English/Language Arts Department
Grade 10 - English II Honors

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

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Effective Date: September 2022

Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to early October	Unit 1: Systems of Power	
early Oct. to Nov 7		Unit 2: Exploring Systems (Informative)
November 8 to mid- Dec	Unit 3: Using Your Voice for Change	
mid-Dec to January 24		Unit 4: Arguing for Change (Argument)
January 25 to early March	Unit 5: Dystopia	
mid-March to April 10		Unit 6: Synthesizing Themes in Dystopia (Synthesis)
April 11 to Early May	Unit 7: Exploring Hidden Narratives	
mid-May to June 15		Unit 8: Sharing Your Hidden Narrative (Narrative)

Grammar Standard Expectations: K-5 and 6-12

Unit 1
Systems of Power
Summary and Rationale
Through fiction and nonfiction from a range of authors of different time periods, geographic locations, races, gender identities and expressions, and socioeconomic classes, students will analyze the myriad power structures present and examine how those systems impact our existence. In order to better understand ourselves and the world around us, it is imperative that we be cognizant of the fact that individuals operate within systems of power that influence every single aspect of their lives. Many of these systems have been in place for centuries, and because of that, access and privileges have not been doled out equitably to people of different identity groups. As we navigate various texts throughout this unit, students will understand that we all have group identities, and that the intersections of those identities create unique aspects of who we are; they will recognize traits of the dominant culture and explore how people express their identities as they move through those spaces; they will understand that diversity includes the impact of unequal power relations on the development of group identities, 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; and recognize the advantages and disadvantages people have in society because of their membership in different identity groups.
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 *Landscape with the Fall of Icarus*).
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.9-10.6	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.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
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 *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively
	
	   A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	   B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
	   C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	   D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	

L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
	
	   A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	   B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
	   C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	   D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	
	   A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	   B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6	Acquire and use 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	
ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.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.
ID.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.
ID.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.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.
JU.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.
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.

Instructional Focus

Enduring Understandings:	Essential Questions:
● Readers understand that individuals have group identities and that those group identities influence the way they see the world and the way the world sees them. ● Readers examine how the intersections of those identities, experiences, and perspectives impact their advantages, access, and their understanding of the world. ● Readers explore different power structures and how those forces impact the lives of characters/individuals and groups historically and currently. ● Readers form thematic connections across myriad texts from authors of all different backgrounds in order to empathize with people who have different experiences than them.	● How do group identities influence the way characters/people see the world and how the world sees them? ● How can a character's identity and life experience impact their access, advantages, and understanding of the world? ● How do power structures and systems impact the lives of characters/individuals and groups historically and currently? ● How do readers form thematic connections across text from authors of varied backgrounds in order to empathize with those who have different experiences?

Core Reading Enduring Understandings and Essential Questions	
● 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 keep notes during 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.	● 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)

● Pre-assessment text: Excerpt from *Narrative of the Life of Frederick Douglass* by Frederick Douglass
Assessment Questions: Multiple choice and short answer
   ● Ongoing: Multiple choice and short response assessments throughout the unit (see "Short Texts" under resources)
   ● Post-assessment Text: Hot Dogs and Wild Geese by Firoozeh Dumas
   ● Post-assessment Questions: Assessment Questions

Objectives (SLO)

- Readers understand that individuals have group identities and that those group identities influence the way they see the world and the way the world sees them.

- Readers will anchor themselves in "group identities," understanding those they identify with, so they can connect with/understand various perspectives/experiences of characters/individuals within texts.
  - **Group identities:** a person's sense of belonging to a particular group (son/daughter, sister/brother, athlete/gamer, transgender/cisgender, straight/gay, etc.)
  - **Privilege:** certain rights or advantages afforded to different groups.
  - **Intersectionality:** the theory that individuals have individual identities that intersect in ways that impact how they are viewed, understood, and treated.
  - Readers know that their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too (ID.9-12.3)
- Readers will apply their understanding of identity groups to texts, exploring the following:
  - Author background and the intersections of their identity
    - Race
    - Ethnicity
    - Gender identity and expression
    - Geographic location
    - Socioeconomic status
    - Religion
  - Point Of View of the narrator/characters
    - What are the points of view that are evidenced in the text?
      - Types of POV (1st, 2nd, 3rd)
      - How POV can be both inclusive and exclusive
      - What other POV/perspectives are valued?
  - 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
    - 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?

● Readers examine how the intersections of those identities, experiences, and perspectives impact their advantages, access, and their understanding of the world.	● Readers consider the difference between a character's intent and the impact.
	  ○ Ask: How does the impact of a character's decision affect their relationship with others in a positive and/or negative manner?
	  ○ Consider: 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?
	● Readers analyze and evaluate the complexity of conflict by determining the factors and characters involved in the conflict, along with the final resolution.
	  ○ Why are characters in conflict?
	  ○ What's at stake?
	  ○ Is the conflict resolved?

