone ● Clothes ■ Politically? <ul style="list-style-type: none"> ● Government ● Political parties ● Propaganda ■ Socially? <ul style="list-style-type: none"> ● LGBTQ+ rights ● Abortion ● Climate change ● Voting ● Isms and Phobias ■ This topic inventory exploration is a good opportunity to connect to DI.9-12.8 - I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way ● Researchers collect entries to narrow their list of topics down: <ul style="list-style-type: none"> ○ Write out a sentence for only a few of your topics - what about it interests you? Why? ● Researchers look at their topic through the lens of social issues/justice (JU.9-12.15) ● Researchers write entries to further narrow down their topic. <ul style="list-style-type: none"> ○ Write (unedited) for five minutes to determine all the things you feel about this topic. ● Researchers develop entries to decide on a final topic.
<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 push their thinking on a topic by considering the following: <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 what they already think or know about a topic as a means of guiding their research <ul style="list-style-type: none"> ○ Personal connection to the topic ○ Local implications of the topic ○ Worldly implications of the topic

- Readers analyze various perspectives as presented in different mediums and determine which details are emphasized in each account.
- Readers describe and evaluate the argument and specific claims in a text
 - They assert whether the reasoning is valid and the evidence is relevant and sufficient
- They identify false statements and reasoning.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

- NewsELA
- Perspecs
- Nutley High School Library website with links to database sources
- ProCon
- New York Times
- Nutley Public Library: Hoopla
- Libby
- Audible Stories

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors

- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.

- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8	
Writing: Narrative Fiction	
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 narrative fiction. Building off of their work in the previous unit, writers will write a compelling and unique story about the human experience.</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 your own views. Make new connections in light of the evidence and reasoning presented.
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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 the text. B. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurate 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.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Writers understand the different elements of general narrative writing in order to apply their knowledge to a fictional piece. • Writers study different mentor texts to enable writers to utilize real-life experiences and connections they have to other people to inform and inspire their writing. • 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 narrative mentor texts help us to better understand elements of narrative? • How can studying different mentor texts provide clarity of genre and generate ideas for our own narrative writing and create a compelling story of an authentic human experience? • How can the revision process help to clarify the overall message of a narrative?

Evidence of Learning (Assessments)

Pre-Assessment: Narrative on Demand

Post-Assessment (Will be submitted to turnitin)

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. 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 understand the different elements of general narrative writing in order to apply their knowledge to a fictional piece. 	<ul style="list-style-type: none"> ● Writers study mentor texts to determine the key characteristics of writing stories of narrative. <ul style="list-style-type: none"> ○ If necessary, teachers will guide students to choose mentor texts according to reading levels, still levels, and interests. ● Writers reflect on defining moments in their own lives or the lives of others to generate a narrative. <ul style="list-style-type: none"> ○ If necessary, teachers can guide students to brainstorm defining moments 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, and re-imagine their stories to reflect the ethics/integrity that is of value to them. ● Writers study mentor narratives to review the structure and writer’s choices in an effort to inspire their own.

<ul style="list-style-type: none"> ● Writers study different mentor texts to enable them to utilize various narrative devices in order to create authentic real-life experiences and connections they have to other people. 	<ul style="list-style-type: none"> ● Writers create characters that are flawed and relatable. <ul style="list-style-type: none"> ○ Gradual development of characterization to engage the reader throughout the text ○ Use of dialogue to allow an insight into a character’s innermost thoughts and feelings. ○ Focus on internal and external conflicts and how the characters respond to them <ul style="list-style-type: none"> ■ Person vs. Person ■ Person vs. Society ■ Person vs. Self ■ Person vs. Unknown ● Writers reach their readers with vivid details: <ul style="list-style-type: none"> ○ Figurative language <ul style="list-style-type: none"> ■ Simile ■ Metaphor ■ Hyperbole ■ Allusions ■ Imagery ● Writers create realistic and relevant stories with thought-provoking, lasting messages. <ul style="list-style-type: none"> ○ Narratives draw from relatable experiences and leave the reader with a better understanding of the author’s message. ● Writers of narrative avoid expected outcomes and cliché. <ul style="list-style-type: none"> ○ The story comes to some kind of conclusion.
<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.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

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

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)

- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction

- Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence