

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: English 2A/2CP

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: The American Experience English 2A/2CP Unit 1: Individual Identity</p>	<p>Unit Summary: This inquiry-based unit focuses on fiction and non-fiction narratives and how writers make sense of the past. The narrative genre helps us figure out who we are and why and how we've shaped that identity. Through selected readings, students will recognize and explore moments on the way to growing up and becoming oneself – the triumphs and the obstacles. They will examine the essence of culturally diverse experiences through what the writers include and exclude in their writings. This will allow students to discover and tell their own truths as writers as they write a personal narrative.</p>
<p>Grade Level(s): 10th General Academic and Accelerated Levels</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • People construct their identities based on personal, generational, and cultural experiences. • Our understanding of ourselves and others is based on perceptions and perspectives in and of the world. • Stories are a significant part of how writers process their experiences and identities and of how readers learn about and understand themselves and their world. • Society assigns identities based on assumptions and stereotypes that are often in conflict with one's individual identity. • Despite the obstacles and challenges of societal perspectives and expectations, people have the power to construct their own identities.
<p>Essential Question(s): <i>These questions establish inquiry to unify the unit's assignments and assessments.</i></p> <ol style="list-style-type: none"> 1. How is one's identity shaped? 2. How does one's upbringing, culture, and/or environment impact his/her identity as an American? 3. How does one manage the differences between the identity (s)he creates and the one society assigns? 	

<u>Speaking and Listening:</u>	<u>Speaking and Listening</u>
<p>19. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas, and expressing their own clearly and persuasively.</p>	19. SL.10.1
<p>20. 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 thoughtful, well-reasoned exchange of ideas.</p>	20. SL.10.1a
<p>21. Work with peers to set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	21. SL.10.1b
<p>22. 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 discussions.</p>	22. SL.10.1c
<p>23. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreements, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	23. SL.10.1d
<p>24. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	24. SL.10.6
<p><u>Language:</u></p>	<u>Language:</u>
<p>25. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing.</p>	25. L.10.1b
<p>26. Edit writing to eliminate run-ons and fragments.</p>	26. L.10.1
<p>27. Revise writing by using clear pronoun reference and correcting misplaced modifiers to clarify meaning.</p>	27. L.10.1
<p>28. Use context clues to determine meaning</p>	28. L.10.4a
<p>29. Gather vocabulary knowledge independently</p>	29. L.10.4
<p>30. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p>	30. L.10.4b
<p>31. Determine or clarify (through general and specialized reference materials) the meanings of unknown words in a text.</p>	31. L.10.4c
<p>32. Analyze the nuances in the meaning of words with similar denotations.</p>	32. L.10.5b
<p>33. Interpret figurative language and literary devices in context and analyze their role in the text.</p>	33. L.10.5a
<p>34. Write and edit work so that it conforms to the guidelines set in the MLA Handbook.</p>	34-35. L.10.3a
<p>35. Edit work so that it conforms to the guidelines set in the MLA Handbook.</p>	

Inter-Disciplinary Connections:

History: Background information on cultural and social context of short stories and novels.

Students will engage with the following text:

Summer Reading

Elements of Literature (Holt), Fifth Course

Literature: The American Experience (Prentice Hall)

Suggested selections: (page numbers refer to Prentice Hall edition)

Long Fiction

- *The House on Mango Street* (Cisneros)
- *The Autobiography of an Ex-Colored Man* (Johnson)
- *The Secret Life of Bees* (Kidd)
- *The Bell Jar* (Plath)
- *The Catcher in the Rye* (Salinger)
- *The Soloist* (Salzman)
- *The Joy Luck Club* (Tan)

Long Nonfiction

- *Into the Wild* (Krakauer)

Short Fiction

- Excerpts from *War Dances, Ten Little Indians, and/or Blasphemy* (Alexie)
- "Daughter of Invention" (Alvarez)
- "The Story of an Hour" (Chopin 628)
- Excerpts from *Woman Hollering Creek* (Cisneros)
- "The Yellow Wallpaper" (Gilman)
- "Jilting of Granny Weatherall" (Porter 834)
- "Rules of the Game" (Tan)
- "A Worn Path" (Welty 848)

Short Nonfiction

- "Straw into Gold: The Metamorphosis of the Everyday" (Cisneros 156-165)
- Excerpt from "My Bondage and my Freedom" (Douglas)
- "For the Love of Books" (Dove 1418)
- From "The Interesting Narrative of the Life of Olaudah Equiano" (170+)
- The Autobiography of Benjamin Franklin (134+)
- "Mother Tongue" (Tan 1410)
- Excerpts from *The Transcendentalists* (360+)

- Sojourner Truth (554)
- Excerpts from *Black Boy* (Wright)

Poetry

Selected poems from:

- Emily Dickinson such as “I’m Nobody, Who are You?” “The Soul Selects Her Own Society” (408+)
- Langston Hughes
- Spoon River Anthology (Edgar Lee Masters 646+)
- “Legal Alien” (Mora)
- Naomi Shihab Nye
- Sylvia Plath
- Anne Sexton
- Walt Whitman such as “Song of Myself” (426+)

Spoken Word Poetry:

- “Knock Knock” (Daniel Beatty)
- “For the Bullied and the Beautiful” (Shane Kocyzan)
- “If I Should Have a Daughter” (Sarah Kaye)

WRITING WORKSHOP: Students will engage in the writing process for the following assignment.

Included are mentor text titles.

Personal Narrative/Autobiographical Incident

Write about an autobiographical incident tied to an important moment in the formation of your identity.

Describe characters, setting, and conflict; develop multiple plot lines; establish tone through the use of diction, sensory details, figurative language, and literary devices; include smooth transitions and dialogue; establish chronological or spatial order.

Mentor Texts:

- Excerpts from personal memoirs:
 “How I Got Smart” (Models for Writers)
 “Being Bright, 17, and Unable to Read” (Models for Writers)
 “The Boy with John Travolta Blue Eyes” (*Write Source*)
 “Leaving Identity Issues to Other Folks” – Phyllis Allen
 & any additional excerpts from *Models for Writers*, *Write Source*, and *Real Essays related to identity*
- Excerpts from *This I Believe II*
 “Failure is a Good Thing” – Jon Carroll
 “The Person I’m Supposed to Be” – Andy Blowers
 “As I Grow Old” – David Greenberger
 & any additional excerpts from *This I Believe I and II related to identity*

Accommodations & Modifications

Extended time on writing assignments; give checklists or step-by-step directions and writing; reduce length requirements for writing assignments; provide graphic organizers; reduce number of open-ended questions; grade based on organization and content and not mechanics; provide clear and concise rubric; reduce value for spelling errors in rubric.

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Tier Two:

Powerful verbs for writing : abhor, acclimate, alienate, augment, coerce, commend, covet, deride, dwindle, escalate, exult, flaunt, fluctuate, gape, garble, grimace, implore, infuriate, mortify, muse, plod, revel, skulk, sneer, squander

Teaching narrative writing: contemplate, depict, divulge, omniscient, profess, ruminare

Describing Identity/Character: altruistic, benefactor, benevolent, brash, diffident, eccentric, exuberant, flippant, guise, haughty, ingenuous, innocuous, insidious, intrinsic, loquacious, malevolent, magnanimous, nonchalant, omnipotent, placid, pretentious, raucous, solace, sonorous, sophomoric, superficial, temerity, vociferous

complete list:

abhor, acclimate, alienate, altruistic, augment, benefactor, benevolent, brash, coerce, commend, contemplate, covet, depict, deride, diffident, divulge, dwindle, eccentric, escalate, exuberant, exult, flaunt, flippant, fluctuate, gape, garble, grimace, guise, haughty, implore, infuriate, ingenuous, innocuous, insidious, intrinsic, loquacious, malevolent, magnanimous, mortify, muse, nonchalant, omnipotent, omniscient, omnivorous, placid, plod, pretentious, profess, raucous, revel, ruminare, skulk, sneer, solace, sonorous, sophomoric, squander, superficial, temerity, vociferous

Tier Three – Literary Terms & Devices:

memoir, bildungsroman, conflict, stream-of-consciousness, flashback, foil, irony (verbal, situational, dramatic), theme, symbolism, aphorism/epigram, point-of-view (1st person, 3rd person limited, objective, omniscient)

INDEPENDENT READING – These options provide students with opportunity to make connections to this unit’s essential questions; thus, these readings should be studied through the lens of individual identity.

Long Fiction:

Absolutely True Diary of a Part-Time Indian (Alexie)
Speak (Anderson)
The House on Mango Street (Cisneros)
Mexican Whiteboy (De La Peña)
The Girl Who Fell from the Sky (Darrow)
A Lesson Before Dying (Gaines)
Crazy Brave (Harjo)
Dust Tracks on a Road (Hurston)
Autobiography of an Ex-Colored Man (Johnson)
The Secret Life of Bees (Kidd)
Girl in Translation (Kwok)
The Bell Jar (Plath)
The Catcher in the Rye (Salinger)
The Help (Stockett)
The Joy Luck Club (Tan)

Possible selections for Lit Circles (and Independent Reading)

Eleanor and Park (Rainbow Rowell)
Boy21 (Matthew Quick)
Simon vs the Homo Sapiens Agenda (Becky Albertalli)
Feed (MT Anderson)
Unwind (Neal Shusterman)
Go Ask Alice (Anonymous)
Being Henry David (Cal Amistead)

Long Nonfiction:

I Know Why the Caged Bird Sings (Angelou)
Hole in My Life (Jack Gantos)
Freedom Writers’ Diary (Gruwell)
Being Jazz: My Life as a Transgender Teen (Jazz Jennings)
The Other Wes Moore: One Name, Two Fates (Moore)

Short Story Collections:

Blasphemy by Sherman Alexie
Ten Little Indians by Sherman Alexie
War Dances by Sherman Alexie
Athletic Shorts by Chris Crutcher
No Easy Answers by Donald R. Gallo
Immigrant Voices, Volume 2 by Gordon Hutner

Chicken Soup for the Teenage Soul

NOTE: Students should select texts for independent reading under the teacher's guidance. The goal is to expand the learner's reading experience and foster growth without causing frustration while reading. Some titles represent low lexiles that would not appropriately challenge readers, while others may be too complex for particular students. All titles should be offered as options at the teacher's discretion. |

SOCRATIC SEMINAR – These topics and texts can be explored in whole-class seminars or micro (small-group) seminars in pursuit of answering the unit's essential questions. The choice depends on the level of complexity and richness of text, as well as upon the aptitude of one's students.

Gender and Identity:

"Can We Talk? Deborah Tannen (mother/daughter relationships)

"Hip Unchecked" Steve Rushin (Sports Illustrated are boys more sarcastic than girls)

"Don't Let Stereotypes Warp Your Judgments" Robert Heilbroner

Quest for Identity:

"The Case for Delayed Adulthood" Laurence Steinberg

"What is it about 20 somethings? Robin Marantz Henig (NY Times Magazine)

"Is Gen-Y Delaying Adulthood or Redefining It?" Jessica Stillman (CBS Money Watch)

Nature vs. Nurture:

"Genie" (about a girl who lived in a room for 13 years with no contact) paired with studies of twins who have been separated

Impact of One's Circumstance/Environment on Identity:

"Eleven" by Sandra Cisneros

"Salvador, Late or Early" by Sandra Cisneros

Excerpt from *Black Boy* by Richard Wright

Society's Constructed Identities – Impact on Individual Identity: (the following are links to articles)

["Attempts to rewrite black history are deleting identity" by Leonard Pitts \(10/12/2015\)](#)

["Roots' is reality. Deal with it, Snoop!" by Leonard Pitts \(6/3/2016\)](#)

["Race is the stupidest idea in history" by Leonard Pitts \(12/29/12\)](#)

Invisible Man, Prologue (first section only) |

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Whole Group Collaboration:

- **Mini-lessons** on character, theme, text structure, conflict development, word choice, tone.
- **Socratic Seminar:** utilize to introduce and/or expand discussion of the unit's essential question(s) on identity; **scaffold by:** explicitly modeling effective academic discussion/conversation for the class; evaluating the speech of others in dialogue or in presentation (i.e. video-taped discussion, TED Talks, etc.); reviewing Seminar/class discussion ground rules and setting discussion goals based on them; reflecting on process (*whole group and individual*: "How did I do as a participant?" rather than "What did we talk about?"); modeling thinking through a text and asking questions; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts (*whole-group, pair, or individual*)

Small-Group Collaboration:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; Whiparound; 3-2-1, and Jigsaw:

- **Text analysis, annotations, and citations** – Primary source analysis of text excerpts to determine setting, mood, conflicts, characterization, climax, themes; use of graphic organizers when appropriate to support understanding of plot elements.
- **Vocabulary in Context** – collaboration on and sharing of independent gathering of vocabulary words; small-group or pair activities with new vocabulary such as word maps or graphic organizers and/or games such as "Guess my Word" or Charades/"Head's Up!"; identification of different contexts/situations in which a word would be used; use of words in classroom discussions and activities (with teacher modeling); work through the nuances in similar-meaning words through the creation of tone lists or other comparison/gradation charts
- **Writing Workshop Conferences:** teacher-student and peer-to-peer conferences for revisions and editing; teacher modeling of the kinds of questions they should be asking themselves as they write and revise; teacher modeling of reflection on progress and process.
- **Reader's/Writer's Notebooks Responses:** record important developments in literature circles/adjust/expand responses to the essential questions
- **Book talks/ Literature Circles:** Use independent reading selections to practice the skill of analysis in responding
- **Micro-seminars:** Conducting mini-seminars where students discuss/analyze a text in small groups to practice the ground rules, get comfortable speaking, set goals, and reflect; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts

Individual Assignments:

- **Vocabulary Work in Context:** define unknown words in context and check definition against a dictionary/master list; create useful and working knowledge of new vocabulary words by identifying contexts in which the words would be used; utilize new vocabulary words in speech and writing; maintain

a log of words found in context of reading and used in context of instructional lessons; contribute new words to a class word wall; utilize new words on the word wall with activities such as word family trees or solving analogy problems

- **Writing Workshop:** autobiographical-incident writing process: idea-gathering on identities (could include [Facing History's Identity Charts](#)) imitating/mimicking mentor texts, practicing writing conventions, experimenting with different writing choices (such as dialogue, pacing, word choice, tone, introductions/expositions); drafting and revising; written reflection of process and progress
- **Reader's/Writer's Notebooks:** Use for annotation of text that requires summary, identification of main ideas, and analysis of author's craft; recording of questions that promote in-depth analysis, responses to texts; Respond to the unit's essential questions throughout the marking period to see how answers are developing and changing; record text-based evidence from independent reading books that support the idea of theme/answers one of the essential questions
- **Project Options:** Inquiry-based performance assessment that answers at least one of the unit's essential questions on identity and uses textual evidence from the class reading and/or independent reading
- **Independent Reading:** Use reader's notebook to respond to literature; offer a few titles that correspond with identity and conduct literature circles with particular emphasis on applying analysis skills learned in class and developing complex answers to at least one of the essential questions; annotate text, including self-generated questions and connections to the idea of identity/essential question(s)
- **Seminar preparations:** Reflecting on process : "How did I do as a participant?" rather than "What did we talk about?"; annotating and thinking through a text and asking questions; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts

Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.
- Use of technology in student creation of projects, such as info-graphics, Prezi, MovieMaker, etc.
- Use of BYOD, class-sets of Ipads, or 1:1 technology for interactive activities, reading and annotating, etc.

Accommodations & Modifications

Provide guided notes or copies of notes; modeling; provide Socratic questions prior to lesson; familiarize with new vocabulary prior to reading; choose cooperative learning groups to ensure effective work and socialization; break lessons and information into smaller portions; incorporate technology.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities such as word-maps and/or other vocabulary exercises
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit; could be tied into the unit's performance assessment

Accommodations/Modifications:

Word banks; extended time; preferential seating; bold instructions; provide clear and concise instructions; oral administration if necessary; orally explain instructions; make assessments visually appealing and easy to follow; after school support; chunk sections; reduce quantity; incorporate alternative assessments especially those using technology and manipulatives

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text. Bloom's Levels: Understanding, Applying, Analyzing, Evaluating

- Summer Reading Essay
- Vocabulary Cumulative Mastery Test
- Personal Narrative Essay (*see "performance assessments" below*)
- Narrative Reading Benchmark-like assessment or standards-aligned Performance Assessment that answers the essential question(s) (*see "performance assessments" below*)

Accommodations/Modifications:

Word banks; extended time; preferential seating; bold instructions; provide clear and concise instructions; oral administration if necessary; orally explain instructions; make assessments visually appealing and easy to follow; after school support; chunk sections; reduce quantity; enlarge font; incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: Applying, Analyzing, Evaluating, Creating

- **Autobiographical Narrative:** Writing Workshop on a significant event or incident that changed or shaped one's identity
- **Performance Assessment** – *must answer one of the essential questions on identity and align with CCSS standards, as delineated on our department rubrics*

Suggestions for Performance Assessments which promote awareness and understanding of an essential question and a written response to the essential question (including textual evidence from selected readings and a brief overview of what was learned):

- **Photo Essay** using any number of digital formats (including, but not limited to, PowerPoint, Prezi, iMovie, Windows MovieMaker, Glogster, Storyboard That) EX. *Decide which character you would like to spend the day with and why. Create an itinerary of where you would go and what you would see.* (Evaluation) (RL.1, RL.3, RI.1, W.3, W.4, W.6, W.7, W.8, W.9, SL.5)
- **Identity Info-graphic** answers one of the essential question graphically; answer developed through

the analysis of a character or characters' cultural experiences in two or more texts (analysis is the research component.) (RL.6)

- **Character Scrapbook/Journal** EX. *Imagine you are one of the characters in a selection. Write several diary accounts of daily thoughts and activities in that character's voice.* (Synthesis) (RL.1, RL.3, RL.4, RL.6, W.3, W.4, W.6, W.7, W.9, L.5)
- **Character Astrology Signs or Character Tattoos** EX. *Identify general characteristics of the main character(s). Explain how a character(s) fits a specific astrological sign(s) or how a character(s) identity would be displayed through his/her choice of tattoo(s)* (Analysis) (RL.1, RL.3, W.1, W.4, W.7, W.9)
- **Mural/diorama** EX. *Use your imagination to draw (or create) examples of symbols or places in a selection that reflect the changes in a character(s) personality.* (Synthesis) (RL.1, RL.3, RL.7, W.2, W.4, W.7, W.9)
- **Beyond the ending** EX. *Restructure the roles of the main characters to create new outcomes to the story or continue the story beyond the final chapter.* (Synthesis) (RL.1, RL.2, RL.3, RL.5, W.3, W.4, W.5, W.9, L.5)
- **Music/Performance** EX. *Write the lyrics and music to a song that one of the main characters would sing if he/she became a rock star (country singer, rapper, etc.) and perform it.* (Synthesis) (RL.1, RL.2, W.3, W.4, W.9, SL.4, SL.5, L.5)
- **Social Media** EX. *How would modern technology such as Snapchat, texting, Instagram etc. alter the plot of (name of selection)? How would the character(s) have handled it differently? Compose a dialogue(s) that will communicate the thoughts between 2-4 characters at any given point(s) if they had some type of social media.* (Synthesis) (RL.1, RL.3, RL.5, W.3, W.4, W.7, W.9)

Accommodations/Modifications:

Focus on content and effort while downgrading importance of neatness and artistic ability; choose cooperative learning groups to ensure effective work and socialization; emphasize technology and manipulatives in alternative assessment formats.

Enrichment Opportunities for Gifted Students:

Supplemental texts; independent research

UNIT 1 –The American Experience: Individual Identity (M.P. 1)

Unit Summary: *This inquiry-based unit focuses on fiction and non-fiction narratives and how writers make sense of the past. The narrative genre helps us figure out who we are and why and how we've shaped that identity. Through selected readings, students will recognize and explore the triumphs and the obstacles that come with growing up and becoming oneself. They will examine the essence of culturally diverse experiences through what the writers include and exclude in their writings. This will allow students to discover and tell their own truths as writers as they write a personal narrative. Students will engage in annotated close reading of a variety of fiction and non-fiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of elements pertinent to this unit of study, such as tone, rhetoric, symbolism, and/or theme; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating a personal narrative.*

ESSENTIAL QUESTIONS: *These questions establish inquiry to unify the unit's assignments and assessments.*

How is one's identity shaped? How does one's upbringing, culture, and/or environment impact his/her identity as an American? How does one manage the differences between the identity (s)he creates and the one society assigns?

ASSESSMENTS:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Summer Reading** (10%): Expository Essay (**benchmark pre-assessment for writing*)
2. **Writing Workshop** (15%): Personal Narrative Writing: Autobiographical Incident **See description in curriculum unit document*
3. **Inquiry-based Performance Assessment** (15%): **Must align with standards R10.6/RI 10.6 – see options listed in curriculum document*
4. **Vocabulary** (10%): Cumulative MC Test

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)

These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).

Benchmark Pre-Assessment for Reading: Non-fiction text (MC & OE responses paired with visual text =0%)

TEXTS: Anthology: *The American Experience*, Prentice Hall

Short Fiction/Nonfiction – Excerpts *Black Boy*, *War Dances*, *Ten Little Indians*, *Blasphemy*, *Woman Hollering Creek*, “My Bondage and My Freedom,” “The Interesting Narrative of ... Olaudah Equiano”; Sojourner Truth; “Daughter of Invention”; “The Story of an Hour”; “Rules of the Game”; “Mother Tongue”; “For the Love of Books”; “Straw into Gold...”; “A Worn Path”

Long Fiction/Nonfiction– *The House on Mango Street*; *Into the Wild*; *The Joy Luck Club*; *The Bell Jar*; *The Secret Life of Bees*; *The Autobiography of an Ex-Colored Man*; *Soloist*, *Catcher in the Rye*

Poetry – Emily Dickinson, Langston Hughes, Sylvia Plath, Anne Sexton, Naomi Shihab Nye, Walt Whitman, “Legal Alien” (Mora), Spoken Word – “Knock, Knock,” “For the Bullied & the Beautiful,” “If I Should Have a Daughter”

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<ul style="list-style-type: none"> • What are the defining aspects of identity? • How do society's expectations, stereotypes, assumptions, and others' perceptions affect how we see ourselves? • How do life's disappointments and adversity shape identity? • What is the power of memory in shaping people's lives? 	<ul style="list-style-type: none"> • How does a writer best communicate personal experiences? • What is the importance of structure in writing? • How does engaging in the writing process improve the quality of writing overall? • How does a writer use specific language/diction/imagery to convey mood and tone? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to create better understanding of literature & ourselves? • How do we move beyond personal bias to acknowledge another perspective? • How other perspectives influence our own views? 	<ul style="list-style-type: none"> • How does word choice affect a writer's message? • Which literary and rhetorical devices best support personal narrative writing? • How can I vary sentence structure & how does such variety contribute to tone?

STANDARDS for Learning Targets			
Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL/RI.10.1-2 – Theme/Central Idea: Analyze contributing factors to its development; cite textual evidence to support such analysis; analyze thematic connections in literature studied RL/RI 10.3 – Making Connections: Analysis of Characters, Conflict, Events, Theme RL/RI.10.4 Tone: Analyze word choice and use of figurative language RL.10.5 Text Choices: Analysis of Narrative structure RL/RI.10.6 – Point of View: Analysis of personal perspectives portrayed through use of devices such as Symbolism: Analyze how it used to develop or reflect theme Imagery: Evaluate its effect on portrayal of events, setting, & characters. RI.10.6 – Author Purpose/Choices: Analysis of how author’s use of style to produce powerful narrative RL/RI.10.7 – Comparing Mediums: Analyze a scene or account of events represented in two or more mediums</p>	<p><u>Text Types & Purposes</u> W.10.3 a-e -- Narrative Writing: Reflecting on and describing a personal incident that defines one’s personal identity Writing Workshop: Use mentor texts* to note structure of narrative writing to capture personal moments; use notebooks entries to make connections among texts in this unit; writing may reflect. Include figurative language and devices; demonstrate effective use of sentence structure & word choice W10.4, W.10.5, & W.10.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.12.10 -- Portfolio Reflections <u>Research to Build & Present Knowledge</u> W.10.9 -- Use evidence from readings to support literary analysis <u>Suggested Mentor Texts</u> “How I Got Smart” “Being Bright, 17, & Unable to Read” ” The Boy with John Travolta Blue Eyes” “Leaving Identity Issues to Other Folks” “Failure is Good a Thing” “The Person I’m Supposed to Be” “As I Grow Old”</p>	<p><u>Comprehension & Collaboration</u> SL.10.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. SL.10.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the connections of characters, events, conflicts to the development of identity, the author’s use of tone, symbolism, imagery SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p>	<p><u>Conventions of Standard English</u> L.10.1, L.10.2, L.10.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of literary devices; Demonstrate understanding of phrases, clauses to add variety. <u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading RL.10.10</u> Short Stories/Excerpts of Nonfiction Long Fiction/Nonfiction Mentor Texts: * see list under “Writing” Poetry & Spoken Word *Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on tone, rhetoric, symbolism, figurative language, and/or theme.</p>	<p><u>Range of Writing W.10.10</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar. *See curriculum document for texts on gender & identity, the quest for identity, impact of environment, nature vs. nurture, etc.</p>	<p><u>Vocabulary Acquisition & Use</u> L.10.4, L.10.5, L.10.6 Use context clues to determine meaning; understand nuances of words; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

Powerful verbs for writing: abhor, acclimate, alienate, augment, coerce, commend, covet, deride, dwindle, escalate, exult, flaunt, fluctuate, gape, garble, grimace, implore, infuriate, mortify, muse, plod, revel, skulk, sneer, squander

Teaching narrative writing: contemplate, depict, divulge, omniscient, profess, ruminate

Describing Identity/Character: altruistic, benefactor, benevolent, brash, diffident, eccentric, exuberant, flippant, guise, haughty, disingenuous, innocuous, insidious, intrinsic, loquacious, malevolent, magnanimous, nonchalant, omnipotent, placid, pretentious, raucous, solace, sonorous, sophomoric, superficial, temerity, vociferous

Complete list:

- | | | |
|------------------|-----------------|-----------------|
| 1. Abhor | 21. Exuberant | 41. Nonchalant |
| 2. Acclimate | 22. Exult | 42. Omnipotent |
| 3. Alienate | 23. Flaunt | 43. Omniscient |
| 4. Altruistic | 24. Flippant | 44. Omnivorous |
| 5. Augment | 25. Fluctuate | 45. Placid |
| 6. Benefactor | 26. Gape | 46. Plod |
| 7. Benevolent | 27. Garble | 47. Pretentious |
| 8. Brash | 28. Grimace | 48. Profess |
| 9. Coerce | 29. Guise | 49. Raucous |
| 10. Commend | 30. Haughty | 50. Revel |
| 11. Contemplate | 31. Implore | 51. Ruminare |
| 12. Covet | 32. Infuriate | 52. Skulk |
| 13. Depict | 33. Innocuous | 53. Sneer |
| 14. Deride | 34. Insidious | 54. Solace |
| 15. Diffident | 35. Intrinsic | 55. Sonorous |
| 16. Disingenuous | 36. Loquacious | 56. Sophomoric |
| 17. Divulge | 37. Malevolent | 57. Squander |
| 18. Dwindle | 38. Magnanimous | 58. Superficial |
| 19. Eccentric | 39. Mortify | 59. Temerity |
| 20. Escalate | 40. Muse | 60. Vociferous |

