

Course: English 2
Unit 3 - Voices of Responsible Citizenship

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Stage One - Desired Results

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

{provide all applicable links to standard

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

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

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

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

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.

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. (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.

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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over an extended period of time frames (time for research, reflections and revision, and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions, (one-on-one, in groups, teacher led) with peers on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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 make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

• 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

Transfer Goal:

Students will be able to independently or collaboratively apply their learning of and about literature, media, and society to examine an individual's responsibility as both an American and a citizen of the world.

As aligned with LRHSD Long Term Learning Goal(s):

- understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
- produce clear and coherent writing of various text types and purposes; utilize research-based strategies
- make connections between and among texts as well as real-life experiences
- produce and engage in a range of conversations using a variety of media and formats

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

A close reading and analysis of both past and contemporary American literature informs the reader of the establishing and evolving ideals of American Culture and Citizenship.

EU 2

American voices in literature often become one of disillusionment as a result of the American Dream's limited availability or the circumstances and shortcomings of the individual.

EU 3

Discourse about literature that reveals common values and shared responsibilities of a global community engenders cultural awareness and civic engagement.

EU 4

Essential Questions

EU 1

- How have "American" Ideals been established by different communities throughout history?
- How have "American" Ideals evolved throughout history?
- How does an understanding of all the American Ideals and their evolutions help Americans be better citizens?

EU 2

- How does the Dream's limited availability affect an individual's view of America and one's perception of citizenship?
- How do American writers depict the American Dream in the face of conflict?
- How do the circumstances, choices, and views of individuals affect their achievement of the American Dream?
- How do American writers demonstrate the correlation between the American Dream, disillusionment, and one's response to the challenges of living in America?

EU 3

- How can addressing global interdependence foster awareness and action?
- How does recognition of universal relationships and experiences promote human rights and dignity?
- How might increased awareness of cultural diversity broaden perspectives?

Reading, writing, and speaking in an era of rapid technological change requires individuals to engage with the Internet and other media as responsible digital citizens.

EU 5

the study of vocabulary and the conventions of standard English are necessary for textual analysis, effective writing, oral communication.

EU 4

- How does the adaptation of past writers to the changes in print and other media help today's students to understand the evolving media and digital landscape?
- How can the study of digital, social, and other media make more responsible digital citizens?
- How can adapting the reading and writing skills to digital, social, and other media make better readers, communicators, and listeners?

EU 5

- How can the study of vocabulary and the conventions of standard English make better readers and writers?
- How can the study of vocabulary and the conventions of standard English make better communicators and listeners?

Knowledge

Students will know . . . what you need to know to answer eu1

EU 1 (rocky do this)

- reading comprehension strategies and annotation strategies (RL.9-10.1.) (RI.9-10.1).
- writing strategies and figurative language. (W.9-10.4, W.9-10.5, W.9-10.9, RL.9-10.4).
- the definition of identity as well as various theories about its development (L.9-10.4).
- how selected texts explain and demonstrate the point-of-view of the authors and how they compare to those with differing points-of-view (RI.9-10.9).
- methods for evaluating the credibility of sources and information (SL.9-10.2).

EU 2

- the definition and criteria of the American Dream (RL.9-10.4.)
- the definition of disillusionment (RL.9-10.4)
- the aspects of society that prevent the American Dream from coming to fruition.
- characteristics of the disillusioned American voice
- the impact that oppression/exclusion from the Dream, or other strife, has on the protagonist's view of America

EU 3

- The definition of global citizenship (RL.9-10.4)

Skills

Students will be able to. . . the skills to get that knowledge

EU 1

- annotate and actively read; identify claims and textual support. (RI.9-10.1).
- identify and interpret writing strategies and elements of figurative language in a variety of texts (W.9-10.4, RL.9-10.4, W.9-10.5, W.9-10.9).
- identify and interpret relevant American cultural norms and history related to identity in various texts (RI.9-10.9).
- assess the credibility of various sources (SL.9-10.2).

