

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 10 / English
Length of Course: Full Year**

English II

Course Description: By constructing meaning from texts that address the paradoxes of the human condition, justice and the frameworks of morality, prejudice as it exists across racial and cultural boundaries, cultural definitions of heroism, and the dimensions of love in human relationships, students will learn to appreciate the richness and power of language. The use of writing as a mode of thinking will develop the language skills students need to pursue their goals. Active listening and speaking will enable students to participate fully as informed, productive members of society. Students will become discriminating viewers by identifying and analyzing the language of visual media, enabling them to become discerning thinkers and communicators. Students will develop an awareness of the diversity of mankind as represented in multicultural and global literature, formulate and present an idea clearly and logically through writing, speaking and other forms of media, and understand and pursue research and study skills.

ANCHOR STANDARD: READING

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

<p>Big Ideas: <i>Course objectives / Content statements</i> The ability to read a variety of written texts that examine the paradoxes of the human condition from different global perspectives requires the ability to comprehend, compare and critique and author's work.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How does an author decide the most effective way to communicate his/her message? • How can a reader apply the lessons of literary analysis to one's own life? • How can an understanding of words from a text enhance one's knowledge in a variety of content areas? • When conducting research, how would one decide which sources should be selected or discarded for particular topics? 	<ul style="list-style-type: none"> • Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose. • Students will understand that the language of literary texts can be applied to other content materials (e.g. art media, film, etc.). • Students will understand that all available written material should be critically evaluated for credibility and suitability of purpose.
<p>Areas of Focus: Proficiencies</p>	<p>Examples, Outcomes and Assessments</p>
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 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; provide an objective summary of the text. • RL.9-10.3 Analyze how complex characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • RI.9-10.1 Accurately cite strong and thorough textual evidence, and make relevant connections, to support analysis of what the text says explicitly as well as inferentially. • RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text and analyze how it is 	<p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> • Identify and compare common elements and relationships between different forms of literary texts. • Analyze the context and influence of a work on the time period, culture, and literary movement in which it was written, as well as its impact on society and its members. • Read and select works to support a research topic. <p><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> • Participate in discussion of text(s) read for enjoyment, such as literature circles or free choice books. • Follow a character, theme/motif, symbolism and other literary devices throughout the novel, and discuss with a partner or in a small group format in the classroom using post-its or a notebook to record results. • Evaluate alternative versions of a text. (ex: film, graphic novel, and short story versions of <i>Romeo & Juliet</i>). • Annotation of texts and note taking in a variety of formats to demonstrate comprehension of the text's thesis or main point (ex: close reading, underlining and annotating—RUA—of a nonfiction article).

<p>developed and refined by specific details; provide an objective summary of the text.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Evaluation of the impact of setting on a literary work through the creation of visually based projects. (ex: map of town in <i>To Kill a Mockingbird</i> with quotes to support choice; three-dimensional model of the Radley house; map of island in <i>Lord of the Flies</i>; letter in a bottle from a character in <i>Lord of the Flies</i>, model of neighborhood in <i>The House on Mango Street</i>)
<p>Craft and Structure</p>	
<ul style="list-style-type: none"> ● 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 such effects as 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. ● 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 	<ul style="list-style-type: none"> ● Reading aloud to improve comprehension of textual elements in drama and poetry. (Ex: re-enacting <i>Romeo & Juliet</i>, <i>Inherit the Wind</i>, or the trial in <i>To Kill a Mockingbird</i>; poetry reading of Poe, Cisneros, Shakespeare, etc.). ● After reading the novel, <i>To Kill a Mockingbird</i>, decide whether a chosen character is an effective role model in the community for his or her time and ours. The student will then write to persuade peers, choosing an appropriate essay mode (description and/or examples to explain, reasons to persuade). ● Comparative study of authors' use(s) of literary devices. (ex: trace the same motifs in 2 different works, compare the use of symbols by two different authors in works read). ● Find, read, and choose appropriate printed and online source material for a research project based on the common problems faced in a community or a society. Complete the appropriate level of highlighting and note taking utilizing NoodleTools to aid in the research process. ● Identify vocabulary words in texts, and apply them correctly to written assignments. <p><u>Instructional Strategies:</u></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Include the study of historical & scientific materials that relate to the given text (ex: Great Depression, Darwin, WWII etc.). ● While reading the novel <i>To Kill a Mockingbird</i> or the play <i>Inherit the Wind</i>, analyze primary source documents to develop an understanding of the historical aspects of the text. Students may utilize Media Center databases. <p>Technology Integration</p>

<p>rhetoric to advance that point of view or purpose.</p>	<ul style="list-style-type: none"> • Create and view PowerPoint presentations that share individual information extracted from reading. • Utilize NoodleTools for note taking and annotated bibliographies.
<p>Integration of Knowledge and Idea</p>	
<ul style="list-style-type: none"> • 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. • RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work. • RI.9-10.7 Analyze various accounts of a subject told 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 Delineate 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 fallacious reasoning. • RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. 	<p>Global Perspectives</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the similarities and differences between students' own lives and those of characters living at different times and in different places. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use a library database to gather and analyze laws and other court documents from a historical period for how they are written and pertain to works such as <i>To Kill a Mockingbird</i> and <i>Inherit the Wind</i>. • Use a blog platform to share and discuss findings about the experiences of different cultural groups in a historical time period. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Research, read and compare information found about the history of the US justice system during the same eras as the texts. Explore the progressions and the setbacks.
<p>Range of Text and Level of Text Complexity</p>	
<ul style="list-style-type: none"> • RL & RI.9-10.10 By the end of Grade 10, read and comprehend literature and literary non-fiction in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

ANCHOR STANDARDS: WRITING

Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.