● Readers explore different power structures and how those systems impact the lives of characters/individuals and groups historically and currently.	● Readers can identify various systems and structures in society and analyze their impact on the character/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?
	  ○ 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?
	    ■ Readers 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. (JU.9-12.13) ○ Who holds the power in a given moment? On a small scale and a large scale? ○ What is valued? By whom? ● Building Context as Reader 　○ Readers notice moments where a text can support their ability to develop context in a text. 　○ Readers stop at moments in a text where they have questions about who or what is being discussed and then find moments to conduct quick research to build context. They can build off of their own prior knowledge or go outside to research. ● Readers make connections between the historical beginnings of these systems and how they continue to impact people today.
● Readers form thematic connections across myriad texts from authors of all different backgrounds in order to empathize with people who have different experiences than them.	● Readers will define **empathy:** 　○ "The ability to understand or share the feelings of another" ● Readers discover the entry point of empathizing with a character: 　○ Behaviors 　○ Moments ● Readers will explore the six habits of highly empathetic people to support their ability to empathize as readers. 　○ Cultivate curiosity about strangers 　　■ Consider preconceived notions about topics or people 　　■ Generate questions 　　■ Listen actively 　○ Challenge prejudices and discover commonality 　　■ Change your mind with new information 　　■ Make a connection at some axis point (your age? Your race? your love of sports?) 　○ Try another person's life 　　■ Read about other people's experiences 　○ Listen hard - and open up 　　■ Radical listening 　　■ Being vulnerable 　○ Inspire mass social change 　　■ Understanding the goals of the collective 　○ Develop an ambitious imagination 　　■ Setting aspirational goals for the future that create a better world for us all

	○ Readers express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)
	● Readers make connections across texts in order to empathize with people and characters without their similar intersections of identity.
	● Readers track multiple themes across texts
	   ○ What can we use to help us to understand theme?
	      ■ 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?

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Additional Resources:
Being the Change: Lessons and Strategies to Teach Social Comprehension by Sara K. Ahmed
Ink Knows No Borders: Poems of the Immigrant and Refugee Experience by Patrice Vecchione and Alyssa Raymond
Tell Me Who You Are: Sharing Our Stories of Race, Culture, and Identity by Winona Guo and Priya Vulchi

Full-length Texts:
There, There by Tommy Orange

Student Choice Texts:
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 Color Purple by Alice Walker
Much Ado About Nothing by William Shakespeare

Short Texts:
Excerpt from *Narrative of the life of Frederick Douglass* by Frederick Douglass
"The State" by Tommy Orange
"Things Unspoken" by Sara Novic
"La Gringuita" by Julia Alvarez
"Hot Dogs and Wild Geese" by Firoozeh Dumas

"No Face" by Junot Diaz

Film and Television:
"The Original Americans" episode of *Taste the Nation* with Padma Lakshmi

Poetry:
"Dis Poem" by Mutabaruka
"English" by Marjorie Agosin
"Losing a Language" by W.S. Merwin

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

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
Explaining How Systems Impact Society (Informative)
Summary and Rationale
Being a global citizen and a critical thinker in the 21st century means understanding that everything in your life shows up the way it does for a reason. The things you think and believe did not just end up that way by accident; instead, it is often an unconscious and conscious effort by all the people and institutions you are surrounded by that impacts the way you see the world. In the previous unit, students evaluated the myriad structures and forces that exist in their lives and considered how their group and individual identities, their lived experience, and reflected on how those things converged to impact the way the world sees them and the way they see the world. In this writing unit, students will choose one systematic structure (law, education, medical, etc.) or force (ableism, sexism, homophobia, racism, etc.) and explore its impact on a person or group's ability to exist in the world.
Recommended Pacing
4-5 weeks
Standards

Reading: Literature	
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.9-10.5	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).
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
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.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	   A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	   B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	   C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	   D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	   E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
	   F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
Language	

L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	    A. Use parallel structure.
	    B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	    B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6	Acquire and use 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.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Writers determine a topic for exploration by considering their interests and prior knowledge level. - Writers understand the components of informational writing by studying mentor texts for author's' use of elements and craft moves. - Writers anticipate the needs of their audience by clarifying the relationships among complex ideas and concepts in an informative piece. - Writers utilize drafting, revision, and feedback to edit their informational texts prior to publication.	- How do we consider prior knowledge and interests in determining what topic we want to research and learn more about? - What are the components of engaging informative writing and how can we use mentor texts to inspire us as writers? - How do writers anticipate the needs of their audience when conveying their information on a topic in a meaningful way? - How can writers utilize feedback and conferring to make edits and adjustments to their writing to make it interesting and cohesive?

Core Writing Enduring Understanding and Essential Questions	
- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. - Writers need to understand who their audience is so they can make specific stylistic choices. - Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? - How can specific awareness of an audience affect stylistic and mechanical choices? - How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)
Pre-assessment Text: "Stephen King's Guide to Movie Snacks" Pre-assessment Question: "Topics for Composing #5 Exposition" (found in the previous document)

Post-assessment Task: Students will write their own expository essay on a topic related to the reading unit
Post-assessment Rubric: Informative Rubric

Objectives (SLO)

Students will know (Goals):	Students will be able to (Teaching Points):

● Writers determine a topic for exploration by considering their interests and prior knowledge level.	● Writers navigate the following process when gathering and analyzing information:
	● Finding evidence
	  ○ Compile details and quotations
	  ○ If necessary, students can annotate and highlight copies of printed texts
	● Drawing conclusions
	  ○ Analyzing/ interpreting facts from texts to construct a cohesive overview of the topic
	● Making Connections
	  ○ Evaluating the evidence in order to link the information to instances in their own lives.
	  ○ Analyzing how a conflict overseas still has implications at home.

● Writers understand the components of informational writing by studying mentor texts for authors' use of elements and craft moves.	● IMMERSION:
	  ○ Writers study mentor texts of expository writing to unpack the components of informational pieces.
	    ■ Provide enough background for the reader to understand the controversial topic.
	    ■ Provide information about both sides of the issue without taking a side.
	    ■ Analyze structural choices made by the authors:
	      ● Does the author start with an anecdote? Avoid anecdote altogether?
	      ● Does the author start with a statistic or some other piece of fact-based information?
	      ● Does the author switch between personal stories and unbiased information?
	● Writers will study mentor texts and may notice that expository writing may contain the following:

	○ Expository texts focus on a particular issue or topic, but do not make an argument about either side. ○ Expository texts are based on firm evidence, statistics, and personal experiences. They draw evidence from various sources – preferably from several different areas or organizations. ○ Expository texts relate to the big picture. The writing may build on context-specific findings, but it should draw conclusions that are more generally applicable to the real world. ■ If necessary, teachers can review the ways in which students can take notes 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.

● Writers consider their audience and make deliberate choices to convey a message with a clear tone and voice.	● 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.
	○ Formal vs. informal
	○ Purpose
	● Writers create their writing and consider the following:
	○ Audience - needs, interests, concerns
	    ■ Age, gender, education, occupation, language, and culture
	        ● Ask yourself how knowledgeable they are about the subject?
	○ Specific tone
	    ■ Word choice
	        ● Figurative language
	        ● Connotation and denotation

● Writers utilize drafting, revision, and feedback to edit their informational texts prior to publication.	● Writers seek and apply feedback to strengthen their performance.
	    ○ 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.

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.

*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 their 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 lesson can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance.

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.
Foundations of Language and Literature. Bedford Freeman, 2017. Golden, John, Tracy Scholz and Renee H. Shea.

Mentor Text Examples:
https://drive.google.com/drive/folders/1s2bjtNjw5GJ-1hjydnEXnvEgHD44YODb?usp=sharing

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

Modifications
*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

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

Using Your Voice to Make Change

Summary and Rationale

In this unit, students will analyze various texts (speeches, podcasts, documentaries, articles, songs, and primary source documents) in order to learn more about important issues, follow lines of inquiry, and determine what their role could be in advocating for change on issues that matter to them. Throughout their exploration as readers, they will begin to reflect upon some or all of the following: What is justice? Who gets to determine what is just? What does that even look like? Is justice the same for everyone? How have different groups dealt with injustice throughout history? What types of resistance were they met with and why? How does injustice present itself in the present day? Students will examine different social justice movements throughout history in order to make solid connections between the past and today. They will also analyze the rhetoric of change makers and explore what their role is in the quest for equity for all.

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 *Landscape with the Fall of Icarus*).

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.9-10.6	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.9-10.9	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 *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively
	    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	    B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
	    C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	    D. Respond thoughtfully to various perspectives, summarize points of agreement and

	disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	

L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
	    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
	    C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	    B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6	Acquire and use 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.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.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.

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.
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.
AC.9-12.20	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.

Instructional Focus

Enduring Understandings:	Essential Questions:
- 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 people 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	- 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? - How can rhetoric be used for persuasion in good and bad ways? - Is there a limit to language's ability to effect change?

voices may impact how a message is received.

- Readers closely read and analyze iconic speeches and texts in order to evaluate whether or not the use of rhetoric is effective and how that power can be harnessed for good and evil.
- Readers examine language's capacity to impact change and determine whether or not there is a limit to it.

Core Reading Enduring Understandings and Essential Questions

● 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.	● 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)

Multiple choice and open-ended questions aligned to texts; whole-class discussions, small-group/book club conversations, one-on-one conferring, small group instruction

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. ● Readers examine how elements like gender, religious beliefs, socioeconomic status, geographic location and

	time period can influence a character's ability to communicate effectively. 　○ 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, and whether or not there is a limit to making change.	● 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 saying, while considering what they are not saying. ● Readers analyze the circumstances that support or stifle a person's ability to speak up for themselves or others. ● Readers analyze a character's intention to use his/her voice and reflect upon who it has impacted and how. 　○ 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. 　○ Readers analyze why some characters have voices who are heard and others have voices who are ignored.
● Readers closely read and analyze iconic speeches and texts in order to evaluate whether or not the use of rhetoric is effective and how that power can be harnessed for good and evil.	● Readers look at speeches from a variety of different authors in order to examine the effectiveness of their rhetoric: 　● Understanding rhetorical appeals 　　■ Ethos 　　■ Pathos 　　■ Logos 　● Rhetorical devices 　　○ Diction 　　○ Syntax 　　○ Style 　　○ Tone 　　○ POV 　　○ Allusion 　　○ Antithesis 　　○ Anaphora 　　○ Paralipses

