

Course: English I
Unit #/ Unit Name: Windows & Mirrors

Year of Implementation: 2019-2020

Curriculum Team Members: P. Busarello (pbusarello@lrhsd.org) x 8106, J. Wolfson (jwolfson@lrhsd.org) x 8458, R. Latini (rlatini@lrhsd.org) x 4463, E. Castor (ecastor@lrhsd.org) x 8918

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<http://www.nj.gov/education/cccs/2016/ela/>

Unit Standards:

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Transfer Goal(s): Students will be able to independently use their learning to...

1. Students will be able to independently use their learning to make connections between characters' choices when confronting personal struggles universal to people of all cultures and experiences.
2. Students will be able to independently use their learning to effectively create, articulate, and support an argument.

Enduring Understandings

Students will understand that. . .

U1.

- texts, regardless of genre, provide windows into other cultures and lives and provides mirrors in which students can see themselves, allowing them to reflect on their experiences, values, and life situations.

U2.

- empathy is essential in relating to characters and real people represented in these texts.

U3.

- effective writers identify audience and purpose before writing and employ a variety of literary and rhetorical devices to engage readers and create meaning.

U4.

Essential Questions

U1:

- How does the way we deal with conflict help create who we are?
- How is conflict essential to growth?
- How do similarities and differences with other texts and/or characters help us understand motives and/or purposes of events or behaviors?

U 2:

- How do characters' choices help us when we are faced with decisions?
- Why is it important to explore the differences and similarities between ourselves and the characters we study?

U 3:

- Why should I be conscious of who I am writing for?
- What impact does a writer's choice have on me as a reader? Conversely, what do my choices as a writer communicate to my audience?

U 4:

<ul style="list-style-type: none"> ● when students write like readers and read like writers, the processes of reading and writing become authentic. <p>U5.</p> <ul style="list-style-type: none"> ● effective use of grammar and mechanics is vital when creating a focused thesis statement and a fluent piece of writing. 	<ul style="list-style-type: none"> ● How does reading shape our writing, and vice versa? ● Why is it important to identify the reason for writing before actually writing? ● How does a thesis statement guide your writing? ● How does reading enhance my own writing? <p>U 5:</p> <ul style="list-style-type: none"> ● How do I know a good thesis statement when I see one? ● How can I create strong thesis statements? ● How do I begin to see grammar and mechanics as tools for writing rather than as rules? ● Why is grammar necessary to convey meaning?
<p><i>Knowledge</i> Students will know. . .</p> <p>U1:</p> <ul style="list-style-type: none"> ● how cultural differences can lead to conflict ● types of conflict (internal, external). ● that characters in short stories help us to understand ourselves and our choices. ● short story terms ● poetry terms <p>U2:</p> <ul style="list-style-type: none"> ● that writers employ literary devices to create conflict. ● that conflict is essential to growth. ● define and identify dramatic and literary devices <p>Elements of plot development (plot pyramid i.e.</p>	<p><i>Skills</i> Students will be able to. . .</p> <p>U1:</p> <ul style="list-style-type: none"> ● read, discuss, and write about a variety of short stories and poems. ● use knowledge of short story terms to explore the surface and deeper meanings to be found in short stories and poems, the perspective the writer is giving us. ● examine their lives and identify points at which conflict helped them grow <p>U2:</p> <ul style="list-style-type: none"> ● evaluate how literary terms contribute to the meaning of a text.

exposition, conflict, climax, resolution, etc), Symbolism (archetypes), Foreshadowing, Theme; Dramatic, Situational & Verbal Irony, Methods of Characterization (direct and indirect) Figurative Language (metaphor, simile, personification, hyperbole), Narration (point of view), Sound devices (onomatopoeia, assonance, alliteration, irony (basic), Allusion, Dialogue, Imagery, Diction, Pun, Paradox, Oxymoron, Mood/Tone, Poetic Devices (meter, iambs, rhyme scheme, rhythm, form, line/stanza, speaker)

U3:

- the essential components that make up a compare/contrast argument.
- audience and purpose need to be identified early in the writing process

U4:

- effective strategies for writing a compare/contrast essay
- that a focused thesis statement guides both reader and writer

U5:

- rules of writing in relation to grammar and mechanics
- how to create a focused thesis statement

U3:

- compare and contrast themselves to characters in stories and poems.
- select voice and style appropriate to audience and purpose.
- apply reading strategies in their writing process and pieces.
- read like writers and write like readers

U4:

- create confident claims, support with appropriate evidence, and analyze with relevant, precise explanation (CEA/CSE guide for writing)
- identify and create thesis statements that specify argument.
- write a compare/contrast essay.
- create clear claims, cite relevant evidence, and develop organized analysis, particularly in regards to cause and effect relationships.