Big Ideas: *Course Objectives/Content Statements*

The ability to write for a variety of audiences and purposes requires the skills to select, organize and apply the most effective form of writing for a purpose and audience in a clear and concise style.

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How do you use each stage of the writing process to create a more effective outcome? ● How can technology enhance written communication? ● How does a writer determine the most effective way to communicate information? ● How can an understanding of mechanics improve one's written product? ● To what extent does style and structure of your writing support your position? 	<ul style="list-style-type: none"> ● Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication. ● Students will understand that the use of technological tools can promote and enhance effective writing. ● Students will understand that providing a variety of supportive sources involves evaluating them for credibility, organizing the most effective arguments, and accurately recording information. ● Students will understand that most effective written communication incorporates the rules and

	<p>conventions of the English language to enhance the message.</p> <ul style="list-style-type: none"> Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.
Areas of Focus: Proficiencies	Examples, Outcomes and Assessments
Text Types and Purposes	<p>Instructional Focus:</p> <ul style="list-style-type: none"> Develop and employ different writing structures and formats in a clear and concise style through both creative and academic writing. Develop research skills through the selection and evaluation of sources. Improve peer and self-editing and revision strategies. <p>Sample Assessments:</p> <ul style="list-style-type: none"> Free write on topic related to the literature to promote class discussion or to begin the writing process. Use GoogleDrive or TodaysMeet.com (or similar program) to track student progress free-writing and class discussion. Develop a thesis statement and essay based on reading of the class novel and a recent article on the same social issue. Develop a claim and counterclaims using textual evidence from both sources. After reading "Two Kinds," by Amy Tan, write and produce original dialogue of positive communication between the mother and daughter. Students may also create a cultural heritage presentation. Brainstorm interview questions and research their heritage using media center databases. Conduct an interview with a family member. This information will be presented as a poster, power point presentation, or other technological medium and include artifacts from their culture to share with the class. Maintain a literature response journal on assigned topics. Compare and contrast characters' motivations, ideas, arguments, inner and external conflicts and then share using post-its in the classroom. Complete creative written products based on course themes. (ex: dialogues between teens and adults in a community setting (<i>Me and Orson Welles</i> or <i>A Raisin in the Sun</i>); write a dramatic monologue in poetry form of a fictional person from
<p>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.</p> <ul style="list-style-type: none"> 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. Develop claim(s) and counterclaims fairly, 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. Use words, phrases, and 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	
<p>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.</p> <ul style="list-style-type: none"> 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 	

<p>multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • 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. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>the time period; write a short story modeled on an author studied; tell of a event in the story from a different narrator's point of view.</p> <ul style="list-style-type: none"> • Identify an author's techniques of characterization by using examples from the text to create a written or visual character sketch. For example, write a dialogue between two characters from <i>To Kill a Mockingbird</i> or <i>The House on Mango Street</i>. • Complete a written research project on an assigned topic relating to social issues in a specific time period and how those issues are still present today, or not, and why (ex: annotated bibliography; work of historical fiction with citations, MLA formatted analytical essays on literary topics). • Analytical essays: For example, after reading the novel, <i>To Kill Mockingbird</i>, identify laws cited in the text. Then compare these laws to actual Alabama laws during the 1930s, and then compare them to contemporary laws in an analytical essay. Cite sources in a works-cited format. • Peer-edit papers using GoogleDrive to manage peer responses and feedback. • Create outlines and multiple drafts of papers using GoogleDrive and other Chromebook features to keep the writing process more interactive and streamlined.
<p>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.</p> <ul style="list-style-type: none"> • 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. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	<ul style="list-style-type: none"> • Evaluate one's own & peer's writing by using teacher & student generated scoring rubrics. • Use an online program (i.e. Noodletools) to develop their works cited and complete their annotated bibliography. • Students use library database to compile information on an "unsung hero" and/or conduct an interview if there is a personal connection. • Students use Google Docs as a multi-modal approach to conveying literacy. <p><u>Instructional Strategies:</u></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Include references to historical & cultural events in written projects. (<i>Lord of the Flies</i> & WWII, Capote's short stories & Great Depression, <i>A Raisin in the Sun</i> and the Civil Rights movement).

<ul style="list-style-type: none"> • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • W.9-10.6 Use technology, including the Internet, to produce, publish, 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. 	<p>Technology Integration</p> <ul style="list-style-type: none"> • Use computer labs and writing center for the writing process. • Collect information online for research projects. • Use Word or GoogleDrive to write a properly formatted paper. • Utilize Noodletools for recording and citing research. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Write in the style of a different time period and/or culture (ex: Shakespearian insults or sonnets, Japanese haiku or tanka). <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Conduct an interview with a character from a novel and create a podcast or vodcast with a script. • Bring a story to life by writing a script and creating an iMovie. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Write journal entries from the perspective of the characters in the text and use specific historical information to identify with the characters' struggles.
<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, 	

<p>avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Range of Writing	
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.	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M.

