

### Unit Overview

This unit is designed to enhance students' understanding of the elements of the novel and how an author's life and experiences affect the construction of it. It seeks to guide students in making self, societal, historical, cultural and contemporary connections within the whole-class novel. Elements such as plot, characters, conflict, symbolism, theme, motif and figurative language will be discussed and analyzed, with a more intense focus on theme. This analysis will extend to an independent reading text as well. Students will engage in several activities throughout this unit such as annotated close reading of a novel and supplementary materials, collaborative and independent assignments, discussions, and Socratic Seminar in order to cultivate the following skills: critical reading, speaking, listening, writing, thinking from various perspectives, time management, vocabulary, and grammar.

### Essential Questions

#### **General:**

What are the major literary devices used in a novel?  
 What factors shape a reader's interpretation of a piece of literature?  
 Why are good reading strategies and reading literature necessary?  
 How does the novel reflect the author's life, the norms, and the language of the time period?

#### **The Catcher in The Rye by J.D. Salinger or Jasmine by Bharati Mukherjee:**

What effects can an environment have on a person's physical, mental, social, and emotional well-being?  
 Why is the protagonist relatable to teenagers today?  
 How does the author's writing style evolve the protagonist?

#### **To Kill A Mockingbird by Harper Lee or Internment by Samira Ahmed:**

What are the similarities/differences between the novel's version of America and current America?  
 Why can the novel be considered historical fiction?  
 How has the role/status of women changed over the decades?

#### **Fahrenheit 451 by Ray Bradbury or Klara and the Sun by Kazuo Ishiguro:**

What elements are necessary for the preservation of a civilization?  
 Why are emotions essential to humanity?  
 How does the novel offer warnings/lessons to contemporary readers?

### Learning Targets & Standards

#### **Reading (Fiction & Nonfiction)**

**RLCR.9-10.1.** Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

- *Students can make connections between in-class novel, IR novel, and informational texts*
- *Students can cite support for their interpretations in verbal and written format*

**RLCI.9-10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- *Students can decipher between a topic and theme*
- *Students can summarize a text in verbal and written format*
- *Students can identify and analyze a theme within a text*

**RLIT.9-10.3.** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

- *Students can evaluate a character's motivations for action*
- *Students can consider the perspectives of others*

**RLTS.9-10.4.** Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

- *Students can explain how an author's life influences their work*
- *Students can understand how an author's use of grammar and diction can help in the development of the plot and characters*

**RLMF.9-10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

- *Students can critique the similarities and differences between various interpretations of a text*

**RLCT.9-10.8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops or transforms source material of historical and literary significance (e.g. how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

- *Students can illustrate how culture affects the construction and reception of a text*

## Writing

**W.NW.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- *Students will compose short responses, paragraphs, and an essay which will reflect a variety of narrative and grammatical techniques*

**W.WP.9-10.4** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- *Students will peer and self edit*
- *Students will engage in writing conferences*

**W.RW.9-10.7.** Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- *Students will write self-reflections and journal entries*
- *Students will participate in timed writing activities*

## Language

**L.SS.9-10.1** Demonstrate command of the system and structure of the English language 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.

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

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

- *Students will utilize a variety of sentence structures*

**Speaking & Listening**

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- *Students will justify their positions and listen to those of their peers in Socratic Seminar*

- *Students will experiment with a variety of speaking formats: partner, small group, whole group, and independent*

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.

- *Students will deliver coherent presentations that display good audibility, eye contact, and body language as well as good content*

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

- *Students will modify their speech for the appropriate purpose and audience*

**Assessments****Summative Assessments (Tests/Essays/ Projects = 40%)**

1. Writing Workshop (20%): Literary Analysis with a focus on 1 of the following: theme, symbol, motif, character development- [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#)

RL.CR.9-10.1.- 10.8, W.NW.9-10.3-10.4, W.RW.9-10.7)

2. Performance Assessment (based on in-class or independent reading novel; 20%): Project with a focus on 1 of the following: theme, symbol, motif, character development, figurative language- [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#)

RL.CR.9-10.1.- 10.8, W.NW.9-10.3-10.4, W.RW.9-10.7

**Formative Assessments**

- 1 Homework/Classwork (25%)- These assessments may include, but are not limited to, the following: reading checks, collaborative/independent in-class work, participation, preparation, discussions, drafts, journals, electronic/hard copy assignments based on mini-lessons related to grammar, vocabulary, and novel elements- W.RW.9-10.7- [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#), [Resource #6](#), [Resource #7](#), [Resource #8](#), [Resource #9](#), [Resource #10](#), [Resource #11](#)

RL.CR.9-10.1.-10.2, W.RW.9-10.7, L.SS.9-10.1, SL.9-10.4, SL.9-10.6.