- - - - - Figurative Language
    - Hyperbole
    - Imagery
    - Understatement
    - Metaphor
    - Simile
    - Symbol
    - Analogy
  - Oxymoron
  - Paradox
  - Personification
- Rhetorical fallacies
  - Ad hominem argument
  - Argument from authority
  - Appeal to ignorance
  - Begging the question
  - Red Herring
- Hypotheticals

• Readers read texts closely and bring evidence for discussion, using notebook entries to support their thinking and understanding of what they read.	• Readers understand the value in listening to someone else's perspective.
	  ○ Readers respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way (DI.9-12.8)
	• 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.
	  ○ 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.
	• Readers use notebook entries to move beyond their initial thinking and revise their thinking.

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Short Texts:
Declaration of Independence
US Constitution
Dr. Martin Luther King, Jr.'s "Letter from Birmingham Jail"
"The Hill We Climb" by Amanda Gorman

John F. Kennedy's 1962 Civil Rights Address
"Our Fight for Disability Rights" by Judith Heumann

Film and Television:
Amend: The Fight for America, Episode "Wait"
Crip Camp: A Disability Rights Revolution

Resources for research:
Google image search
National Archives
Teaching Tolerance
Oyez
Youtube
Streaming platforms: Hulu, Amazon, Netflix

Modifications

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Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):
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- 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.)
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- 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
Arguing for Change (Argument)
Summary and Rationale
Being able to use your words to influence the people around you is a skill that can be applied in every facet of our lives. Whether a plea to a parent for a sleepover, a letter to a board of education about a school policy, or a speech in front of congress, rhetoric and the powers of persuasion can and will be used by all of us at one point in our lives. In the previous unit, students did rhetorical analysis of a variety of texts in order to analyze how speakers used written and spoken word to influence the world around them. In this unit, students will apply what they've learned and create a text using rhetorical appeals and elements in order to advocate for something they feel passionately about, considering audience, occasion, and overall purpose.
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.9-10.6	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.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	
	    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.9-10.10	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 *grades 9–10 topics, texts, and issues,* 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
	    A. Use parallel structure.
	    B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	    B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6	Acquire and use 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.
Instructional Focus	

Enduring Understandings:	Essential Questions:
● Writers of argument utilize the analysis process (make observations, identify patterns, draw conclusions) on mentor texts to better understand the elements of argument. ● Writers of argument craft a claim that is supported by evidence and rhetorical appeals that best suits their purpose and audience. ● Writers utilize drafting, revision, and feedback prior to publication to create a cohesive, persuasive piece.	● How can a writer of argument utilize the analysis process (make observations, identify patterns, draw conclusions) in order to craft a claim? ● How can a writer of argument choose textual evidence and rhetorical appeals that best supports their claim and purpose and also addresses the 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 Understandings and Essential Questions

● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices. ● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	● How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices? ● How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

Pre-assessment Text: "I Have Been to the Mountaintop" by Martin Luther King, Jr.
Pre-assessment Questions: Multiple choice and short answer

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

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)

● Writers of argument utilize the analysis process (make observations, identify patterns, draw conclusions) on mentor texts to better understand the elements of argument.	● 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
	    ■ Facts
	    ■ Statistics
	    ■ Graphs and charts

● Writers of argument craft a claim that is supported by evidence and rhetorical appeals that best suits their purpose and audience.	● 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:
	  ○ Rhetoric
	    ■ Logos (reason)

	- How does the writer use evidence and logic to appeal to the audience's intellect? ■ Pathos (emotion) - 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) - 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. ○ Logical fallacies ■ Red herring ■ Bandwagon appeal ■ Either-or fallacy ■ Ad hominem attacks ■ Slippery slope ■ Hasty generalization
Writers utilize drafting, revision, and feedback prior to publication to create a cohesive, persuasive piece.	- Writers utilize past resources and feedback as a means to self-evaluate prior to producing a piece. ○ 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. ○ 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 Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive

Read Aloud, or Shared Writing.

*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 their 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.

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

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

Speeches:
http://www.americanrhetoric.com/top100speechesall.html

Short Texts:
"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
Water Protection Speech by Autumn Peltier
"Women's Suffrage is Inevitable" by Carrie Chapman Catt
"Women's Rights are Human Rights" by Hillary Clinton
Inauguration Speech by President Donald Trump
"We Call BS" by Emma Gonzalez
Excerpt from *Animal Farm* by George Orwell

Google Drive Mentor Text List:
https://drive.google.com/drive/folders/1G7WukOJt9MmPOvuflx3VrPgtlEC5DgzW?usp=sharing

Modifications
*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

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.
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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.
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- 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
Dystopian Fiction: Freedom, Safety, and Individuality
Summary and Rationale