U5:

- apply new grammatical and mechanical skill in writing.

- identify and then apply both revising and editing skills with purposeful intent.
- demonstrate their use of grammar and mechanics learned, and justify their choices.

Stage Two - Assessment

Other Evidence:

- Periodic formative assessment (open-ended reading check quizzes, quiz-quiz-trade, storyboarding, journaling, etc) in relation to conflict, character motivation, choices that connect to essential questions and enduring understandings
- Student-created annotations during reading (with emphasis on personal insights, connections, questions, etc)
- Independent reading book. (Journal Writing, literary letter, mentor text)
- Compare/ contrast essay
- Identify skill-based errors in personal writing and writing of others- (e.g. students highlight sections/passages of their writing that reflects this evidence)
- Identification and examination of strong writing in mentor texts provided by teacher and found through independent reading (e.g circling writing elements such as thesis, transitions, etc.)
- Conferences: peer-to-peer, group, and student-to-teacher conferences to discuss writing
- In-class writing with varied audience, purpose, and forms (e.g. journals, writing swaps)
- In-class discussions (in pairs, small-, & large-groups)

Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

1. Text specific vocabulary A, EU 3

2. Medium-Sized Circle

Identify students' prior knowledge about cultural context of a short story (see Activator book, pg. 22) A EU 1,2

2. Conduct mini-lessons on thesis statement construction (e.g. placemat activity in small groups, class discussion, read essay models). A EU 5

3. Conduct mini-lessons on introductory paragraph construction (e.g. give one-get one activity, think-pair-share, teacher-generated examples, etc). A EU 3, 5

4. Bio-Poem -compare/contrast one's life with that of a short story character (see RBT Summarizer book, pg. 6) A,M EU 2

5. Estimation Line-Up

examine personal beliefs regarding various social/cultural norms to activate student thinking/interest in text (see Activators book, pg. 12) A,M EU 1, 2

6. The Most Important Thing

synthesize a story's conflict by composing an original paragraph in which one defends his/her selection about what is most relevant to the conflict's resolution (see Summarizer book, pg. 19) A,M EU 3, 4

7. Companion Poetry

Write a poem that is inspired by and/or written with the intention of alluding to another poem. This can be a sequel to famous poem, a poem that tells a similar story (but from a different point of view), a poem that responds to the theme of another poem. [See samples](#). A,M EU 1, 2, 3, 4

8. Character Tweet

create brief contextual tweets from a character's point of view at various points in a short story (note-taking strategy) A,M EU

9. Read & discuss exemplar thesis statements (e.g. examine student-created thesis statements as a class, in small groups, etc, to create mastery examples). A,M EU 3, 5

10. Draft & revise various thesis statements on various topics with focus on compare/contrast (peer and teacher conference). A,M EU 3, 5

11. Draft & revise various introductory paragraphs built around various thesis statements (peer and teacher conference). A,M EU 3,4, 5

12. Analyze, study and imitate sentences written by professional writers (with grammar focus). A,M EU 3, 4

13. Generate & narrow topics by considering purpose, audience, & form. A,M EU 3, 4

14. Write your own short story using the terms studied. A, M, T EU 3, 4

15. Picture Walk

predict conflicts that may arise in stories from different cultures based on teacher-selected pictures posted. (see RBT Activators book, pg. 38) M EU 1, 2

16. Reflect on one's own writing, noting strengths and setting goals for improvement. M EU 3, 4, 5

17. The goal of Reader's Café is to generate classmate interest in an independent reading selection. Each student will act as an author's agent trying to sell a text to various publishers (other students and teachers). A Café will take place each marking period, but once a year students sign up to present their independent reading texts in a creative way. Their goal is to examine their independent reading text the way in which we examine in-class reading, and then persuade potential readers to select this text as well. Products/presentation style will vary per student choice and teacher guidelines. M, T EU 1, 2, 3, 4

18. Application of Independent Reading **M, T; EU 1, 2**

Suggested Texts:

1. Reading the World textbook
2. The Other Wes Moore (anchor text)
3. Friday Night Lights (excerpts)
4. A Long Way Gone (excerpts)
5. The Blind Side (excerpts)