- 2 Quizzes (35%)- These assessments may include, but are not limited to, [Socratic Seminar](#), close readings for [TKAM](#) / [C in the R](#) / [F451](#) , [annotations](#), [short responses](#), [2-part questions](#), [art responses](#), [grammar demonstrations](#)

RL.CR.9-10.1.-10.2, W.RW.9-10.7, L.SS.9-10.1, SL.9-10.4, SL.9-10.6.

**Instructional Strategies & Unit Resources****Whole Class Novel Options:**

Classic Options: *To Kill a Mockingbird* by Harper Lee, *The Catcher in the Rye* by J.D. Salinger, *Fahrenheit 451* by Ray Bradbury (Film versions of the novel may be used to support or compare to original novel; for example, *To Kill a Mockingbird*)

Contemporary Options: *Klara and the Sun* by Kazuo Ishiguro, *Internment* by Samira Ahmed, *Jasmine* by Bharati Mukherjee, *Educated* by Tara Westover

### Independent Reading Novel Suggestions

**Supplementary Nonfiction:** [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#), [Resource #6](#), [Resource #7](#), [Resource #9](#)

### Acquired Skills and Terms to Know:

1. Define, Identify, Use and Analyze Tier 2 and Tier 3 Vocabulary
2. Skills- annotate, cite, analyze, use context clues, infer, narrate
3. Grammar- subject/verb agreement, commas in a series, parts of speech, run-on vs. fragment, 3 sentence types, homonym forms, semi-colons, colons, parallel structure: [Grammar Resource #1](#), [Grammar Resource #2](#), [Grammar Resource #3](#), [Grammar Resource #4](#)

### Vocabulary

#### **Tier 2**

- Student generated word lists
- *The Catcher in The Rye*: [Ch 1-12](#), [Ch 13-end](#), [Resource #1](#), [Resource #2](#)
- *To Kill A Mockingbird*: [Ch 1-7](#), [Ch 8-end](#), [Resource #1](#), [Resource #2](#)
- *Fahrenheit 451*: [Part I](#), [Part II](#), [Part III](#)

#### **Tier 3**

*Students will engage with these discipline-specific words throughout the unit:*

1. Academic Integrity
2. Annotation
3. Antagonist
4. Colloquial
5. Connotation
6. Denotation
7. Diction
8. Dynamic Character
9. Exposition
10. Figurative Language
11. Flashback
12. Foreshadowing

13. Frame (narrative)
14. Imagery
15. Motif
16. Novel
17. Theme
18. Tone
19. Plagiarism
20. Protagonist
21. Static Character
22. Symbolism

**Assessments:** [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#)

### **Accommodations & Modifications**

*Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.*

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

### **Interdisciplinary Connections & 21st Century Themes & Skills**

#### Career & Life Readiness

- This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

#### Life Literacies & Key Skills

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
- Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

**Unit Overview**

This unit is designed to aid students in understanding the elements of and literary devices in short fiction and non-fiction, while also enhancing deeper critical reading skills such as analysis of characters, examination of cultural experiences/traditions, and interpretation of societal norms. It seeks to guide students through the identification and evaluation of main ideas, conflicts, and structures of a story and how they are purposefully developed. Students will annotate a variety of diverse close readings of short fiction and nonfiction to engage in a variety of activities: complete an independent reading assignment that analyzes narrative elements, collaborate with peers on written and spoken tasks, participate in Socratic Seminar to build speaking and listening skills, investigate the meanings and uses of language to expand their vocabulary, write regularly to develop personal style, and conduct self-reflections to evaluate progress. This unit aims to expose students to pieces that showcase a spectrum of perspectives so that they may widen their knowledge base in order to make more meaningful connections. Class activities and assignments will demonstrate understanding of unit content, as well as how that content relates to their own lives and the society in which they live.

**Essential Questions:**

What is the relationship between decisions and consequences?

What is changeable within ourselves?

Why is conflict necessary?

Why are there universal themes in literature—that is, themes that are of interest or concern to all cultures and societies?

How do authors use narrative techniques, rhetorical devices, and structure to convey meaning and ideas?

How do our values, beliefs, and culture shape who we are as individuals and influence our behavior?

**Learning Targets & Standards****Reading (Fiction & Nonfiction)**

**RI.CR.910.1.** Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

- *Students will use context clues in order to not only infer the meaning of new vocabulary, but the the author's intentions*
- *Students will justify their interpretations of a text through verbal and written support*
- *Students will consider the interpretations of their peers*

**RI.CI.9-10.2** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- *Students will extract central ideas from a text*
- *Students will examine how an author develops a central idea through specific language*
- *Students will differentiate between summarizing and paraphrasing*

**RI.IT.9-10.3** Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- *Students will analyze how the construction of a text affects the meaning of the text*
- *Students will form connections to a text through author or experience or topic*

**RI.PP.9-10.5** Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

- *Students will examine how culture affects an author and the composition of a text*
- *Students will discover the role and value of rhetorical devices in a text*

**RL.CI.9-10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- *Students will extract and elaborate on themes from a text*

- *Students will produce a coherent summary of a text*

**RL.IT.9-10.3.** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

- *Students will trace how an author develops a character/theme/conflict over the course of a text*
- *Students will compare and contrast themselves to the characters they meet in a text*

### Writing

**W.AW.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual 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 using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate 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.

- *Students will defend their claims using specific support, proper citations, appropriate tone, and good grammar*

**W.WP.9-10.4** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- *Students will demonstrate understanding of basic MLA principles*
- *Students will participate in self and peer editing, as well as writing conferences*

**W.RW.9-10.7.** Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- *Students will write journal entries, drafts, short responses, and a persuasive essay*

### Language

**L.SS.9-10.1** Demonstrate command of the system and structure of the English language 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.

E. Recognize spelling conventions.

- *Students will identify various parts of speech and understand their purpose*
- *Students will discriminate between denotation and connotation and choose words for the appropriate tone and purpose*

**L.KL.9-10.2** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when writing, speaking, reading, or listening,

A. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- *Students will acquire and incorporate new vocabulary into their speaking and writing*

**L.VI.9-10.4** Demonstrate understanding of figurative language, word relationships and nuances in word meanings, including connotative meanings.



A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

C. 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; how the language of a court opinion differs from that of a newspaper).

- *Students will recognize literary devices in a text and explain their effects*
- *Students will compose original pieces that display proper use of literary devices*

### **Speaking & Listening**

**SL.PE.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.

- *Students will justify their positions and listen to those of their peers in Socratic Seminar*
- *Students will experiment with a variety of speaking formats: partner, small group, whole group, and independent*
- *Students will initiate conversations and pose questions in small and whole group format*

**SL.PI.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.

- *Students will deliver coherent presentations that display good audibility, eye contact, and body language as well as good content*

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

- *Students will modify their speech for the appropriate audience and purpose*

### **Assessments:**

#### **Summative Assessments (Tests/Essays/ Projects = 40%)**

1. Writing Workshop (20%): Argument or Literary Analysis with a focus on one of the following: literary devices, conflict, character types, structure- [Resource #1](#), [Resource #2](#), [Resource #3](#)

RI.CR.910.1.-10.2, RI.IT.9-10.3, RI.PP.9-10.5, RL.CI.9-10.2, RL.IT.9-10.3, W.AW.9-10.1, L.SS.9-10.1, L.KL.9-10.2, L.VI.9-10.4

2. Performance Assessment (based on in-class or independent reading; 20%): [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#)

RI.CR.910.1.-10.2, RI.IT.9-10.3, RI.PP.9-10.5, RL.CI.9-10.2, RL.IT.9-10.3, W.AW.9-10.1, L.SS.9-10.1, L.KL.9-10.2, L.VI.9-10.4

#### **Formative Assessments**

- 1 Homework/Classwork (25%): These assessments may include, but are not limited to reading checks, collaborative/independent in-class work, participation, preparation, discussions, drafts, journals, electronic/hard copy assignments based on mini-lessons related to grammar, vocabulary, and short fiction/non-fiction elements- [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#), [Resource #6](#), [Resource #7](#)

RI.PP.9-10.5, RL.CI.9-10.2., W.WP.9-10.4, W.RW.9-10.7., SL.PE.9-10.1., SL.PI.9-10.4., SL.AS.9-10.6.

- 2 Quizzes (35%): These assessments may include, but are not limited to close readings, annotations, presentations, 2 part questions,



Socratic Seminar, short responses, electronic/hard copy assignments based on mini-lessons related to grammar, vocabulary, and short fiction/non-fiction elements- [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#), [Resource #6](#), [Resource #7](#)  
 RI.PP.9-10.5, RL.CI.9-10.2, W.WP.9-10.4, W.RW.9-10.7, SL.PE.9-10.1, SL.PI.9-10.4, SL.AS.9-10.6.

### **Instructional Strategies & Unit Resources:**

#### **Whole Class and/or Independent Options**

Short Fiction:

“The Bass, the River, and Sheila Mant” by J.D. Wetherell, “Harrison Bergeron” by Kurt Vonnegut, “The Stolen Party” by Liliana Hecker, “A Pair of Silk Stockings” by Kate Chopin, “The Gift of the Magi” by O. Henry, [25 short stories by authors of color](#), [Adding A Global Perspective: Diverse Short Stories To Teach](#), [6 Inclusive Short Stories for Secondary ELA](#)

Short Non-Fiction:

“Marigolds” by Eugenia Collier, “Fish Cheeks” by Amy Tan, “Can Animals Think?” by Eugene Linden, “Community Service and You” by T.J. Saftner, “A Country Divided” by Patricia McMahon, “Internment” by Margaret McCrory, “Teaching Chess, and Life” by Carlos Capellan, “The Grandfather” by Gary Soto, “How to Eat a Guava” by Esmerelda Santiago, “A Whole Nation and a People” by Harry Mark Petrakis, “No Speak English” from *The House on Mango Street* by Sandra Cisneros, “Accomplishing Big Things in Small Pieces” from *This I Believe* by William Wissemann, “Why I Want a Wife” by Judy Brady, [Short Texts by LGBTQ+ Authors for Secondary ELA](#)

#### **Acquired Skills and Terms to Know**

1. Define, Identify, Use and Analyze Tier 2 and Tier 3 Vocabulary
2. Skills- annotate, cite, analyze, use context clues, summarize, paraphrase, evaluate and synthesize multiple sources, utilize good speaking skills
3. Grammar- simple/ compound/ complex sentences, parallel structure, MLA format, appositive: [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#), [Resource #5](#)

### **Vocabulary**

#### **Tier 2** (*high-frequency words used throughout the unit*)

- Student generated word lists
- Words pulled from short stories suggested for this unit: [Resource #1](#), [Resource #2](#), [Resource #3](#), [Resource #4](#)

#### **Tier 3**

*Students will engage with these discipline-specific words throughout the unit:* [Resource #1](#), [Resource #2](#), [Resource #3](#)

1. allusion
2. anti-hero
3. appositive
4. audibility
5. capitalization
6. conflict
7. dialog
8. dramatic/ verbal/ situational irony
9. flat/ round character

10. foil
11. hyperbole
12. inflection
13. metaphor
14. MLA format
15. mood
16. parallel structure
17. plot diagram
18. rhetoric
19. satire
20. simile
21. simple/ compound/ complex sentence
22. tone
23. tragic hero

### **Accommodations & Modifications**

*Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.*

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

### **Interdisciplinary Connections & 21st Century Themes & Skills**

#### **Career & Life Readiness**

Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

#### **Life Literacies & Key Skills**

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12 prof.CR3a).

- *Students can create artistic interpretations of a text*
- *Students can pair a text with art to illustrate content*
- *Students can view art and/or music as a “text” and compose verbal and written responses*
- *Students can research the historical climate in which a text was published in order to understand the effect of the time period on a text*

**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.8:** Evaluate media sources for point of view, bias, and motivations



# Black Horse Pike Regional School District

English 1 Honors

Unit 3 - Research and Argument

updated Summer 2023

## Unit Overview: Research and Argument

This unit is designed to guide students' understanding of **nonfiction writing**, including how to read and think critically about academic and informational texts, how to **interpret parts of and create an academic argument using multiple, credible sources**.

Instructional design and discussion seeks to guide students in their consideration of **multiple perspectives about real world topics and controversies** ... and uses inquiry to engage students in **learning processes that develop critical thinking about argument and nonfiction writing**, and its use in the real world to influence change.

Students will **analyze and evaluate** informational, persuasive, and argumentative texts as they consider **real-world connections to controversial topics and to experiences relevant to the cultures of learners in the classroom**.

Students will have agency to create written and visual projects to demonstrate understanding of nonfiction

Assessment will engage students in data collection and review, critical thinking and writing, and research paper planning and writing, and be used to evaluate students' understanding of rhetoric, persuasion, and integration of information from multiple sources.

## Essential Questions:

- *When and how should writers use outside sources, such as scientific studies, to develop a topic or argument?*
- *Why is it important to understand both the arguments writers make, as well as the informational texts they use to construct them?*
- *How does learning more about the world around us inform who we are, and the decisions we make?*

*Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.*

## Learning Targets & Standards

### ***Reading Informational Text:***

***RI 9.10 - Reading informational text at or above grade level, with scaffolding as needed***

### ***Key Ideas and Details -***

**RI CR 9.1, IT 9.3 -**

- accurately cite strong textual evidence
- make connections to support analysis of informational and argumentative texts
- analyze how authors build effective academic argument

**RI CI 9.2 -**

- provide **objective** summary of informational and argumentative texts

### ***Craft and Structure -***

**RI TS 9.4, PP 9.5, MF 9.6 -**

- compare and analyze how different parts of the text, word choice and structure of a text are used to develop argument
- evaluate how new or different perspectives and information can change a reader's perspective.

### ***Integration and Knowledge of Ideas -***

**RI AA 9.7, CT 9.8 -**

- practice describing and evaluating claims within texts

- assess the reasoning of those claims
- assess the arguments made in speeches and documents of historical and literary significance
- evaluate the efficacy and reasoning of those arguments

**Writing:***Research Paper***W AW 9.1, A-E -**

- create an outline for, and write, a research paper on a controversial topic
- gather information from multiple, credible sources.
- provide in-depth discussion of the controversy and the claims on both sides
- evaluation and determination of the strength and validity of each argument
- evaluate implications on the real world issue in light of those findings

**W WP 9.4, WR 9.5, SE 9.6 -**

- demonstrate understanding of the process of researching, preparing sources, outlining, developing and editing a draft over short and long term deadlines to complete a coherent, well organized paper through direct lessons on formatting, independent drafting time, writing conferences with instructors and and peers, and the use of digital feedback.

**W RW 9.7 -**

- methods of reliable research
- gauging credibility or bias
- use a range of credible sources to support their understanding of the controversy and the claims made on either side to inform their writing and analysis.
- evaluate the usefulness of a source before using it in their research paper
- draw information from those texts to support both their overview and evaluation of those arguments.

*Related Assignments: Open Ended Responses, Annotation of Primary and Secondary Sources, Research Paper Source Cards and Outline*

**Speaking and Listening****SL PE 9.1 A-D-**

- discuss nonfiction reading in pairs and small groups, as well as in whole-class discussion
- share perspectives and interpretations of the text
- discuss, and evaluate how speakers deliver argument in a way that reinforces or detracts from rhetorical argument.

**SL PA 9.4, UM 9.5, AS 9.6 -**

- participate in discussion and debate of informational and argumentative texts
- cite content-specific language and participating effectively and respectfully in classroom debate and argument.
- add, agree, disagree, and refute arguments made in writing and in class discussion.