Analyzing fiction set in worlds that, on the outside, look nothing like our own is an integral way to see fresh perspectives on problematic social and political practices that might otherwise be taken for granted or considered natural and inevitable. In this unit, students will examine a variety of texts in order to explore what makes a society, what it means to be happy, what freedoms people are or are not willing to sacrifice in the name of safety, and what people are willing to do when faced with a government that oppresses you. Students will track the development of primary and secondary characters to understand how a society can impact and stifle a person's individuality based on societal structures and will study how propaganda and specific controls influence our lives. Finally, students will analyze the response of individuals to their societal restrictions and make connections to movements and rebellions throughout time. Students will make connections between these fictional texts and 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

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 *Landscape with the Fall of Icarus*).
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.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
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 *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively

Language	

L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
	    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
	    C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	    B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6	Acquire and use 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	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.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.
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.
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.
AC.9-12.20	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	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Readers explore connections between individual happiness and freedom and examine what impact (if at all) safety has on those rights. - 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 dystopian texts examine how elements of the fictional worlds are reflective of historical and contemporary societies or a forewarning for future generations.	- Do you always have to sacrifice individual happiness and freedom in the name of safety? - How do power/control systems impact individuals and influence them to conform to societal ideals? - How do readers of dystopian texts make sense of strange worlds and consider the relationship between historical or contemporary societies?
Core Reading Enduring Understandings and Essential Questions	
- 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-	- 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?

class or small-group conversations to challenge and clarify their own thoughts.	

Evidence of Learning (Assessments)
Pre-assessment Text: "The Pedestrian" by Ray Bradbury Pre-assessment Questions : Multiple choice and short answers Ongoing: student discussions, short writing responses, etc. Post-assessment: "A Civil Peace" by Chinua Achebe Post-assessment Questions: Multiple choice and short answers

Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)

• Readers explore connections between individual happiness and freedom and examine what impact (if at all) safety has on those rights.	• Readers of dystopian text examine primary source documents (ex: *Declaration of Independence*, the *Bill of Rights*, and *The Constitution)* in order to think about where the rights related to happiness and freedom come from:
	   ○ Do they apply to each person?
	   ○ How do we reconcile the irony of the American Revolution when it comes to individual rights?
	• Readers of dystopian texts lean on experiences and lessons from history as they explore issues of safety, happiness and freedom to enhance their analysis while reading.
	   ○ They consider what they know about:
	      ■ Amendments
	      ■ Utilitarianism (idea that we do things for the benefit of the many at the expense of some)
	         • Where is it in our founding documents?
	         • Where do we see it manifest now?
	            ○ Classrooms
	            ○ School buildings
	            ○ Government
	            ○ The Law
	         • Is it best practice?
	      ■ Government surveillance practices and their use in potentially violating rights of citizens in the name of safety

	- Drone surveillance - Internet monitoring - Patriot Act - Readers of dystopian texts consider elements of societal control (government, moral/religious, technological, corporate propaganda) in both dystopian texts and in real life. - How propaganda and rhetoric are used to strike fear into the public - Media's role in ensuring freedom - Media's role in security (if any) - Readers of dystopian texts question the idea of freedom and what it means. - Freedom to and freedom from - Is freedom the same for everyone? - What is the government's role in ensuring people's freedoms? - Readers of dystopian texts consider characters actions as they reflect upon the following: - What does it take for a person to feel safe? - What are people willing to give up in the name of safety? - Readers of dystopian texts understand that a society often poses the question of safety as something that needs to be pitted against individual freedom.
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 dystopian texts examine the idea of individuality as they examine a character's actions and behaviors. - 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? - Readers stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does (AC.9-12.19) - Readers notice common elements of dystopian control and consider ways authors use some of these elements to comment on individualism. - Propaganda is used to control the citizens of society - Information, independent thought, and freedom are restricted - A figurehead or concept is worshiped by the citizens of the society

	○ Citizens are perceived to be under constant surveillance. ○ Citizens have a fear of the outside world ○ Citizens live in a dehumanized state. ○ The natural world is banished and distrusted. ○ Citizens conform to uniform expectations. Individuality and dissent are bad. ○ Citizens are isolated from the natural world. ○ The state is in control of the economy. ○ Society is an illusion of a perfect utopian world.

● Readers of dystopian texts examine how elements of the fictional worlds are reflective of historical and contemporary societies or a forewarning for future generations.	● Readers focus heavily on the beginning of the story to orient themselves in the strange world created by the author, looking to make connections to current and past worlds.
	  ○ 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?
	  ○ Who are the characters?
	    ■ Do they fit an archetype or role, or are they slightly different than the conventions?
	    ■ Why are they significant?
	● Readers examine who has power in society.
	  ○ Who do the rules apply to?
	  ○ Who makes the rules?
	  ○ Are all social groups treated the same?
	  ○ How do the groups in power keep that power?
	● 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.
	  ○ 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 independently, and in clubs, use note taking strategies and conversations to understand characters, vocabulary, and interpret themes.

- Book clubs make plans for their reading and discuss:
  - 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.
  - 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.

