

Course: English 2 Unit 4 - Voices of Community	Year of Implementation: 2021-2022
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Stage One - Desired Results	
<p>Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>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.</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.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

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

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- A. Use a colon to introduce a list or quotation.
- B. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Unit Standards:

{insert specific standards here which apply to this unit}

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>

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

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

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

UNIT 3: 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Transfer Goal: Students will be able to independently or collaboratively apply their learning of and about literature, media, and society to explore the norms and mores of various communities--global, national, and local; real world and digital--as well as the implications of community for the individual.

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

EU 1

Close reading and analysis of both past and contemporary American literature reveal the various ways we have shaped communities and communities have shaped us.

EU2

Close reading and analysis of American literature illuminates the reader's personal beliefs about the benefits and dangers of being both a part of a community as well as an outsider.

EU3

American writers and works can help create or reinforce a sense of community amongst readers, even as they encourage them to question the same.

EU4

Digital communities share some characteristics of most other communities even as they present unique opportunities and dangers to their members and those who are outside.

EU5

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

Essential Questions

EU1

How can readers better understand the American experience of community?

What does American literature reveal about the longing for community and the implications of its failure in American life?

EU2

How can readers better understand their own beliefs about belonging to a community and being excluded from one?

How can shared religious and spiritual belief both unite and divide a community?

EU3

How do American writers write about communities to which they do and don't belong?

How do American writers and their works create a connection with their audience?

EU 4

What are the similarities and differences between digital communities and those that are more traditional?

What are the unique opportunities and dangers afforded by digital communities?

EU5

	How can the study of vocabulary and the conventions of standard English make better readers and writers
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● reading comprehension strategies and annotation strategies ● writing strategies and figurative language ● American culture and history pertaining to studied texts ● what constitutes an “American” identity or perspective ● the definition and examples of diversity ● Important cultural considerations in diverse populations: gender roles, family values, religious influences, spirituality, methods and manner of communication, high context vs. low context culture, traditions ● where to find credible information <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● their own beliefs regarding diversity ● reading comprehension strategies and annotation strategies <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● traditional American culture defined in earlier times ● what constitutes an “American” identity or perspective ● the definition and examples of diversity ● that diverse voices help shape America ● Maslow’s hierarchy of needs <p><i>EU4</i></p> <ul style="list-style-type: none"> ● the required elements of narration: (exposition, rising action, climax, falling action, conclusion) ● important elements of narration: voice, point of view, dialogue that effective narration includes carefully crafted characters, plot structure, setting, themes, details...appropriate to the writing 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● annotate and actively read; identify claims and textual support ● identify and interpret writing strategies and elements of figurative ● language in a variety of texts ● Identify and interpret relevant American cultural truths and history related to diversity in various texts ● assess the credibility of various sources <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● compare their own beliefs to those reflected in the text. ● annotate and actively read. <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● identify and explain the diverse cultural perspective in a text ● evaluate the effects of the diverse cultural perspective to the work as a whole ● explain the diverse individual’s unique struggle to satisfy various human needs ● compare cultural differences in texts from various genres and time periods. <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● identify and evaluate the effectiveness of various narrative strategies in mentor texts: plot development, character development, setting, foreshadowing, suspense, description, dialogue, point of view, figurative language

EU 5

- definitions, synonyms and antonyms of higher level vocabulary from various texts
- domain specific vocabulary for writing assignments
tone, connotation, denotation
- that effective word choice improves style
conventions of standard English

- write narration to suit the writing situation and purpose (essay, letter, speech, memoir, narrative poem, short story)

EU5

- define and use vocabulary words as well as their synonyms and antonyms.
- use appropriate vocabulary to create effective style
- use correct grammar and mechanics

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 studied texts and traditional American culture through notes and class discussion [suggested strategies: students gather notes through viewing introductory videos, completing online scavenger hunts, using Pathfinders, listening to lectures, locating biographical information on authors]. (A EU 1, 2)
- research and apply Maslow's hierarchy of needs (physiological, safety, love/belonging, esteem, self-actualization) to the diverse American's struggle in a selected text. (A, M EU 3)
- employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes). (A,M EU 1, 2)
- generate a list of contextual vocabulary words (students) (A, M EU 5)
- use conventions of standard English in writing and speaking (A, M EU 5)
- In cooperative learning groups, small groups, large group/teacher led, or Socratic seminar, discuss (A,M EU 1, 2, 4):
 - various important components of community: gender roles, family values, religious influences, methods and manner of communication, high context vs. low context culture, traditions
 - traditional American community defined in earlier times
 - what constitutes "American" community and the individual's perspective within the community
 - Maslow's Hierarchy of Needs
- identify and explain various aspects of the student's personal beliefs. (M EU 2, 3, 4)
- identify quotes/ideas in a text which support a claim about American culture and its impact on community (M EU 1, 3)
- through discussion and writing interpret the big ideas related to community as reflected in the literature [suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, Google docs or blogs]. (M,T EU 1, 2, 3, 4)
- practice active listening and student-to-student direct responses (A, M, T EU 3, 4)
- locate and explain a text (for example, a poem, short story, novel, or song lyrics) that reveals the struggles of communities. (T EU 1, 3)
- select other types of media (classic and contemporary works of art, photographs, comics, songs, videos, etc.) that relate to community.(T EU 4)
- write an in-class essay explaining how a new passage illustrates the struggles and triumphs of a community (T EU 2, 3)

Of Mice and Men by John Steinbeck

Their Eyes Were Watching God by Zora Neale Hurston

The Glass Castle by Jeannette Walls

Our Town by Thornton Wilder

The House on Mango Street excerpts by Sandra Cisneros
You Don't Have to Say You Love Me (excerpts)

Short Stories

"Winter Dreams" by F. Scott Fitzgerald
Selected short stories by Nathaniel Hawthorne
"Everyday Use" by Alice Walker
Selected short stories by Philip Dick
"The Outcast of Poker Flat" by Bret Harte
"This is What it Means to Say Phoenix, Arizona" by Sherman Alexie
"Race at Morning" by William Faulkner
"Accident" by David Eggers
"A Wagner Matinee" by Willa Cather

Poetry

"Mending Wall" by Robert Frost
Spoon River Anthology by Edgar Lee Masters (excerpts)
Poet X by Elizabeth Acevedo (excerpts)
'This is Just to Say" by William Carlos Williams

Fiction and non-fiction about social media

"Raising a Social Media Star" by Taylor Lorenz from *The Atlantic*
"Facebook is a Doomsday Machine" by Adreinne LaFrance from *The Atlantic*