ANCHOR STANDARDS: SPEAKING & LISTENING	
<p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 	
<p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	
<p>Big Ideas: <i>Course Objectives/Content Statements</i></p> <p>The ability to speak effectively and present ideas orally requires the organization of information and the use of specific strategies to communicate one's perspective to an audience. The ability to listen actively results in the discovery and understanding of other perspectives.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>

<ul style="list-style-type: none"> • How is a participant in an oral discussion best able to contribute original ideas? • When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint? • How do specific words impact the overall message of a speaker? • How does a speaker decide on the most effective way to communicate his/her message orally? • To what extent does the presenter's material and delivery assist in your understanding of the content? • How does the material presented orally raise questions for future investigation and analysis? • How does the effective delivery of information lead to a deepened understanding of other perspectives? • To what extent is the speaker a reliable and suitable source? 	<ul style="list-style-type: none"> • Students will understand that participation in discussions necessitates offering support for ideas. • Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations. • Students will understand that word choice plays an important role in effective oral communication. • Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings. • Students will understand that technology provides different perspectives and messages that require evaluation. • Students will understand that analytic viewing involves recognizing the purpose and identifying the bias. • Students will understand that cultural circumstances influence the media.
<p>Comprehension and Collaboration</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; 	<p><u>Instructional Focus:</u></p> <p>Recognize and communicate multiple perspectives and positions in discussions and presentations.</p> <p><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> • Act out a scene from a prose work of literature. (ex: trial from <i>To Kill a Mockingbird</i>; interaction between characters from <i>The House on Mango Street</i> or <i>Lord of the Flies</i>). Then discuss how the characters' motivations effected their decisions. • Act out a scene from a dramatic work of literature. (ex: Shakespeare interpretations from <i>Romeo & Juliet</i> or the sonnets; <i>A Raisin in the Sun</i>). Then discuss how the characters' motivations effected their decisions. • In groups, role-play <i>Lord of the Flies</i> and create rules for the island to decide strategy for rescue and to elect a leader. • Use literature circles to provide choice with texts and an intimate setting for Socratic seminar discussions. Provide students with a rubric with clear expectations on how to effectively discuss (push conversations to the next level).

<p>actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> Create critical reading questions (open-ended and inferential) based on the text and provide classroom time to observe and give feedback on the group's discussions so that they may improve. Create a list of the important and controversial choices made in a community today as well as in the communities in the texts <i>like A Raisin in the Sun, To Kill a Mockingbird, Lord of the Flies, Inherit the Wind, Romeo and Juliet</i>, etc. Students research the different topics choosing a side (pro or con). After writing an argumentative essay, the students will use their evidence and claims to defend their positions within a debate.
<p>Presentation of Knowledge and Ideas</p>	
<ul style="list-style-type: none"> SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically, such that the content, organization, development, and style are appropriate to purpose, audience, and task. SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. 	<p><u>Instructional Strategies:</u></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Articulate information gathered on a historical event or figure related to the text studied. (ex: Japanese internment with <i>Snow Falling on Cedars</i>; MLK with <i>A Raisin in the Sun</i>; Darwin and Scopes with <i>Inherit the Wind</i>). <p>Technology Integration</p> <ul style="list-style-type: none"> Record Socratic Seminar preparatory questions into collaborative GoogleDoc; record classmate comments into shared GoogleDocs. Use Chromebooks and smart devices to quickly find information during the group's discussion to enhance the textual and worldly connections. Use library databases and to search media and gain more knowledge and research about a historical or current event relevant to the text. <p>Global Perspectives</p> <ul style="list-style-type: none"> Consider whether every issue has an argument and counter-argument—or whether some issues have a clear and undeniable moral claim. Create a section in the literature circle packet that compels the students to make world connections to their choice readings. Encourage students to provide different opinions and perspectives in the group discussions. In preparation for debates, students create concessions, precedents, analogies and action plans to make larger, universal connections. <p><u>Instructional Focus:</u></p> <p>Critically analyze and evaluate different perspectives through active listening.</p>

	<p><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> • Evaluate the effectiveness of various recordings of texts through video or audio versions. • Respond in writing to viewpoints heard in Socratic seminar. Reflect on student's own comments and ideas as well as their peers'. • Complete peer evaluation forms for oral presentations. <p><u>Instructional Strategies:</u></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Listen to historical speeches or recordings and relate to literature (ex: Orson Welles & <i>The War of the Worlds</i> with <i>Me</i> & Orson Welles). <p>Technology Integration</p> <ul style="list-style-type: none"> • Use iTunes, YouTube, iMovie to produce projects to show further comprehension of the subject matter. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Evaluate how musical selections present an idea or theme connected to the text.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

ANCHOR STANDARDS: LANGUAGE

Conventions of Standard English:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Big Ideas: <i>Course Objectives/Content Statements</i> The ability to use precise language with purpose and meaning, both literally and figuratively contributes to the effectiveness of written and spoken work.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)? • How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language? • How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language? 	<ul style="list-style-type: none"> • Students will understand that effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose. • Students will understand that carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message. • Students will understand that writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use.
<p>Conventions of Standard English</p> <p>L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>L.9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> • Effectively use standard written English rules of grammar, syntax, and spelling to establish personal voice and style and to convey precise meaning. • Effectively use varied sentence structure to convey tone, increase complexity of thought, and engage different audiences. • Use reference tools to build understandings of how change in language and syntax over time reflects societal patterns. • Interpret and be able to make inferences about word choice to make claims about broader meanings. • Grapple with and understand unfamiliar words using context clues. • Understand and use literary terms and devices to close read texts.

<ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly. 	
<p>Knowledge of Language</p>	
<p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • Vary word choice and sentence structure to demonstrate understanding of the influence of language. 	<p>Sample Assessments:</p> <ul style="list-style-type: none"> • Analyze the use of symbolic language in <i>A Raisin in the Sun</i> and connect the use of language to the era or the author's life. • Compare and contrast the use of language in a sonnet from <i>Romeo and Juliet</i> and a contemporary love song to argue what specific themes and motifs they reveal. • Select unknown vocabulary words from independent reading texts and develop a personal vocabulary list. Write a short story using ten previously unknown words in the correct context. • Pull profound quotes from both non-fictional and fictional text. Practice close reading skills by deciphering the important words, analyzing the deeper meaning and evaluating the author's purpose. Write an analytical body paragraph explaining the quotes' significance.
<p>Vocabulary Acquisition and Use</p>	
<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. • 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. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Connect formal insights to historical era; compare musical form to poetic form. • In close reading texts, students should be exposed to different subject matter and different types of writers (novelist, poets, scientists, philanthropists, psychologist, mathematicians, etc.) to truly study the unique and collective stamps of language. <p>Technology integration</p> <ul style="list-style-type: none"> • Select and transcribe online song lyrics independently; students write using online document sharing system (Google Docs). <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Students explore language drawn from the media through articles, essays, advertisements, and popular culture to evaluate which words use elements of propaganda: glittering generalities, plain-folks, fear-mongering, bandwagon, etc. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Explore base meanings of suffixes, pre-fixes and root words to further understand the contextual meaning. <p>Culturally Responsive Teaching</p>

<ul style="list-style-type: none"> • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Consider the distinct language patterns and diction of a variety of characters studied throughout the year and what their use of language contributes to their overall characterization and the reader's ability to connect with the character.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

Course: English II
Unit Title: Book Circles
 [3-4 weeks]

Unit Summary: In this unit, students choose from a selection of books in order to build reading stamina, explore common interests, build analysis and discussion skills, and reflect on their reading. Unit culminates with the creation of an advertisement for the book (poster, book trailer, commercial).			
Primary interdisciplinary connections: digital multimedia, video, or visual art			
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)			
It's important for students to have choice in their reading materials, and this unit provides that choice. Students have more buy-in when they have agency. Teachers might structure the book circles using fiction, non-fiction (or both) with selections we already have. Teachers could also allow students to have completely open choice in this unit, as long as the student has at least one partner also reading the same book. Book discussions can be more organic, spontaneous and engaging when students run the discussions, and teachers can model, participate in, and support these discussions. The creative project at the end of the unit provides students with the opportunity for visual creativity and writing for a wider audience.			
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)			
Reading	<ul style="list-style-type: none"> • R.10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • R.10.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • R.10. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • R.10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole. 		
Writing	<ul style="list-style-type: none"> • W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 		
Speaking & Listening	<ul style="list-style-type: none"> • SL.10.1 Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL.10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. • SL.10.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 		
Language	<ul style="list-style-type: none"> • L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Essential Questions:</td> <td style="width: 50%; padding: 5px;">Understandings: <i>Students will understand that...</i></td> </tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>
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<ul style="list-style-type: none"> • How does an author decide the most effective way to communicate his/her message? • How can a reader apply the lessons of literary analysis to one's own life? • How can technology enhance written communication? • How is a participant in an oral discussion best able to contribute original ideas? • When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint? • How does the effective delivery of information lead to a deepened understanding of other perspectives? 	<ul style="list-style-type: none"> • Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose. • Students will understand that the use of technological tools can promote and enhance effective writing. • Students will understand that participation in discussions necessitates offering support for ideas. • Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations. • Students will understand that technology provides different perspectives and messages that require evaluation.
<p>Unit Learning Activities:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • View, discuss, reflect on "How and Why We Read" • Complete "book tasting" - ranking teacher-selected books after brief reading period for each choice • Form book circles based on rankings • Set reading calendar using teacher-created deadlines • Create personal reading schedule after determining reading rate for chosen book • Follow reading/ meeting calendar • Write discussion questions for circle meetings/ choose discussion questions from teacher-shared options/ prepare answers to bring to discussion • Document the circle discussions and reflect on the meeting process • At the conclusion of the book, plan the summative project • Write an individual response to the book 	
Assessment options	
<p>Summative options:</p> <ul style="list-style-type: none"> • Individual - in-class essay based on the book OR process essay - a book review modeled on a professional book review • Group - Book trailer, commercial or print-ad for chosen book 	<p>Formative options:</p> <ul style="list-style-type: none"> • Reflection on John Green's Crash Course video "How and Why We Read" • Discussion prep for book circle meetings • Discussion questions and responses (meeting notes) • Discussion process reflections (e.g. How productive were we? What can we do better? Why? What's going well? Why?)

Course: English II
Unit Title: Drama Circle: *A Raisin in the Sun*
 [3 weeks]