6. Slave: My True Story (excerpts)
7. I Am Malala (excerpts)
8. The Last Lecture (excerpts)
9. The Pact (excerpts)
10. Brain on Fire (excerpts)
11. The Boy Who Harnessed the Wind (excerpts)
12. The Long Walk: A Story of War and the Life that Follows (excerpts)

Suggested Short Stories:

Printable Materials

1. A Dark Brown Dog
2. A Good Man Is Hard to Find
3. A Harlem Tragedy
4. A&P
5. And Of Clay We Are Created
6. Book of Sand
7. Haircut
8. Harrison Bergeron
9. Like the Sun
10. Most Dangerous Game
11. Poison
12. Sense of Shelter
13. The Endless Streetcar Ride into the Night, and the Tinfoil Noose
14. The Handsomest Drowned Man in the World
15. The Happy Man
16. The Lady or the Tiger
17. The Lottery
18. The Moment Before The Gun Went Off
19. The Necklace

20. The Scarlet Ibis

Suggested Poetry:

1. “Where I’m From” by George Ella Lyons
2. “I Ask My Mother to Sing” by Li-Young Lee

Teen Blog Post Performance Task

Whether it imparts knowledge, provides solutions, or simply entertains, blogging is a brilliant way of reaching out and communicating with the world. Without any question at all, such transformative power of free expression and exchange is the single most important characteristic of any terrific blog. Remember, your audience is your peers.

Your Task: You are a contributor for an online teen blog that is trying to promote literacy amongst “technology-savvy” teenagers. Your job is to create a character profile comparing yourself (or your generation) to a character from your independent reading book.

Criteria for Success:

- _____ Choose a name for your blog
- _____ Create an attention grabbing headline
- _____ One paragraph detailing 2-3 similarities between you (and/or your generation) and your character
- _____ One paragraph detailing 2-3 differences between you (and/or your generation) and your character
- _____ 2-6 sentences per paragraph; roughly 600 words total
- _____ Your post encourages a debate/place for readers to engage in conversation to leave feedback
- _____ Organize and present ideas effectively
- _____ Appropriate use of grammar and mechanics (spelling, capitalization, punctuation, etc.)

How to Write a Blog Post

<https://mith.umd.edu/digitalstorytelling/general-blog-rubric/index.html>

Blog posts are meant to be well-written, both thoughtful and thought-provoking; the best ones will also stimulate discussion on the course site and in the classroom. Feel free to end your post with questions you haven't answered yet or would like to hear your classmates answer; also consider embedding relevant pictures and other media in your posts. Recording a video or audio blog to Youtube and then embedding it into a blog post on our course site is also allowed. The grading rubric for blogging (below) takes effort into account. Although there's not a hard and fast rule as to blog length, most blogs should be at least 300 words and/or 2-3 paragraphs long, and you want most of your post to be content—don't waste time on empty statements and repetition.

The best blog posts will both demonstrate you've done the reading and show you have understood and analyzed it. Blogs should never be a summary of what you've read or heard; if you're writing in response to a reading or lecture, your blogs should consist of a) analysis and reaction and criticism of that content, or b) how the readings apply to our larger questions of defining literature and digital literature and considering what happens to literature as it changes from one medium to another. Images and videos are awesome, but they should be classroom-appropriate.

Exceptional (5)

Skilled (4)

Proficient (3)

Developing (2)

Inadequate(1-0)

<p>Focus/Purpose The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</p>	<p>The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.</p>	<p>The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.</p>	<p>The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</p>	<p>The text has an unclear topic with some ideas, concepts, information, etc.</p>	<p>The text has an unidentifiable topic with minimal ideas, concepts, information, etc.</p>
<p>Research The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</p>	<p>Research is relevant, properly cited and integrated with sophistication.</p>	<p>Research is relevant and cited, but lacks sophisticated integration.</p>	<p>Research is present and relevant, but not cited properly. OR Research is present and cited properly, but lacks relevance.</p>	<p>Research is not cited.</p>	<p>No evidence of research</p>
<p>Audience The author anticipates the audience's background knowledge of the topic.</p>	<p>The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</p>	<p>The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</p>	<p>The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.</p>	<p>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</p>	<p>The text lacks an awareness of the audience's knowledge level and needs.</p>

Cohesion

The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.

The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.

The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.

The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.

The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.

The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.

Lang & Style

The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.

The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.

The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.

The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.

The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.

The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.