*Related Assessments: Socratic Seminar, Class Discussion*

Assessments:[Click Here for a Folder of Assessments and Resources!](#)**Grading Breakdown:****Prep, Practice, and Participation - 25% (5-7)****Minor Assessments - 35% (5-7)****Major Assessments - 40% (2 per MP)****Formative/Minor Assessments -**

- In-class reading and discussion of informational texts - NewsELA or other current issue nonfiction, sample research paper articles
  - *Recommendations: begin with the LMC's databases, choose a sample topic/argument to model in class. Annotations can be completed in Google Docs or on paper.*
- Vocabulary assessments (research specific vocabulary)
- Logos, Pathos, and Ethos - guided notes and practice within articles, speeches
- In-class reading/discussion of argument and persuasive writing, its credibility and efficacy
- Written Responses - in class discussion and independent analysis of arguments and their efficacy, specifically speeches and rhetoric
- Independent Reading Assessment/Project\*
- **Socratic Seminar** - preparation and participation for a socratic seminar in which students will discuss and debate a research question and defend their interpretations (Recommended as a double quiz grade)

**SL PA 9.4, UM 9.5, AS 9.6****Summative/Major Assessments (40%) -**

- **Research Paper (20%)**
  - using at least 3 sources from a range of media, students will gather information on a controversial topic of interest, and use the research and resulting analysis to make real world connections regarding that topic depending on their evaluation of each **argument's strengths and weaknesses.**
  - **See folder of materials for this unit for outline samples and rubrics**
  - **Standards: W AW 9.1, A-E, W WP 9.4, WR 9.5, SE 9.6, W RW 9.7**
- **Informational/Argument Reading Assessment\* (20%)**
  - students will demonstrate the ability to comprehend, categorize, analyze, and think critically about a piece of informational text. two-part multiple choice and open-ended response as well as annotations for elements of rhetoric
  - **RI 9.10, RI CI 9.2, RI CR 9.1, IT 9.3**

**Instructional Strategies & Unit Resources:**

*Non-fiction texts; I Have a Dream (Dr. M.L. King, Jr.), Speech at the March on Washington (J Lewis), Why School Should Start Later for Teens (TedEd - See materials folder) or other non-fiction articles or speeches.*

*Outline lesson-specific activities & assignments (align with standards when possible).*

- *How will students interact with texts, resources, and each other? What will students be expected to do and produce?*
  - *Start of unit - overview and labelling of aspects of non-fiction text; what to look for, and differences between informational, argument, and persuasive writing*

- Annotation and discussion of texts should focus on; claims, data, speaker, purpose, audience, possible bias
- Students should be working at first with teacher-led practice, then independently, to identify these elements
- Students should then begin applying knowledge of logos, pathos, and ethos to discuss credibility, efficacy, and eventually to reproduce effective written and verbal argument.
- How will students make connections to content ? How will they consider multiple perspectives?
  - Students will make connections by choosing content that is significant to them (research unit), reading and studying data about and by different historically excluded groups, and by questioning how involvement in those groups may affect data.
  - Students will practice examining and reflecting on their own biases, as well as researching both main sides of the argument they evaluate for both claims and bias
- What routines for learning will promote achievement of learning goals?
  - Students should be annotating every day, and writing short responses or paragraphs 2-3 times per week.
  - Students will read as a whole class, or in small groups daily from nonfiction or class texts.
  - Students should be reading their independent reading text for at least one hour per week.
  - Students will collaborate through small group discussions, group debate, peer editing and feedback throughout the marking period.
- How will students receive feedback on their learning so that growth is supported?
  - Students will receive written commentary or feedback in Google Classroom through the writing process.
  - Students should engage in at least one Student-Teacher writing conference for the research paper
  - Students will receive feedback on the structure AND content of their written responses and paragraphs to ensure understanding of content knowledge, reading comprehension, and writing expectations.

### Vocabulary

#### Tier 2

- Advocate
- Appreciable
- Arbitrary
- Chronological
- Comparable
- Compile
- Concede
- Conservative
- Contend
- Credible
- Derive
- Devise
- Diminutive
- Distort

#### Tier 3

(discipline-specific words used throughout the unit)

- logos
- pathos
- ethos
- rhetoric
- bias
- claim
- data
- warrant
- fallacy
- qualitative
- quantitative
- infer



- Eloquent
- Evasive/Evade
- Proponent
- Prudent
- Rational
- Rebut
- Refute
- Skeptical
- Stagnant
- Supplement

- Integrity (Academic)
- verify

### Accommodations & Modifications

*Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.*

SE

1. Provide a variety of concrete examples from familiar contexts
2. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
3. Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.) to build understanding.
4. Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation.
5. Provide Socratic questions in advance to allow time for formulating responses in support of facilitating contributions to class discussions.
6. Model thought processes during reading and writing assignments and elicit student-generated thoughts to determine gaps in understanding.
7. Provide guiding questions to complete during and/or after reading to endure and understanding of main ideas
8. Provide extended time for readings and writing assignments. Offer after-school or common time support
9. Reduce length of written assignments if needed.
10. Reduce value for spelling and grammar errors on assignments
11. Review, repeat, and clarify directions.
12. Chunk sections of assessment and/or reduce quantity of sections.
13. Provide study guides and support outside of class time to review before assessments (after school or common time).
14. Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
15. Allow for partial credit.
16. Provide choices of questions for written responses.