Unit Summary: After examining literary and historical context, students work in small groups to read and analyze the characters and themes of Lorraine Hansberry's <i>A Raisin in the Sun</i> .					
Primary interdisciplinary connections: film, social studies					
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)					
This unit's themes clearly address the course's focus on racial and cultural boundaries and the dimensions of love in human relationships. It connects particularly well with <i>To Kill A Mockingbird</i> and with a brief study of Langston Hughes' poetry. The unit engages students by providing them time and space to read the play in small groups and to create opportunities for them to understand the historical context and make current connections to the themes in the play.					
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)					
Reading	<ul style="list-style-type: none"> • 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; provide an objective summary of the text. • RL.9-10.3 Analyze how complex characters (e.g. those with multiple 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.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work. 				
Writing	<ul style="list-style-type: none"> • 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. • 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. 				
Speaking & Listening	<ul style="list-style-type: none"> • SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically, such that the content, organization, development, and style are appropriate to purpose, audience, and task. 				
Language	<ul style="list-style-type: none"> • L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 				
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<ul style="list-style-type: none"> How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language? 	<ul style="list-style-type: none"> Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations. Students will understand that writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use.
<p>Unit Learning Activities:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> In-class research about the Great Migration and the Harlem Renaissance (hyperdoc readings/ notes) Guided close reading and discussion of a selection of Langston Hughes' poems including "Harlem" and "Mother to Son" Read and discuss information about Lorraine Hansberry's life and family experiences with housing discrimination Watch and discuss a video about redlining With the same group mates, read the play aloud at tables, stopping to complete comprehension and discussion questions at appropriate points Watch and compare scenes from the original film adaptation and the 21st century film adaptation Apply the following terms: diction, connotation, tone, stanza, inference, dialogue, dialect, stage direction, characterization, motivation, symbol, irony 	
Assessment Options	
<p>Summative Options:</p> <ul style="list-style-type: none"> Process Essay that analyzes Hansberry's choice of title for the play - compares Hughes' poems to themes in the play Unit test including in-class essay Group poster project that analyzes one character from the play Socratic Seminar 	<p>Formative Options:</p> <ul style="list-style-type: none"> Close reading Harlem Renaissance poem Comprehension questions in table-reading groups Reading and/or passage quizzes Exit tickets Perform a scene or part of a scene Compare a scene from the film (or films) to the script If choosing the poster project, individual students complete a character tracker for one character If choosing the process essay, student completion of organizer and draft

Course: English II
Unit: *Romeo and Juliet*: “On Love and Power”
[approx. 4 weeks]

Unit Summary: Students will read Shakespeare’s sonnets in preparation for their reading of <i>Romeo and Juliet</i> . Along the way, they will read aloud, watch and analyze different interpretations of key scenes, examine figurative language, and practice close reading skills. At the end of the unit, students will be able to construct a multi-draft mini-essay analyzing one of the play’s themes and they will participate in a fishbowl seminar discussion after preparing a response to deeper questions.			
Primary interdisciplinary connections: Media (audio play and film), social studies (psychology)			
Unit Rationale: (Why is this an appropriate unit for this grade level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)			
This play is a cultural touchstone and its teen protagonists dealing with parental rules and societal pressures is timeless and interesting to teens. Moreover, the challenge of Shakespeare’s poetry in this play is appropriate for sophomores and the close reading we do will build on skills they have been practicing. The summative writing assignment will build on the mini-lessons about thesis writing, paragraph support, seeking feedback, and making revisions. The film portions of the unit will appeal to this age group who have been “raised on video” and allow for comparison of contemporary dramatic and cinematic interpretations. The fishbowl portion of the summative assessment will appeal to students who enjoy argument and public speaking. It will also provide a needed opportunity for students to practice using evidence in civil discourse and making evaluations based on presented information.			
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)			
Reading	<ul style="list-style-type: none"> • RL.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • RL.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • RL.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole. • RL.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 		
Writing	<ul style="list-style-type: none"> • W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 		
Speaking & Listening	<ul style="list-style-type: none"> • SL1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. • SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 		
Language	<ul style="list-style-type: none"> • L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 		
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<ul style="list-style-type: none"> • When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint? • To what extent does the presenter's material and delivery assist in your understanding of the content? • What makes a piece of literature a "Classic?" Why does it last? • How do writers use connotative and denotative meaning of words and figurative language to improve the effectiveness of written and spoken language? • How do those in power use that power for or against other members of society? 	<ul style="list-style-type: none"> • Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations. • Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings. • Students will understand that universal themes and powerful, well-crafted characters and language create classic works of literature. • Power structures exist not only in society, but also in families
Unit Learning Targets: <i>Students will...</i> <ul style="list-style-type: none"> • Identify and apply "the rules" of Sonnet structure • Identify and apply dramatic, figurative language and poetry terms: aside, monologue, soliloquy, allusion, blank verse, couplet, oxymoron, paradox, pun, sonnet, dramatic irony, situational irony, verbal irony, plot sequence (exposition, rising action, climax, falling action, resolution), tragedy, comic relief • Trace a theme throughout the play using close reading skills and small group discussion • Identify evidence in film versions of scenes that reveals creative differences/ director's choices • Read challenging text aloud • Read independently with audio support • Take and defend a position in a fishbowl discussion or socratic seminar; evaluate and self-evaluate discussion performance 	
Assessment Options	
Summative assessment options: <ul style="list-style-type: none"> • Mini-essay on _____ vs. _____ theme (paradox/ duality) • Prepare for and participate in fishbowl discussion or socratic seminar • Unit test 	Formative assessment options: <ul style="list-style-type: none"> • Sonnet unscrambler/ sonnet rules • Terms quiz • Film scene comparison reflection • Comprehension quizzes • Passage quizzes (close reading) • Character diary freewrites • Act out a scene/ part of a scene • "Translate" passages from the balcony scene into contemporary English

Course: English II
Unit Title: Narrative Writing
 [2-3 weeks]