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: The American Experience English 2A/2CP UNIT 2: The American Story: Our Literary Identity</p>	<p>Unit Summary: This unit focuses on the literary identities that were forged over a hundred or more years ago, but still resonate in contemporary literature and society. Students will learn, through close readings of selected texts, the literature that shaped a nation. Whether it be Native American myth, Puritanism, slaves narratives, the Gothic Tradition, Transcendentalism, American Humor, the Harlem Renaissance or the Literature of War, students will discover how America's identity was created and how it has evolved into contemporary literature.</p>
<p>Grade Level(s): 10th Grade – General Academic and Accelerated Levels</p>	
<p><i>These questions establish inquiry to unify the unit's assignments and assessments.</i></p> <ul style="list-style-type: none"> • How has America's identity been created and how has it evolved? • What impact does historical, cultural, geographical and social context have on a literary piece and on the reactions of readers to it? • How does genre (gothic lit, humor, etc.) reflect American society? • How do the ideas of the past transform/evolve throughout history and literature? • How do the values of our past influence society/literature today? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Literature can reveal the values, traditions, and norms of a society. • Values, traditions, and norms are part of our literary and national identities. • The present is not a carbon copy of the past, but rather an indication of the evolution of ideas and values within a culture. • Connections and patterns throughout American literature and across different time periods. • Understanding our past can expand our grasp on the present. • Looking at contemporary literature and society through the lens of the past can enhance and deepen our understanding of American culture and literature. • The values, conflicts, and traditions of early America have influenced and continue to influence American literature.

purpose.

Speaking and Listening

19. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas, and expressing their own clearly and persuasively.

20. 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 thoughtful, well-reasoned exchange of ideas.

21. Work with peers to set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

22. 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 discussions.

23. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreements, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

24. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

25. Identify allusions and figures of speech in speeches, essays, and visual media and explain how they contribute to the work's effectiveness.

26. Continue to: use various types of phrases and clauses to convey specific meanings and add variety and interest to writing, edit writing to eliminate run-ons and fragments, and revise writing by using clear pronoun reference and correcting misplaced modifiers so as to clarify meaning.

27. Use of a semicolon and conjunctive adverbs to introduce independent clauses.

28. Use colons to introduce lists or quotations

29. Use context clues to determine meaning

30. Gather vocabulary knowledge independently

31. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

32. Determine or clarify (through general and specialized reference materials) the meanings of unknown words in a text.

33. Analyze the nuances in the meaning of words with similar denotations.

34. Interpret figures of speech in context and analyze their role in the text.

35. Cite evidence as necessary according to MLA format.

36. Write and edit work so that it conforms to the guidelines set in the MLA Handbook.

Speaking and Listening

19. SL.10.1

20. SL.10.1a

21. SL.10.1b

22. SL.10.1c

23. SL.10.1d

24. SL.10.6

Language

25. L.10.1b

26. L.10.1; L.10.2a,b,c

27. L.10.2a

28. L.10.2b

29. L.10.4a

30. L.10.4

31. L.10.4b

32. L.10.4c

33. L.10.5b

34. L.10.5a

35-36. L.10.3a

Inter-Disciplinary Connections:

History:

- Background information on cultural and social context of short stories and novels and on the literary tradition covered.

Students will engage with the following texts:

Elements of Literature (Holt), Fifth Course

Literature: The American Experience Prentice Hall

(Page numbers refer to Prentice Hall anthology)

Suggested Selections:

Long Fiction/Nonfiction

Native American Tradition:

- *See short-fiction/non-fiction and independent reading options*

Puritan Influences

- *The Crucible* (Miller)
- *The Scarlet Letter* (Hawthorne)

African American Literary Tradition:

- *Fences* (Wilson)
- *A Raisin in the Sun* (Hansberry)

American Gothic (Southern Gothic) Tradition:

- *A Streetcar Named Desire* (Williams)

American Humor Tradition:

- Excerpts from *The Comic Tradition in America: An Anthology of American Humor*

Transcendentalism/Modern-Day Walden :

- *Into the Wild* (Krakauer)

War in Literature :

- *A Farewell to Arms* (Hemingway)

Short Fiction and non-fiction:

Native American Literature/Captivity Narratives

- Myths and background information (20-47)
- "I Will Fight No More Forever" Chief Joseph (622)

- Mary Rowlandson's Captivity Narrative (excerpts)
- Sherman Alexie short stories (from *Ten Little Indians War Dances*, and/or *Blasphemy*)

The Puritan Influence:

- "To My Dear and Loving Husband" (Bradstreet 76)
- "Huswifery" (Taylor 82)
- "Sinners in the Hands of an Angry God" Jonathan Edwards (86-88)

African American Literary Tradition – Roots in Slave Narratives/Freed Slaves and Harlem Renaissance:

- From "The Interesting Life of Olaudah Equiano" (166)
- From "My Bondage and My Freedom" (Frederick Douglass 520)
- Spirituals (532-537)
- Sojourner Truth, "Ain't I A Woman?" (554)
- The Harlem Renaissance (896-938)
- Spoken word poetry from poets such as Crystal Valentine's "Black Privilege," Javon Johnson's "cuz he's black," Anthony McPherson's "All Lives Matter: 1800s Edition," Darius Simpson, "Genocide"

American Gothic – Roots in Romanticism/Dark Romanticism

- "The Devil and Tom Walker" Washington Irving (228)
- "The Minister's Black Veil" Nathaniel Hawthorne (272)
- "Dr. Heidegger's Experiment" Hawthorne
- "The Fall of the House of Usher" "The Raven" (Poe 288-321)
- "Masque of the Red Death" Poe
- "Where is Here?" Joyce Carol Oates (324)
- "A Rose for Emily" William Faulkner (816)
- "The Yellow Wallpaper" Charlotte Perkins Gilman
- "The Lottery" and other Shirley Jackson short stories
- "A Good Man is Hard to Find" "The Life You Save May be Your Own" (Flannery O'Connor 1012)
- Selections from Emily Dickinson (408-417)

American Humor Tradition – Roots in Franklin & Twain:

- Selections from Benjamin Franklin – aphorisms, satirical pieces (excerpts from *Poor Richard's Almanack*)
- Selections from Mark Twain (564-585)
- "School of American Humor" (586)
- From "The Life and Times of the Thunderbolt Kid" Bill Bryson (589)
- "Trapped in a Comic Book" Jules Feiffer (889)
- "The Night the Ghost Got In" James Thurber (860) and other Thurber stories
- "Coyote v. Acme" Ian Frazier (1384)
- Selections from *The 50 Funniest American Writers: An Anthology of Humor from Mark Twain to The Onion*
- Selections from David Sedaris, *Me Talk Pretty One Day*, *Dress Your Family in Corduroy and Denim*
- Selections from *The Onion*

- Excerpts from *The Devil's Dictionary* by Ambrose Bierce

Transcendentalism- Roots in Emerson & Thoreau:

- Ralph Waldo Emerson: "On Self-Reliance," excerpts from *Nature* (362-371)
- Henry David Thoreau, excerpts from *Walden and Civil Disobedience* (374-388)
- Walt Whitman, "Song of Myself" "A Noiseless Patient Spider" (426-437)
- Selections from Emily Dickinson such as "A Narrow Fellow in the Grass" "A Bird Came Down the Walk"

War in Literature:

American Revolutionary War

- Selections from speeches (97-124)

Civil War

- "An Occurrence at Owl Creek" (Bierce 480)
- From "Mary Chestnut's Civil War" (495)
- "An Episode of War" (Crane 508)
- "The Gettysburg Address" (Lincoln 538)
- "Letter to His Son" (Lee 541)

World War I and II

- "In Another Country" (Hemingway 800)
- From "Hiroshima" (Hersey 984)
- "The Death of the Ball Turret Gunner" (Jarrell 997)
- "The Battle of the Easy Chair" editorial cartoon (Seuss 1004)
- "Backing the Attack" (NY Times editorial 1005)

Vietnam War

- "Ambush" (O'Brien 808)
- "Camouflaging the Chimera" (Komunyakaa 1350)

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

- **Literary Analysis (Writing Workshop):** Using MLA format, students will write an analysis essay that establishes a thesis about a piece of literature and supports that thesis with appropriate reasons, supported by textual evidence and examples.