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Anchor Text:
"A Small Place" by Jamaica Kincaid

Possible Book Club Options:
1984 by George Orwell
Fahrenheit 451 by Ray Bradbury
Never Let Me Go by Kazuo Ishiguro
Brave New World by Aldous Huxley
The Road by Cormac McCarthy
Oryx and Crake by Margaret Atwood
Children of Men by PD James
Animal Farm by George Orwell
The Handmaid's Tale by Margaret Atwood
World War Z by Max Brooks

Short Texts:
"August 2026: There Will Come Soft Rains" by Ray Bradbury
"There Will Come Soft Rains" by Sara Teasdale
"The Ones Who Walk Away from Omelas" by Ursula K. Le Guin
"Harrison Bergeron" by Kurt Vonnegut

"Nikki Rosa" by Nikki Giovanni
"Happy Family" by Jane Shore
"The Joy of Less" by Pico Iyer
"Civil Peace" by Chinua Achebe
"Utopia" by Wislawa Szymborska
"Free to Be Happy" by John Meacham

Suggested Articles

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

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

Literary Synthesis

Summary and Rationale

The literary synthesis essay, though often English-class specific, gives students the opportunity to put the analysis process and all their cross-text connections into practice, which is something they'll be asked to do in any discipline. In this unit, students will choose texts from the previous unit (dystopia) to examine *thematic* similarities between two texts and analyze *how* the authors' different stylistic and structural executions address issues related to the topics of systems, power, identity, and empathy. Students will infuse relevant textual evidence into their writing to support their ideas of how the writers utilize literary elements like diction, syntax, imagery, and/or figurative language to convey themes. Ultimately, students will generate a claim that makes a meaningful commentary about their chosen texts and the world with strongly-supported connections about language, culture, identity, and power.

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.9-10.5	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).
Reading: Informational Text	
RI.9-10	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.9-10.5	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.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	
	  A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	  B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	  C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	  D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	  E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
	  F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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 *grades 9–10 topics, texts, and issues,* 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
	    A. Use parallel structure.
	    B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	    B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6.	Acquire and use 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.

Instructional Focus

Enduring Understandings:	Essential Questions:

- Writers understand all the elements of a literary synthesis essay, exploring what makes it different from many other essays they've written.
- Writers analyze the use of stylistic elements in fictional texts in order to make connections and explain how those choices connect to and support their understanding of the theme.
- Writers use relevant and appropriate evidence by choosing textual evidence from a wide range of texts that directly relates to their claim.
- Writers effectively structure and organize their essays using transitions and providing context to meet the audience's needs, using feedback to improve their writing.

- What are the elements of a literary synthesis essay? How is it different from other types of writing I've done?
- How do writers effectively present multiple authors' use of stylistic elements in connection to their 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 synthesis essays to best address the needs of the audience? How do I utilize feedback to make my effort more clear?

Core Writing Enduring Understanding and Essential Questions

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

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

Evidence of Learning (Assessments)

Pre-assessment Assignment
Pre-assessment poems

Post-assessment Rubric - final draft of essay submitted to http://www.turnitin.com

Objectives (SLO)

Students will know (Goals):	Students will be able to (Teaching Points):

● Writers understand all the elements of a literary synthesis essay, exploring what makes it different from many other essays they've written.	● Writers become familiar with the term **synthesis**, which means: the combination of ideas to form a theory.
	● Writers immerse themselves in examples of student synthesis papers and analyze the characteristics of the form.
	● Writers understand the organization of a synthesis is different from a typical essay.
	  ○ An introduction that includes information about both texts and the thematic idea that connects them both.
	  ○ The thesis statement generated by the student that addresses an interesting idea about humanity found in both texts.
	    ■ It also includes their stylistic element
	  ○ Body paragraphs include the following:
	    ■ Adequate context for both texts that gives the reader enough information to place themselves in the situation.
	    ■ Relevant evidence and analysis for both texts
	    ■ A concluding sentence that thematically connects both texts to the thesis.
	  ○ A conclusion that wraps up their ideas and provides insight into how this issue connects to today.

● Writers analyze the use of stylistic elements in fictional texts in order to make connections and explain how those choices connect to and support their understanding of the theme.	● Writers immerse themselves back into the texts they've already read and notes they've already taken in the previous unit to come up with thematic and stylistic similarities across two texts.
	  ○ They can use the following for organization:
	    ■ T charts
	    ■ Other graphic organizers
	    ■ Flow charts
	● Writers review different literary and stylistic elements they could use for synthesis:
	  ○ Characterization
	  ○ Structure
	    ■ Plot structure and scene structure
	  ○ Setting
	  ○ Plot
	  ○ Conflict
	  ○ Dialogue
	  ○ Word choice
	    ■ Figurative language
	      ● Similes