Unit Summary: After reading/ viewing mentor text(s), and composing a series of informal responses to prompts, students compose and share in a writer's workshop setting either a fictional narrative or a personal narrative. Students share final products aloud in small groups.					
Primary interdisciplinary connections: media, photography					
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)					
Students need an opportunity to share what is important to them and a narrative writing unit can provide that outlet for them. Because the options are student-selected and student-centered, they have the opportunity to explore the kinds of writing that are not necessarily academic, but can help them become stronger writers in terms of voice, diction and structure. The workshop setting helps students refine their ideas and their style. These targeted writing lessons carry over to more formal writing and could be valuable to students who either would like to pursue more of this kind of work or who need experience in this type of writing before they tackle personal statements for college applications.					
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)					
Reading	<ul style="list-style-type: none"> • 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.9.10.6. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 				
Writing	<ul style="list-style-type: none"> • 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. • 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, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 				
Speaking & Listening	<ul style="list-style-type: none"> • SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 				
Language	<ul style="list-style-type: none"> • L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • 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 understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; padding: 5px;">Essential Questions:</th><th style="text-align: left; padding: 5px;">Understandings: <i>Students will understand that...</i></th></tr> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • How does an author decide the most effective way to communicate his/her message? • How do you use each stage of the writing process to create a more effective outcome? </td><td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose. </td></tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>	<ul style="list-style-type: none"> • How does an author decide the most effective way to communicate his/her message? • How do you use each stage of the writing process to create a more effective outcome? 	<ul style="list-style-type: none"> • Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose.
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<ul style="list-style-type: none"> • How does a writer determine the most effective way to communicate information? • How can an understanding of mechanics improve one's written product? • To what extent does style and structure of your writing support your message? 	<ul style="list-style-type: none"> • Students will understand that most effective written communication incorporates the rules and conventions of the English language to enhance the message. • Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.
<p>Unit Learning Activities:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read and discuss mentor texts in the narrative form such as <i>The House on Mango Street</i> • Listen and/or view mentor texts such as Chimimanda Achidie's TED Talk "The Danger of a Single Story" or teacher-selected, school appropriate stories from <i>The Moth Radio Hour</i> • Use writing prompts for fictional inspiration and practice as quickwrites • Write sentences in imitation of sentences chosen from the mentor texts • Use dialogue appropriately and correctly • Choose a direction: focused vignette (using one from <i>Mango Street</i> as the mentor text) or personal narrative • Create a storyboard outline • Draft • Peer workshop with teacher support/ conferences as needed • Revise with teacher support/ conferences as needed • Edit • Share final products in small groups • Unit reflection 	
Assessments	
<p>Summative:</p> <ul style="list-style-type: none"> • Final draft of narrative piece and unit reflection 	<p>Formative:</p> <ul style="list-style-type: none"> • Freewrites • Close reading/viewing of mentor texts • Imitation exercises using mentor sentences • Storyboard • Completed first draft • Peer reading questions

Course: English II
Unit Title: Social Injustice Research Project
 [approx. 4 weeks]

Unit Summary: In this unit, students research a current social injustice, some of its causes, some people who are advocating for a solution to the injustice, and create and deliver a presentation of their findings to their classmates. As part of the process, students learn about bias in the news, use library databases, and create an annotated bibliography of a variety of source materials, including visual texts such as videos, infographics or photographs. Teachers may opt to use this unit at the end of the school year as a culminating independent project and/ or pair it with a nonfiction book circle at any point in the year.	
Primary interdisciplinary connections: social studies, psychology, media	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
In this unit, students continue to build research, citation and notetaking skills. They consider bias in their source materials and weigh the ways in which sources are most useful to them. Students also work on creating visually appealing presentations and practicing oral presentation skills. This unit is easily differentiated across levels by adjusting the number of sources required, the length of the presentation and/ or the annotated bibliography requirements. This unit engages students because they have choice over their topics and they may consider the social problems encountered in the works read in English 2 to help brainstorm ideas for research if they have difficulty deciding on a social injustice issue to research. This unit is essentially a way for students to build empathy as they connect to people, places, and situations they may not have personally experienced.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	<ul style="list-style-type: none"> ● RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the 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.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Writing	<ul style="list-style-type: none"> ● W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Speaking & Listening	<ul style="list-style-type: none"> ● SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

	<ul style="list-style-type: none"> SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically, such that the content, organization, development, and style are appropriate to purpose, audience, and task. SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	<ul style="list-style-type: none"> L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Essential Questions:	Understandings: <i>Students will understand that...</i>
<ul style="list-style-type: none"> How does an author decide the most effective way to communicate his/her message? When conducting research, how would one decide which sources should be selected or discarded for particular topics? How can technology enhance written communication? How does a writer determine the most effective way to communicate information? How does the effective delivery of information lead to a deepened understanding of other perspectives? How does a speaker decide on the most effective way to deliver his/her message orally? 	<ul style="list-style-type: none"> Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns in order to critically evaluate the author's purpose. Students will understand that all available written material should be critically evaluated for credibility and suitability of purpose. Students will understand that the use of technological tools can promote and enhance effective writing. Students will understand that providing a variety of supportive sources involves evaluating them for credibility, organizing the most effective arguments, and accurately recording information. Students will understand that analytic viewing involves recognizing the purpose and identifying the bias. Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings.
Unit Learning Activities: <i>Students will...</i> <ul style="list-style-type: none"> brainstorm possible topics learn to identify ways that bias appears in news stories (collaborative lesson with media center) research with library databases and credible websites read and evaluate source materials, write summaries of their sources and paraphrases of useful information, saving direct quotes for only the most powerful information practice citation skills (MLA) write annotated bibliography entries for their chosen sources learn about designing effective slides create a visually engaging presentation with Works Cited slide and in-presentation citations to credit sources (slides, prezis, wevideo, etc.) to share with classmates practice presentation skills (timing, vocal expression) provide peer feedback on presentations reflect on the project after completion 	
Assessments	
Summative: <ul style="list-style-type: none"> MLA annotated bibliography 	Formative: <ul style="list-style-type: none"> Topic selection/ rationale Source notes including source citation, summary, paraphrased and quoted material,