EU 2

- identify elements of the American Dream in a text (RL.9-10.1.) (RL.9-10.2.) (RI.9-10.1)
- identify aspects of social oppression/national conflict in a text
- evaluate the protagonist and his quest to achieve the dream despite complications/restrictions placed on him by society
- compare and contrast thematic and stylistic elements of the American Dream and disillusionment by critically reading various texts from both past and contemporary literature
- evaluate the protagonist's experience with disillusionment/alienation as a result of being excluded from the Dream

EU 3

- Various ways to participate for change (SL.9-10.1; W.9-10.7; W.9-10.10)
- Culturally shared values and interests (SL.9-10.1; W.9-10.7; W.9-10.10)
- Areas of common responsibility regardless of borders (SL.9-10.1; W.9-10.7; W.9-10.10)
- reading comprehension strategies and annotation strategies (RL.9-10.1.) (RI.9-10.1).
- methods for evaluating the credibility of sources and information (W.9-10.7).
- effective speaking, listening and collaboration strategies (SL.9-10.1; SL.9-10.6).
- various writing purposes, such as argumentative and expository and associated strategies; the process approach to writing, related terms and strategies

EU 4

- definitions, synonyms and antonyms of higher level vocabulary from various texts (L.9-10.4).
- unique characteristics--potential strengths and weaknesses in conveying information--of print, digital, visual, and other media (RI.9-10.6, RI.9-10.7, RI.9-10.8, W.9-10.8)
- rhetorical features in digital and visual media that signal bias, propaganda, and methods used to influence and manipulate an audience (RI.9-10.6, RI.9-10.7, RI.9-10.8, W.9-10.8)
- the components of effective written, visual, and oral communication (W.9-10.2, WHST.9-10.6)
- the conventions of standard English (SL.9-10.6., L.9-10.1, L.9-10.3)

EU 5

- annotate texts to identify and analyze the author's use of diction, tone and organization and textual support for claim. (RI.9-10.1; RI.9-10.3; RI.9-10.9).
- assess the credibility of various sources (W.9-10.7).
- apply speaking and active listening strategies to discussions and collaborative tasks (SL.9-10.1; SL.9-10.6).
- evaluate, explain and support claims through textual evidence (W.9-10.1; W.9-10.2; W.9-10.9; W.9-10.10).

EU 4

- empathize with others in text and in society. (RL.9-10.1., RL.9-10.3.)
- Analyze and interpret content found on digital media platforms (WHST.9-10.8, RI.9-10.6).
- Create written, visual, and other content for digital media (WHST.9-10.6, W.9-10.6)
- define and use vocabulary words as well as their synonyms and antonyms (L.9-10.4).
- use appropriate vocabulary to create effective style (RL.9-10.4, L.9-10.3).
- use correct grammar and mechanics (L.9-10.1).

- definitions, synonyms and antonyms of higher level vocabulary from various texts (L.9-10.4).
- domain specific vocabulary for rhetoric and persuasion tone, connotation, denotation (RL.9-10.4, L.9-10.4).
- that effective word choice improves style conventions of standard English (L.9-10.1, L.9-10.3).
- MLA format (W.9-10.4., W.9-10.5.)
- the components of effective oral communication (SL.9-10.1)
- the conventions of standard English (SL.9-10.6., L.9-10.1, L.9-10.3)

EU 5

- empathize with others in text and in society. (RL.9-10.1., RL.9-10.3.)
- format an essay according to MLA guidelines (W.9-10.4., W.9-10.5.)
- define and use vocabulary words as well as their synonyms and antonyms (L.9-10.4).
- use appropriate vocabulary to create effective style (RL.9-10.4, L.9-10.3).
- use correct grammar and mechanics (L.9-10.1).

Stage Two - Assessment

Other Evidence:

- student oral responses during class discussion on the literature
- student written responses (both informal and formal) to prompts
- annotated notes on selected short stories, poems, and essays
- annotations focused on locating rhetorical devices within texts
- reading checks on teacher selected texts
- tests/quizzes/writing assignments relating works to one another with a focus on rights and equality
- quizzes on rhetorical devices/literary terms/figurative language/poetic devices that require students to locate and explain the impact of such devices in the passage and in the full text
- vocabulary quizzes based on contextual vocabulary words
- writing assignments using studied vocabulary

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. {place A, M and/or T along with the applicable EU number in parentheses after each statement}**