	- Metaphors - Connotative language - Writers identify literary element commonalities explored in multiple texts to compose a claim about systems, power, and identity. - Claim addresses the "how" and the "so what?"
Writers use relevant and appropriate evidence by choosing textual evidence from a wide range of texts that directly relates to their claim.	- Writers utilize textual evidence from primary texts to form their own claim and support their analysis. - Students find stylistic commonalities between texts of their choosing. - Students create a claim that addresses the similarities. - Writers use valid reasoning and relevant and sufficient evidence to support their claim. - We ask "is this relevant?" and "does it support our point?" - Teachers can do possible mini-lessons on finding relevant evidence based on a claim. - Writers ensure equity and cohesion when using sources to create balance and increase insight. - They ask themselves, "Is my evidence and analysis of each text similar, or do I have too much for one?"
Writers effectively structure and organize their essays using transitions and providing context to meet the audience's needs, using feedback to improve their writing.	- Writers are aware that transition sentences into and out of the paragraphs include both texts. - Writers are aware they need enough context for their texts so that the reader isn't confused. - They ask themselves the following questions to ensure they have enough context: - When is this happening in the text? - Who is speaking? - To whom are they speaking? - Why is this conversation/event happening? - Writers evaluate their own writing and consider how additional primary and secondary texts will enhance their claim and provide additional support. - Teachers can provide resources of rubrics and checklists to help students review their writing. - Writers participate in one-on-one conferences with the teacher on designated days. - They come to the conferences prepared with specific areas of desired improvement.

	○ Teacher provides feedback which can be implemented if the student so chooses. ● Writers engage in peer-review. ○ What is constructive criticism? ○ Have peers read for clarity ■ Do you have enough context for a person who's never read your book?
	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. *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 their 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.

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Writing with Mentors examples by Allison Marchetti and Rebekah O'Dell
Student essay samples
Beyond Literary Analysis by Allison Marchetti and Rebeka O'Dell

Mentor texts in the form of student examples: https://drive.google.com/drive/search?q=synthesis

Modifications
*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):
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- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
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- 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.)
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Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):
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- 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.
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- 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 Counter and Hidden Narratives
Summary and Rationale
Our lives are built on storytelling. Everything we understand in our world can be traced back to specific narratives that have been popularized for one reason or another. At this point in the year, students have done an extensive examination of power structures and systems, identity groups, social justice movements, and culture as readers of text, which leads us to this final unit, where they will consider the dominant narrative of a particular group or event and then examine the other, less dominant sides to the story to hopefully get a more comprehensive picture of the truth.
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 *Landscape with the Fall of Icarus*).
RL.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

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.9-10.6	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.9-10.9	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 *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively E. 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.
	F. 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.
	G. 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.
	H. 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.
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	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use 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.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
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.
AC.9-12.20	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	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Readers consider traditional and popular narratives that dominate our consciousness in order to examine where those stories come from, how they've morphed over time, and how they show up in modern spaces like classrooms. - Readers independently research counter narratives by utilizing varied sources of	- What are some traditional narratives that dominate our national consciousness? Where do those narratives come from? How do they morph over time and how do they continue to show up in our spaces? - What research can be done in order to better understand the stories that counter the traditional narratives? - What is the lasting impact that narratives and counter narratives have on what we learn and why? When

information and considering multiple angles in their research. ● Readers explore the lasting impact of narratives and counter narratives in order to examine what information has been left out or changed and how those choices impact the narratives.	information is changed or left out, how does that impact our understanding of an event, a person, or a thing?

Core Reading Enduring Understandings and Essential Questions

● 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.	● 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)

Pre-assessment Text: "When the Emperor Was Divine" by Julie Otsuka
Pre-Assessment Questions: Multiple choice and short response
Post-assessment Text: "Deuce Out" by Katey Schultz
Post-assessment Questions: Multiple choice and short response

Objectives (SLO)

● Readers consider traditional and popular narratives that dominate our consciousness in order to examine where those stories come from, how they've morphed over time, and how they show up in modern spaces like classrooms.	● Readers look to their other classes for inspiration related to traditional narratives that dominate our thinking. They can be narratives related to: ○ Race ○ Sexuality and gender ○ Wealth ○ Economics ○ Immigration ○ Exploration and colonialism

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-      ○ Civil Rights
-      ○ Housing
-      ○ Voting
- Readers closely analyze how these narratives are traditionally presented in the following domains:
  - Schools
    - Textbooks
    - Class assignments and discussions
    - Curriculums
  - Government
    - Laws
    - Supreme Court decisions
  - Media
    - News broadcasts and articles
    - Film and television depictions
    - Cartoons
    - Advertisements
  - Books and literature
- Readers track narratives throughout time, analyzing how those narratives remain the same and change.
  - What about it is similar?
  - How do they change?
  - Why did they change?
- Readers explore how the modern iteration of these narratives manifest in our current lives, considering how their existence impacts current laws, practices, and attitudes.

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- Readers independently research counter narratives by utilizing varied sources of information and considering multiple angles in their research.