<ul style="list-style-type: none"> • Final Presentation submitted to Google classroom and presented in class 	<p>plus information on how the source connects to other sources/ topic and the source's possible bias. Students can use noodle tools, a teacher-created Google template, or handwritten notes on a printed source -- students/ teachers decide the best way to handle notetaking)</p> <ul style="list-style-type: none"> • MLA citation quiz • "Good slides" vs. "bad slides" activity to aid in designing visually appealing slides for presentation
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Instructor Notes:

1. This unit has been successful as an in-class project and scaffolded for students with daily goals and check ins on progress. More proficient and efficient students may be able to complete most of the project in class, and less proficient and efficient students will benefit from the additional teacher support during class time and be able to work independently at home or in study halls with the teacher's more involved direction.
2. For the presentations, depending on timing, teachers can opt to have students present in small groups on just one day, or they can spread presentations to the full class out over a longer time period.

Course: English II
Unit Title: The Power of Words - *The Book Thief*
 [6-7 weeks]

Unit Summary: Students will examine the paradoxical nature of the human condition and the power of language through the study of Markus Zusak's novel, <i>The Book Thief</i> .	
Primary interdisciplinary connections: History, Visual Art	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
A novel like <i>The Book Thief</i> provides the opportunity to examine the human condition, along with concepts like duality and paradox, in an accessible way. Studying figurative language and the methods of storytelling in this novel will enhance student understanding of this literary work and will connect to other literary works in the course. In addition, students will examine related documents and videos for WWII historical context (mostly collected from the website <i>Facing History and Ourselves</i>) to add to their understanding of the setting and the dilemmas that the characters face in the novel.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	<ul style="list-style-type: none"> • RL/RI 10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • R 10.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • R 10.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Writing	<ul style="list-style-type: none"> • W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. • W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking & Listening	<ul style="list-style-type: none"> • SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Language	<ul style="list-style-type: none"> • L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
Essential Questions:	
Understandings: <i>Students will understand that...</i>	
<ul style="list-style-type: none"> • How does an author decide the most effective way to communicate his/her message? • How can a reader apply the lessons of literary analysis to one's own life? • To what extent does style and structure of your writing support your position? 	<ul style="list-style-type: none"> • Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose. • Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.

<ul style="list-style-type: none"> How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language? 	<ul style="list-style-type: none"> Students will understand that writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use.
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> Develop annotation skills Develop and practice close reading skills Develop peer reading skills: asking for and receiving feedback Develop revision skills using feedback Trace central ideas and author's craft throughout the novel using a double-entry journal (idea tracker) Practice literal and figurative reading for poems and fiction Respond in discussion and in writing to poetry, nonfiction and fiction Draft and revise a short essay connecting related nonfiction to scenes/ characters in the novel Determine the difference between a topic and a theme in literature, and a topic and a thesis in their own writing Create a visual response to the novel using their choice of a template or a blank page, with guidelines and samples provided Reflect on learning at the end of the unit 	
Assessment Options	
<p>Summative Options:</p> <ul style="list-style-type: none"> Test: Complete multiple choice questions to show comprehension of the novel and write short in-class analytical essay that explores a complex topic, and support thesis statements with evidence from the text. At the conclusion of the novel, create a visual one-pager using template to reflect individual understanding of the novel - use this and assess it with idea tracker Write a process essay connecting nonfiction from this unit with character(s)/ scene(s) and themes of the novel. 	<p>Formative Options:</p> <ul style="list-style-type: none"> Reading check quizzes Shared discussion and study questions for small groups Close reading practice with novel selections: Prologue and "The Word Shaker" Reading response: nonfiction articles such as https://learning.blogs.nytimes.com/2013/11/07/text-to-text-the-book-thief-and-auschwitz-shifts-from-memorializing-to-teaching/ Writing: Topic vs. theme, topic vs. thesis Writing: planning organizer and first draft Teacher check-ins: idea tracker

Unit Notes: Because this novel is very long, and the narrative structure may challenge some students, it's important to allow class time for students to complete some of the reading so that they do not become overwhelmed or frustrated by the volume of reading. One might also consider using the film to supplement/ substitute for sections of the novel. For assessment, consider using shorter tests 2-3 times over the course of the novel rather than one large test at the end of the novel.

Course: English II
Unit Title: The Search for Empathy - *To Kill A Mockingbird*
 [approx. 5 weeks]