Mentor Texts:

- Illustrative Essays from *Writing About Literature* (Roberts)

- [“Candy Girl” by Emily Nussbaum](#) (character analysis from television character Kimmy Schmidt)
- Teacher-created/Write Beside Them

In the absence of literary analysis mentor texts, utilize mini-mentor texts to zoom in on a specific skill (relevant paragraph or two that demonstrate the technique we want students to use) such as embedding textual evidence, writing a thesis statement, etc.

- **Accommodations & Modifications:** Provide vocabulary words ahead of time for historical documents; instruct students on historical references prior to reading historical documents to provide context to the material, create graphic organizers that focus on main idea and details for historical documents; highlight important concepts in historical documents; incorporate visual aids and multimedia supplements to cater to different learning styles; reduce written quantity of writing assignments; allow extra time for writing assignments; provide clear and concise rubrics for writing assignments; create pre-writing graphic organizers to assist with writing organization; emphasize content rather than grammar and mechanics.

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Tier 2 Vocabulary

For discussing the “Roots” of the American Story and its impact:

allude/allusion, concurrent, contemporary, epitome, esteem, exemplify, exemplary, extant, indelible, inveterate, niche, nostalgia, perpetuate, precedent, predominant, prevalent, quintessence, transcend, vanguard

For teaching analysis/close reading/annotation of text:

cursory, decipher, diligent, discern, exhaustive, formulate, methodical, meticulous

For teaching literary analysis:

adulterate, ascertain, cogent, compatible, elucidate, explicit, detract, obscure, orient, stipulate, subsequent, viable

For the teaching of the literature (relevance will depend on what you choose)

calamity, capricious, crestfallen, droll, endemic, evoke, grotesque, indomitable, loll, multifarious, ominous, persevere, respite, sojourn, somber, squalid, stark, traumatic, trenchant, turbulent, whet

complete list:

adulterate, allude/allusion, ascertain, calamity, capricious, cogent, compatible, concurrent, contemporary, crestfallen, cursory, dearth, decipher, detract, diligent, discern, droll, elucidate, epitome, esteem, evoke, exemplify, exemplary, explicit, exhaustive, extant, formulate, grotesque, indelible, indomitable, inveterate, loll, methodical, meticulous, multifarious, niche, nostalgia, obscure, ominous, orient, perpetuate, persevere, precedent, predominant, prevalent, quintessence, respite, sojourn, somber, squalid, stark, stipulate, subsequent, transcend, traumatic, trenchant, turbulent, vanguard, viable

Tier 3 Vocabulary

Allegory, ambiguity archetype, author's purpose, diction, mood, parenthetical citation, style, symbolism, thesis, tone

INDEPENDENT READING – Options with curriculum connections

Native American Culture:

- *The Absolutely True Diary of a Part-Time Indian* (Alexie)
- *Reservation Blues* (Alexie)
- *Love Medicine* (Erdrich)
- *Crazy Brave: A Memoir* (Harjo)

The Puritan Influence (Fear, Paranoia, Hysteria)

- *Conversion* (Katharine Howe)
- *Wicked Girls* (Stephanie Hemphill)
- *Fever* (Megan Abbott)
- *We Have Always Lived in the Castle* (Jackson)
- *Hysteria* (Megan Miranda)
- *Panic* (Lauren Oliver)

African American Literary Tradition:

- *Kindred* (Butler)
- *A Raisin in the Sun* (Hansberry)
- *Beloved* (Morrison)
- *Always Outnumbered, Always Outgunned* – written in 14 short stories (Mosley)
- *The Women of Brewster Place: A Novel in Seven Stories* (Naylor)
- *Fences* (Wilson)

American Gothic Tradition:

- *Burying the Honeysuckle Girls* (Carpenter)
- *We Have Always Lived in the Castle* (Jackson)
- Selections by Stephen King
- *Haunted: Tales of the Grotesque* (Oates) – short stories
- *In Cold Blood* (Capote)

Possible novels for Lit Circles with Gothic and Fantasy/SciFi selections:

Gothic:

- *The Long Walk* (Stephen King written as Richard Bachman)
- *Astonishing Adventures of Fanboy and Goth Girl* (Barry Lyga)
- *The Fall* (Bethany Griffin)
- *Hush Hush* (Becca Fitzpatrick)

- *Asylum* (Madeline Roux)

Fantasy and Science Fiction (sub genre of Gothic):

- *Cinder* (Marissa Meyer)
- *Dorothy Must Die* (Danielle Paige)
- *The Martian* (Andy Weir)
- *Ready Player One* (Ernest Cline)
- *Genius: The Game* (Leopoldo Gout)
- *The Red Queen* (Victoria Aveyard)
- *The Mortal Instruments* (Cassandra Clare)

American Humor Tradition:

- *The Hitchhiker's Guide to the Galaxy* (Adams)
- *Beauty Queens* (Bray)
- *A Walk in the Woods: Rediscovering America on the Appalachian Trail* (Bryson)
- *The Princess Bride* (Goldman)
- *Me Talk Pretty One Day* (Sedaris)
- *We Should Hang Out Sometime* (Josh Sundquist)

Transcendentalism/Modern-Day Walden:

- *Being Henry David* (Armistead)
- *Fire Season: Field Notes from a Wilderness Lookout* (Connors)
- *Indian Creek Chronicles: A Winter Alone in the Wilderness* (Fromm)
- *Into the Wild* (Krakauer)
- *Wild: From Lost to Found on the Pacific Crest Train* (Strayed)

War in Literature:

- *Fallen Angels* (Walter Dean Meyers)
- *Sunrise Over Fallujah* (Walter Dean Meyers)
- *Born on the Fourth of July* (Ron Kovic)
- *American Sniper* (Chris Kyle)
- *Soldier Boys* (Dean Hughes)
- *Girl in the Blue Coat* (Monica Hesse)
- *The Things They Carried* (Tim O'Brien)
- *Cold Mountain* (Charles Frazier)

SOCRATIC SEMINAR – Possible Topics & Texts

Native American Literature/Culture

- [“Evolution” by Sherman Alexie](#)
- Cartoon(s) from *Absolutely True Diary of a Part-Time Indian* (ex: “White/Indian,” “My Grandmother,” “My Parents if Someone had Paid Attention to Their Dreams”)
- [“What You Pawn I Will Redeem” by Sherman Alexie](#)
- Short selections from curriculum

African American Literature/Culture

- [“Race is the Stupidest Idea in History” by Leonard Pitts – 12/29/12](#)
- [“When it comes to race, our behavior proves us liars” by Leonard Pitts – 7/12/16](#)
- short selections from curriculum

American Gothic Tradition

- short selections from curriculum

American Humor Tradition

- James Thurber cartoons
- Short selections from curriculum – Franklin

Transcendentalism/Modern Day Walden

- “On Self-Reliance” by Ralph Waldo Emerson
- Short selections from curriculum

Puritanism (Fear, Paranoia, Hysteria)

- “Modern Day Witch Hunts Target Men” by Agata Blaszcak-Boxe, LiveScience.com
- “Modern Day Witch Hunts: The Rousting of the American People” (from Kelly Gallagher’s site)
- Short selections/excerpts from curriculum

War in Literature

Short selections/excerpts from curriculum

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Whole Group Instruction

- **Mini-lessons, Teacher Modeling** on text analysis, annotation, question-formation, etc.