GT:

17. Provide supplementary or lengthier readings.
18. . Use inquiry-based practices and allow students opportunities to conduct additional research.
19. Provide assignment choices that require more detail and deeper understanding.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

- *Reading Science and Technical Subjects: RST 9. 9 - Comparing and contrasting scientific findings from research paper and argument sources*
- *Career and Life Readiness - 9.2: Discovering jobs in the sciences, political science, journalism, etc., 9.3: 21st century careers in information technology*
- *Social Studies - RH.9–10.2, 10.6, 10.8 - Reading and listening to historical speeches and evaluating their key ideas*
- *([Social Studies, Science & Technical Subjects](#) - Proposed Revisions 2023).*
- *[Career & Life Readiness](#) (Financial Literacy (9.1); Career Awareness (9.2); 21st -Century Life & Careers (9.3), [Life Literacies & Key Skills](#) (9.4))*

Unit Overview: Poetry & Drama

This unit is designed to guide students' **understanding of** the elements of poetry and drama.

Instructional design and discussion seeks to guide students in their consideration of **multiple perspectives about** the human experience and the ways in which artists use tools to express ideas in different ways. and uses inquiry to engage students in **learning processes that develop critical thinking about the arts and how they are a product of and about human culture.**

Students will **analyze and evaluate** the form and function of different poems as well as the structure of drama. as they consider **real-world connections to a range of poetry of different structures and types, including those relevant to the culture of learners in the classroom.**

**Students will have agency to create** poetry in the style(s) of their choosing using the fundamental elements of poetry, and to create visual projects to demonstrate their understanding of how ideas and themes can be explored in a range of different types of literature and media.

**Assessment will engage students in inquiry and creation of original narrative work, and be used to** demonstrate their understanding of how ideas and themes can be explored in a range of different types of literature and media, specifically using the conventions of fiction, drama, and poetry.

Essential Questions:

- *How and why do artists share their work in different and creative ways?*
- *How does the structure of a text or work affect the audience's interpretation of the work?*
- *What are the benefits and risks of questioning the social order?*
- *How do people's beliefs, ethics, or values influence different peoples' behavior?*
- *How are people transformed by their relationships with others?*
- *Why is it important for people and cultures to create narratives about their experience?*

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

Learning Targets & Standards**Literature**

RL CR 9. 1, CL 9.2, IT 9.3

- *determine one or more themes of a literary text*
- *analyze how an author develops those themes over the course of the text*
- *analyze how different parts and elements of a text (citing evidence) shape a reader's understanding of the text*

RL TS 9.4 -

- *analyze and discuss how an author chooses to structure a text*

RL PP 9.5

- *discuss the author's lens (using historical context, biographical info) in a text and how that affects creation, interpretation of work*

RL MF 9.6 -

- *read and view the same scene in multiple formats or across multiple media, focusing on the elements emphasized in each (for example, multiple interpretations of the Balcony Scene, or oral performances of the same poem by different speakers)*

RL CT 10..8 - *analyze how the same or similar ideas or themes are represented in different texts and media* - Performance Assessment

**Speaking and Listening** -

SL PE. 9.1, A-E

- read aloud and discuss with the class dramatic and poetic readings
- discuss use of literary and poetic devices in poems with partners and on whole class discussion
- engage in academic discussion of text(s) studied in class effectively and respectfully
- Mini-socratic seminar on essential question (for performance assessment)

SL. PI 9.4, UM 9.5

- use a range of media to present finding to the class (performance assessment, class discussion)
- citing specific elements of a text to support analysis