Unit Summary: Using Harper Lee's novel as the anchor literary text, students study the Jim Crow South using video and teacher-chosen resources, including primary sources, from <i>Facing History and Ourselves</i> . Students study narrative techniques, setting, character development and evolving themes in the novel such as gender, education, justice, --"isms", and "the other."	
Primary interdisciplinary connections: social studies, film	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
In sophomore year, students continue to explore ideas of justice and empathy and learn about ways historical context can influence a fictional world. The reading in this unit is designed to have students reflect on growing up in the Jim Crow South and to discuss both the fictional Maycomb and past and current US society. Students make natural connections to history, but also to sociology and psychology. The language in the novel is rich in literary techniques for study and the themes can be explored in discussion, in writing, or both.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	<ul style="list-style-type: none"> ● RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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; provide an objective summary of the text. ● RL.9-10.3 Analyze how complex characters (e.g. those with multiple 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 such effects as mystery, tension, or surprise. ● RL.9-10.6 Assess how point of view or purpose shapes the content and style of a text. ● 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.
Writing	<ul style="list-style-type: none"> ● 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. ● W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening	<ul style="list-style-type: none"> ● SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Language	<ul style="list-style-type: none"> ● L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking ● L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Essential Questions:	Understandings: <i>Students will understand that...</i>
<ul style="list-style-type: none"> • How can a reader apply the lessons of literary analysis to one's own life? • How can an understanding of words from a text enhance one's knowledge in a variety of content areas? • How do you use each stage of the writing process to create a more effective outcome? • How can an understanding of grammar and mechanics improve one's written product? • How is a participant in an oral discussion best able to contribute original ideas? • When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint? 	<ul style="list-style-type: none"> • Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose. • Students will understand that the language of literary texts can be applied to other content materials (e.g. art media, film, etc.). • Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication. • Students will understand that most effective written communication incorporates the rules and conventions of the English language to enhance the message. • Students will understand that participation in discussions necessitates offering support for ideas. • Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations.
<p>Unit Learning Activities: <i>Students will...</i></p> <ul style="list-style-type: none"> • Use sticky notes to identify quotes for their double entry journals • Discuss study questions and connection questions in small groups, recording their answers in a shared notes format • Read related primary source documents from the Jim Crow South • View and discuss related videos about the Jim Crow South • Compare scenes from 1961 film to the novel • Identify examples of Lee's craft with literary devices: allusion, point of view, flashback, dialogue/ dialect and code switching, irony, characterization, figurative language, • Compose drafts and work with targeted questions for peer review • Learn ways to revise at sentence level for concise, correct and powerful writing • Revise and edit written work • prepare for socratic seminar (student-generated questions and/or teacher-selected questions) 	
Assessment Options	
<p>Summative:</p> <ul style="list-style-type: none"> • Mini-essay on theme based on journal work • Socratic seminar(s) • Test with essay • "one pager" - visual representation of novel's essential themes, symbols, characters, quotes 	<p>Formative:</p> <ul style="list-style-type: none"> • Track a topic or theme over the course of the novel using a double-entry journal format • Mini-essay draft and peer reading • Exercise on revising for power • Collaborative discussion questions with shared notes - <i>Facing History and Ourselves</i> has excellent connection questions • Reading check quizzes • Passage comprehension quizzes, including related nonfiction • Compare scene(s) in film to novel chapter(s)

Course: English II
Unit Title: World Voices: *Things Fall Apart*
 [4-5 weeks]

Unit Summary: In addition to connected nonfiction, music, and poetry, students examine Igbo 19th. century culture as they read Chinua Achebe's novel <i>Things Fall Apart</i> . Students compare and contrast ideas from this society to current American culture and consider questions of justice, merit, religion, and gender.					
Primary interdisciplinary connections: social studies (history, sociology), music					
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)					
Students need more exposure to non-American, non-European texts and <i>Things Fall Apart</i> is a solid choice for this goal. The novel tells a tragic tale, complete with tragic hero, but the worldview presented is vastly different from our 21st century American culture. This book connects with other works from this course because it deals with questions of justice and community, but gives students other ways of seeing. It connects them back to their study of imperialism and colonialism in World History, so they can see those concepts play out in Achebe's novel. This is not a novel that most students would choose to read on their own, but with support, they can understand the lessons it offers about human nature, justice and empathy.					
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)					
Reading	<ul style="list-style-type: none"> ● RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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; provide an objective summary of the text. ● RL.9-10.3 Analyze how complex characters (e.g. those with multiple 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.9-10.6 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	<ul style="list-style-type: none"> ● 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. ● W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 				
Speaking & Listening	<ul style="list-style-type: none"> ● SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 				
Language	<ul style="list-style-type: none"> ● L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 				
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<ul style="list-style-type: none"> • How is a participant in an oral discussion best able to contribute original ideas? • When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint? • How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language? 	<ul style="list-style-type: none"> • Students will understand that the language of literary texts can be applied to other content materials (e.g. art media, film, etc.). • Students will understand that most effective written communication incorporates the rules and conventions of the English language to enhance the message. • Students will understand that participation in discussions necessitates offering support for ideas. • Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations. • Students will understand that carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message.
<p>Unit Learning Activities: <i>Students will...</i></p> <ul style="list-style-type: none"> • Read background information and context for the setting and information about the author • Understand and apply the following terms: allusion, proverb, folktale, irony, tragedy, tragic hero • Read closely and discuss W.B. Yeats' "The Second Coming," and its connection to the novel • Listen to and analyze the song "Colo-Mentality" by Fela Kuti • Read, annotate and discuss "The Body Ritual of the Nacirema" and make connections to point of view • Complete study questions after reading sections of the novel; discuss understandings and misunderstandings • Throughout the novel, compare and contrast Okonkwo and his world — customs, beliefs, systems -- with our world 	
Assessment Options	
<p>Summative options:</p> <ul style="list-style-type: none"> • Unit test including analytical paragraph (use discussion station notes) • Socratic seminar 	<p>Formative options:</p> <ul style="list-style-type: none"> • Comprehension questions for nonfiction selections from CommonLit for historical context • "The Body Ritual of the Nacirema" satirical sociological study - annotation, questions and discussion • Small group study and discussion questions • Reading check questions • Connection questions: Fela Kuti's song "Colo-Mentality" • Discussion stations for end-of-novel or discussion prep questions for end-of-novel socratic seminar

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9:** Model integrity, ethical leadership and effective management.
- CRP10:** Plan education and career paths aligned to personal goals.
- CRP11:** Use technology to enhance productivity.
- CRP12:** Work productively in teams while using cultural global competence.

Instructional Strategies:

Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
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from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

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