- Acquire background information on Literary Eras (Realism, Modernism and the Harlem Renaissance) historical contexts and critical authors through note-taking, lecture, introductory videos, online scavenger hunts, Pathfinders etc. (A EU 1, EU 2)
- Analyze and discuss the big ideas identified in the Enduring Understandings and Essential Questions (such as the cause and effect relationship between the American Dream, its obstacles, disillusionment, alienation, gender/race/class/orientation/religious discrimination, responsible global and digital citizenship via the Frayer model or gallery Walk (A, M EU 1, EU 2, EU 3)
- Practice active listening and student-to-student direct response when discussing topics related to the environment, technology, citizenship, the American Dream, its evolution, disillusionment, student's personal beliefs via cooperative learning groups, small group, large group/teacher led, Socratic seminar (A, M EU 1, EU 2)
- Employ various active reading comprehension strategies for various texts and purposes including an independent reading choice of dystopian literature (A,M EU 1, EU 2, EU 4)

- Interpret and apply SAT vocabulary words (accurate parts of speech, roots, prefixes and suffixes) in reading, writing and speaking to enhance style (A,T EU 5)
- Engage in various discussion/small group processing of this unit's themes and content in works of fiction and non-fiction through activities such as Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share etc. (M,T EU 3, EU 4)
- Select and examine works of art, photographs, comics, songs, videos, short stories, etc.from pre-Colonial to current day that connect to the American Dream, common values, cultural awareness, civic engagement, and the shared responsibilities of global and digital citizens (M,T EU 1, EU 4)
- Engage in peer review and reflective self-assessment on writing progress; goal setting (M, T EU 5)
- Practice process writing skills, elements of writing, MLA formatting and citation for varied types and purposes of written and oral communication in relation to this unit's ideas, themes and content
- Identify, explain and synthesize literary devices and figurative language that contributes to a text's meaning (A,M, T EU 3, EU 5)
- Write an in-class response to a new passage (either fiction or nonfiction) and explain how the piece illustrates the unit's key thematic elements (T EU 1, EU 2, EU 3, EU 4, EU 5)
- Write an original or creative piece such as a poem, story, or essay) that includes several characteristics of the unit's themes applied to a modern context. (T EU5)
- Explore Standard English and acceptable grammar usage as it diverges from prescriptivism in educated society - see Writing with Style for examples (could include beginning sentences with "But" or "And"; occasionally splitting the infinitive; occasionally ending a sentence with a preposition; singular pronouns plural in sense, fragments to enhance style) (A, M EU 5)

Suggested Resources

Major works:

The Things They Carried by Tim O'Brien

Into the Wild by John Krakauer

A modern dystopian novel, selected from the following: *The Road*, *Ender's Game*, *The Hunger Games*, *Maze Runner*, *Feed*, *The Giver*

A Walk in the Woods by Bill Bryson

WALL-E (film study)

Environmental Writing Since Thoreau: American Earth Edited by Bill McKibben ancillary/excerpts/selections from Teacher Copy

The Shallows (Expanded 10th Anniversary Edition) by Nicholas Carr ancillary/excerpts/selections from Teacher Copy

Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the power of Character and Empathy by Emily Bazelon
ancillary/excerpts/selections from Teacher Copy

Poetry

A selection of poems related to this unit's themes by Whitman, Dickinson, and other poets both classic and modern

"a man who had fallen among thieves" and "pity this busy monster manunkind" by ee cummings

"Daisies" and "The Hawthorn Tree" by Louise Gluck

"The Fish" by Elizabeth Bishop

"Trees" by Joyce Kilmer

Short non-Fiction

"The Declaration of Independence" by Thomas Jefferson

"The Iroquois Constitution"

"The Crisis" by Thomas Paine

"Civil Disobedience" by Henry David Thoreau

Walden by Henry David Thoreau

"Nature" by Ralph Waldo Emerson

Pilgrim at Tinker Creek excerpts

Past and contemporary articles on various global and digital citizenship

Short Stories

Selected short stories by Ernest Hemingway

"A Rose for Emily" by William Faulkner

"*Arrival*" by Ted Chaing

"The Comet" by W.E.B DuBois

"The Life You Save May Be Your Own" by Flannery O'Connor

"An Occurrence at Owl Creek Bridge" and "The Story of a Conscience" by Ambrose Bierce

“A Private History of a Campaign that Failed” by Mark Twain

“One Ordinary Day, With Peanuts” by Shirley Jackson

Selected Commencement Speeches

Native American Literature