Writing -

W. NW 9.3, A-E, WP 9.4

- create and construct an original narrative (short story or narrative essay)
- demonstrate understanding of elements of short fiction
- take risks and use feedback in writing original works
- set out a problem and particular lens, or point of view, in a narrative work
- create a climax and reasonable resolution that flows from the narrative at hand
- demonstrate understanding of the conventions of narrative writing

#### Assessments:

[Click Here for a Folder of Assessments and Resources!](#)

#### Grading Breakdown:

Prep, Practice, and Participation - 25% (5-7)

Minor Assessments - 35% (5-7)

Major Assessments - 40% (2 per MP)

#### Formative Assessments

- Class reading and discussion of poetry and drama
- Annotations, including scansion, of poetry for poetic elements and literary devices
- Discussion and analysis (whole group, small group, and individual) of poetry, specifically Shakespearean Sonnets
- Assessment (Minor) on Shakespearean Theater, history, elements of plays (see Folder linked above for resources)
- Assessment(s) (Minor) on plot, character, elements of play during and after reading
- Written responses to demonstrate analysis of drama and poetry.
- Optional poetry writing opportunities
- Independent Reading Assessment/Project\* - Drama based recommended

#### Major Assessments -

- Narrative Essay/Short Story Writing Assignment
  - students will create an short narrative essay or story, using their knowledge of story structure and conventions to convey a clear and meaningful theme.

- students will demonstrate understanding of literary devices and structure in their creation of a short story. See unit resources for assignment sheets samples and rubrics
- NW 10.3, A-E, WP 9.4
- Performance Assessment - Essential Question
  - Students will investigate an essential question relevant to the studied drama, seeking to answer that question through different media and text types including non-fiction, historical texts, visual art, and poetry.
  - RL CT 10..8, SL. PI 9.4, UM 9.5

#### Instructional Strategies & Unit Resources:

Whole Class Drama - Romeo and Juliet, Othello, Merchant of Venice (Shakespearean Tragedy)

Independent Reading\* - Drama or Novel, student choice

Poetry - selections of modern and classical poetry;

- Sonnets 18 and 30 (William Shakespeare)
- Poems from Prentice Hall Literature, Grade 9 (see text for full selection)
- Samples from a range of historical and cultural places - Harlem Renaissance, slam poetry, free verse, odes;

Nonfiction - reading on elements of poetry, poets, historical context

- Students will read or listen to poetry independently, in small groups, and as a whole group. Students will be expected to share observations, annotations, and reactions to creative works by authors and each other.
- Students will have choices in which examples of poetry they wish to engage with when able.
- Students will work to connect poetry and plays to their inquiry question or unit questions
- Students will engage in reading aloud and acting from the text as often as possible, and discussing the benefits and drawbacks of reading dramatic works vs. viewing dramatic works. Students will view live or recorded dramatic productions if possible.
- Students will write short responses on at least a daily basis (warmups, notes, reactions and annotations), and longer written responses to prepare for the narrative writing assignment at least 2-3 times per week.
- Students will receive feedback on assessments of content of the drama and elements of drama and poetry
- Students will receive feedback on their writing and planning in Google Docs and through student/teacher conferences.
- Students will collaborate and give each other feedback in the form of editing and proofreading for peers or in small groups.

#### Vocabulary

Tier 2 (high-frequency words used throughout the unit)

- alter
- adverse
- combatant
- congenial
- conspire

- Tier 3 (discipline-specific words used throughout the unit)

- monologue
- Aside
- Blank Verse
- Comic Relief

- doleful
- drudgery
- fickle
- idealistic
- imply
- impose
- incessant
- intervene
- perilous
- provoke
- seclusion
- subside
- salvage
- rift
- retort
- revile
- trivial
- yearn

- Couplet
- Drama
- Dramatic Irony
- Dialogue
- Free Verse
- Iambic Pentameter
- Monologue
- Poetry
- Pun
- Rhyme Scheme
- Soliloquy
- Stanza
- Tragedy
- Tragic Flaw
- 

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Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

**Interdisciplinary Connections & 21st Century Themes & Skills**

- *RH 9.4, 9.6 - reading historical poetry and plays, using historical context to denote specific and intended meanings of words and phrases, and comparing the treatment of similar subjects and themes at different points in history/culture contexts.*
- *T9.4.12.Cl.1: taking risks and failure are a part of the learning and writing process*