- **Socratic Seminar:** utilize to introduce and/or expand discussion of the unit’s essential question(s) on our literary roots; **scaffold by:** explicitly modeling effective academic discussion/conversation for the class; evaluating the speech of others in dialogue or in presentation (i.e. video-taped discussion, TED Talks, etc.); reviewing Seminar/class discussion ground rules and setting discussion goals based on them; reflecting on process (*whole group and individual*: “How did I do as a participant?” rather than “What did we talk about?”); modeling thinking through a text and asking questions; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts (*whole-group, pair, or individual*)

Small group collaboration

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; Whiparound; 3-2-1; and Jigsaw.

- **Text analysis, annotations, and citations** –Analysis of text(s) to develop a point of view, perspective, or interpretation of the text, including how modern texts reflect characteristics of texts in a particular American tradition.
- **Vocabulary in Context** – collaboration on and sharing of independent gathering of vocabulary words; small-group or pair activities with new vocabulary such as word maps or graphic organizers and/or games such as “Guess my Word” or Charades/”Head’s Up!”; identification of different contexts/situations in which a word would be used; use of words in classroom discussions and activities (with teacher modeling); work through the nuances in similar-meaning words through the creation of tone lists or other comparison/gradation charts
- **Writing Workshop Conferences:** teacher-student and peer-to-peer conferences for revisions and editing; teacher modeling of the kinds of questions they should be asking themselves as they write and revise; teacher modeling of reflection on progress and process.
- **Reader’s/Writer’s Notebooks Responses:** record important developments in literature circles/adjust/expand responses to the essential questions
- **Book talks/ Literature Circles:** Use independent reading selections to practice the skill of analysis in responding
- **Micro-seminars:** Conducting mini-seminars where students discuss/analyze a text in small groups to practice the ground rules, get comfortable speaking, set goals, and reflect; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts

Individual Assignments

- **Reader’s/Writer’s Notebooks:** Use for annotation of text that requires summary, identification of main ideas, and analysis of author’s craft; recording of questions that promote in-depth analysis, responses to texts; Respond to the unit’s essential questions throughout the marking period to see how answers are developing and changing; record text-based evidence from independent reading books that support the idea of theme/answers one of the essential questions
- **Vocabulary Work in Context:** define unknown words in context and check definition against a dictionary/master list; create useful and working knowledge of new vocabulary words by identifying contexts in which the words would be used; utilize new vocabulary words in speech and writing; maintain a log of words found in context of reading and used in context of instructional lessons; contribute new words to a class word wall; utilize new words on the word wall with activities such as word family trees or

solving analogy problems

- **Writing Workshop:** literary analysis writing process: idea-gathering on questions to pose about the text or answers to teacher-generated analysis question; practice writing short analysis paragraphs; imitating/mimicking mentor texts, practicing writing conventions, learning and practicing skills needed for analysis writing such embedding textual evidence, thesis-writing, and transitions; drafting and revising; written reflection of process and progress
- **Project Options:** Inquiry-based performance assessment that answers at least one of the unit's essential questions on identity and uses textual evidence from the class reading and/or independent reading
- **Independent Reading:** Use reader's notebook to respond to literature; offer a few titles that correspond with identity and conduct literature circles with particular emphasis on applying analysis skills learned in class and developing complex answers to at least one of the essential questions; annotate text, including self-generated questions and connections to the idea of identity/essential question(s)
- **Seminar preparations:** Reflecting on process : "How did I do as a participant?" rather than "What did we talk about?"; annotating and thinking through a text and asking questions; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts

Technology

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.
- Use of technology in student creation of projects, such as info-graphics, Prezi, MovieMaker, etc.
- Use of BYOD, class-sets of Ipads, or 1:1 technology for interactive activities, reading and annotating, etc.

Modifications/Accommodations: Provide guided Cornell notes or copies of notes; provide Socratic questions prior to lesson to allow student to be prepared; familiarize with new vocabulary prior to lesson; choose cooperative learning groups that foster effective work and appropriate socialization; break lessons and information into smaller portions (chunking); incorporate the use and manipulation of technology (Inspiration Software, PowerPoint, Prezi); allow students alternative assessment options that suit their specific learning styles; provide extra time for writing assignments or a reduction of length; provide students with highlighters during annotating.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: *Remembering, Understanding, Applying*

- **Vocabulary homework:** Unit activities such as word-maps and/or other vocabulary exercises
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit; could be tied into the unit's performance assessment

Accommodations/Modifications:

Word banks, reduce written quantity required for a final product, coordinate appropriate collaborative partnerships for group work, provide guided response logs or reduce length of responses, extended time for testing if necessary, small group testing, oral administration of test, extended time for homework assignments, provide options for reader's notebook entries, extended time for assessments as needed, orally administer test instructions or elements of the test as needed.

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- Vocabulary Cumulative Test – 10%
- Mid-Year Benchmark – 10 %
- Literary Analysis Essay (see "Performance Assessments" for more detail) – 15%
- Inquiry-Based Performance Assessment (see "Performance Assessments" for more detail) – 15%

Accommodations/Modifications:

Alternative assessment options, especially those incorporating technology or manipulatives (PowerPoints, Prezis, posters); provide clear and concise rubric for written responses with less emphasis on mechanics or more so on content and organization; allow open note assessments; reduce written quantity or reduce the number of written responses that must be completed; extended testing time; chunk sections of the tests; highlight or bold instructions; orally administer instructions and/or assessment; enlarge font; reduce multiple choice quantity for more challenging questions as necessary.