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- Readers push their thinking on a topic by considering the following:
  - 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
  - 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

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	They assert whether the reasoning is valid and the evidence is relevant and sufficient ● They identify false statements and reasoning.
● Readers explore the lasting impact of narratives and counter narratives in order to examine what information has been left out or changed and how those choices impact the narratives.	● Readers understand that in any circumstance, the side with more power (based on language, ancestry, socioeconomics, race, gender, religion, etc.) is usually the side that gets to tell the story. - Readers understand that diversity includes the impact of unequal power relations on the development of group identities and cultures (DI.9-12.10) - Students will examine different texts that detail historical conflicts with differing perspectives: - Vietnam War - World War I - World War II - Immigration to US 9/11 ● As readers, we need to consider what parts of the story might be omitted or changed due to who is telling it and who is "selling" it? ● Readers analyze how literary elements and devices impact understanding. - Setting (values, belief systems, time, place, atmosphere) - Readers develop ideas about how setting impacts a character. (characterization, development, growth, choices) - Narrator reliability - Symbolism - Conflict (Plot) - Readers develop ideas about how conflict reveals characterization. - POV - Mood

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Whole Class Text:
They Called Us Enemy by George Takei

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 Texts:
"The Storytellers of Empire" by Kamila Shamsie
"The Man Who Stained His Soul" by Vu Bao
"Deuce Out" by Katey Schultz
"In the Hot Zone" by Kevin Sites
"My Enemy, Myself" by Karim Ben Khelifa
"Letters from an American Farmer" by J Hector St. John de Crevecoeur
"A Quilt of a Country" by Anna Quindlen
"My New World Journey" by Nola Kambanda
"And the Pursuit of Happiness" by Maira Kalman

Poetry Collections and Poems:
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
"Dulce et Decorum Est" by Wilfred Owen
"2000 lbs" by Brian Turner
"For a New Citizen of These United States" by Li-Young Lee
"Dothead" by Amit Majmudar

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

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.

<u>Gifted and Talented</u>:
- **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.

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- **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.
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  - ○ 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)]()

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- 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 Your Hidden Narrative
Summary and Rationale
Students have a lot of practice in *reading* creative fiction; what they don't have as much experience with is *writing* creative fiction. In this unit, students will be exposed to various dystopian mentor texts in addition to the texts they've read in the preceding unit in order to examine the author's stylistic elements and how writers structure dystopian texts to make a commentary on certain facets of human societies. Throughout their exploration, students will learn from mentor text examples and experiment with varied techniques as they write their unique hidden narrative. Ultimately, writers will create a compelling narrative that serves to elucidate a part of themselves that isn't always seen by the world.
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. 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.
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 *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively E. 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. F. 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.

	G. 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. H. 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.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. E. 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. F. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). G. 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. H. 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. C. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. D. 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.
6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Integration of Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Writers comprehend the particular conventions and characteristics of narrative fiction by examining mentor texts. - Writers use direct and indirect characterization, sensory details, conflict, dialogue, and structure in order to create a visceral reaction to their personal experiences. - Writers craft a cohesive narrative that takes into consideration audience, structure, and a logical conclusion even though their narrative examines a moment in time.	- How can writers use mentor texts to better understand the elements of fiction and tell their hidden narrative in a compelling way? - How do writers use the elements and structure of the narrative genre to tell a compelling story and capture the interest of the reader? - How do writers craft stories that follow a logical structure and conclude in a way that makes most sense for the story?

Core Writing Enduring Understanding and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. - Writers need to understand who their audience is so they can make specific stylistic choices. - Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? - How can specific awareness of an audience affect stylistic and mechanical choices? - How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

Pre-assessment:
- Link #1
- Link #2

- Link #3

Ongoing assessments
Quizzes/activities that have writers apply skills learned to varied texts
Writing "check ins" assessed using specific rubric elements

Unit Post-assessment: Dystopian short story submission to http://www.turnitin.com

Objectives (SLO)	
Students will know (Goals):	Students will be able to (Teaching Points):
● Writers understand the different elements of general narrative writing in order to apply their knowledge to a fictional piece.	● Writers study mentor texts to determine the key characteristics of writing stories of narrative. 　○ 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. 　○ 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.
● 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.	● Writers create characters that are flawed and relatable. 　○ 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 　　■ Person vs. Person 　　■ Person vs. Society 　　■ Person vs. Self 　　■ Person vs. Unknown ● Writers reach their readers with vivid details: 　○ Figurative language 　　■ Simile 　　■ Metaphor 　　■ Hyperbole 　　■ Allusions 　　■ Imagery

	● Writers create realistic and relevant stories with thought-provoking, lasting messages. ○ 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 cliche. ○ The story comes to some kind of conclusion.
● Writers reflect and make purposeful changes during the revision process to ensure that the overall message of the work is clear.	● Writers self-reflect and receive specific feedback in order to strengthen writing. ● Writers choose revision strategies to help with cohesion: ○ Checklist/Rubric ○ Partner ○ Teacher conference ○ Stations ○ Passing notes activities ● Writers edit their work before considering it finished. ○ "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." ■ Edit drafts with focus on: ● 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. *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 their 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.

Suggested Resources/Technology Tools

Textbook:
Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Writing with Mentors examples by Allison Marchetti and Rebekah O'Dell
Student essay samples
Beyond Literary Analysis by Allison Marchetti and Rebeka O'Dell

Google Drive Link:
https://drive.google.com/drive/folders/1rUa9s8AsFHnjUr2Bdw-QMxCgnyFkgYbo?usp=sharing

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

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