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- **Literary Analysis Essay** Writing Workshop on analysis of a text or texts; or can be an analysis of how a modern text is in the tradition of an older text
- **Performance Assessment** – *must answer one of the essential questions on identity and align with CCSS standards, as delineated on our department rubrics*

Suggestions for Performance Assessments which promote awareness and understanding of an essential question and a written response to the essential question (including textual evidence from selected readings and a brief overview of what was learned):

- **Beyond the Ending:** Continue the story beyond the final scene keeping in mind the historical period. Ex. *In A Streetcar Named Desire, write another scene after Blanche goes to the mental institution. What is the relationship now like between Stanley and Stella? In The Crucible, after John's death, what happened to Abigail and Mercy? To Elizabeth?* (Synthesis) (RL.1, RL.2, RL.5, W.3, W.4, W.5, W.9, L.5)

- **Puppet Show:** Choose a setting used by an author that is essential to the plot. What does the setting add to the overall meaning of the work? Transfer the characters to a new setting. How would you adapt the characters into this new setting? How does the new setting impact the work? Ex. *Choose a scene from The Crucible and perform a puppet show with the characters as part of The Jerry Springer Show, Star Wars, the Wild West or any other setting.* (Synthesis) (RL.1, RL.3, RL.4, RL.5, W.3, W.4, W.5, SL.4, SL.6)
- **Fact and Fiction:** Choose one work of fiction from this unit that is based on a historical event. Find one primary source on which this piece was based. How do the two works add to your understanding of American identity during that time period? Ex. *A Farewell to Arms and WWI; "The Devil and Tom Walker" and The Faust Legend; "The Yellow Wallpaper" and Women's Rights at the turn of century; The Crucible and The Cold War. Decide if the story really could have happened and justify reasons for the decision.* (Evaluation) (RL.1, RL.4, RL.5, RL.9, RI.1, RI.7, W.1, W.4, W.7, W.9)
- **Digital Media or Artwork:** Choose an everyday occurrence or object described in the unit such as death, nature, etc. Discuss the similarities and differences in two or more passages and explain what each suggests about American Identity. Ex. *Does nature mean something different in The Crucible or The Devil and Tom Walker as it does in Walden? What is the difference between the way death is portrayed in the poems of Emily Dickinson and a Romantic poem such as "Thanatopsis"?* Create a music video or mural highlighting the differences. (Synthesis) (RL.1, RL.2, RL.6, RL.7, W.2, W.4, W.5, W.6, W.7)
- **Advertisement:** Choose two works from the unit to compare and contrast an author's style (Humor, Gothic, etc.) Using a graphic organizer, analyze elements that make up the author's style in each of these works (word choice, mood, tone, figurative language, elements of Gothic/Humor, etc.). Ex. *Gothic elements in a traditional piece by Poe and one by a modern writer such as Joyce Carol Oates or Stephen King. Humorous devices in a traditional piece by Twain and one by a contemporary writer such as Bill Bryson or James Thurber. Create an advertisement for the story you feel best represents that genre.* (Analysis, Synthesis) (RL.1, RL.4, RL.6, W.1, W.4, W.5, W.6, W.7)

Accommodations/Modifications:

Focus on content and effort while downgrading importance of neatness and artistic ability; choose cooperative learning groups to ensure effective work and socialization; emphasize technology and manipulatives in alternative assessment formats.

Enrichment Opportunities for Gifted Students:

Supplemental texts; independent research

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: The American Experience English 2 / 2A UNIT 3: Success & The American Dream</p>	<p>Unit Summary: In Unit 3, students will explore the relationship between success and the American Dream, considering what it takes to achieve success and how the definition of success may vary by person. Students will analyze and evaluate literature as well as historical American documents, such as the Declaration of Independence, to define the American Dream, its roots in Revolutionary America, and its evolution through present day. Students will use their evaluation of arguments, including those in historical American documents, and the use of effective rhetoric to write an argument research paper.</p>
<p>Grade Level(s): 10th Grade: General Academic & Accelerated Levels</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do we define success and the American Dream? • How is success linked to the pursuit of happiness? • How can one achieve success/the American Dream? • How does a culture, society, or environment shape or define an individual's pursuit of happiness? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Success is an integral part of the American Dream. • Success may be defined differently depending on an individual's experiences. • Success is often connected to one's idea of happiness. • Hard work, perseverance, and strong work ethic are the traditional methods of achieving success and the American Dream. • Effective rhetoric can help leaders achieve success. • One's culture, society, and/or environment influences how they define success and the American Dream.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<p>Learning Target <u>Reading Literature:</u> Use text to draw inferences and cite evidence that supports analysis of the following</p> <ol style="list-style-type: none"> 1. Character: Analysis of motivation and influences on individuals and relationships 2. Conflict: Analysis of conflict as it intertwines with the development of characters, plots, and theme 3. Theme: Citation of textual evidence of development of author's message, analysis of thematic connections that cross cultures. 4. Symbolism & Figurative Language: Evaluate how these devices work to develop 	<p>NJCCCS or CCS <u>Reading Literature:</u> 1-7. RL.10.1-10.4</p>
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and/or reflect theme.

5. Point of View: Evaluate rhetoric used to portray perspective and cultural experiences, relate American experiences to the world context.

6. Tone: Evaluate word choice, imagery, figurative language used to portray characters, events, setting.

7. Time: Evaluate text structure and author’s use of time; analyze effect of structure and time on mood.

8. Medium: Analyze a subject or scene portrayed in two mediums.

Reading Informational Text:

9. Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

10. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

11. Analyze an author’s implicit and explicit assumptions and beliefs about a subject.

12. Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

13. Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

Writing:

16. Document an essay that cites at least 2-4 sources and contains a Works Cited page

17. Support claims with valid reasoning and sufficiently researched evidence

18. Organize discussion of claims and counter claims

19. Address evidence and reasoning that is significant to audience and purpose

20. Write, revise and edit a rough draft for content and organization, grammar and mechanics

21. Use technology to produce an organized final draft that achieves intended purpose

22. Use evidence to delineate and evaluate argument in texts

23. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening:

16. Prepare for discussion, listen/respect views, and focus on a single purpose/goal/question

17. Fulfill individual roles in evaluation of speeches of American history makers

8. RL.10.7

Reading Informational:

9. RI.10.1

10. RI.10.2

11. RI.10.5

12. RI.10.6

13. RI.10.3

Writing:

16. W.10.7

17-18. W.10.1, a-3

19. W.10.5

20-21. 10.4, 10.5, 10.6

22. 10.8

23. 10.10

Speaking and Listening

16-19. SL.10.1a, b;

10.2, 10.3

<p>18. Evaluate views of speechmakers and effectiveness of speeches</p> <p>19. Evaluate mentor texts on argument for effectiveness and reasoning</p> <p>20. Present personal views on issues represented in literature and refer to text in preparing and supporting one’s perspective through the use of Socratic Seminar</p> <p>21. Engage in dialogue and listen and summarize speakers’ views</p> <p>Language:</p> <p>22. Use parallel structure when writing and speaking</p> <p>23. Use various types of phrases and clauses to convey meaning and add variety</p> <p>24. Recognize shifts in verb tense</p> <p>25. Identify subject/verb agreement issues</p> <p>26. Use context clues to determine meaning</p> <p>27. Gather vocabulary knowledge independently</p> <p>28. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>29. Determine or clarify (through general and specialized reference materials) the meanings of unknown words in a text.</p> <p>30. Analyze the nuances in the meaning of words with similar denotations.</p> <p>31. Interpret figures of speech in context and analyze their role in the text..</p> <p>32. Cite evidence as necessary according to MLA format.</p> <p>33. Write and edit work so that it conforms to the guidelines set in the MLA Handbook.</p>	<p>20-21. SL.10.1a, b, 10.4</p> <p>Language:</p> <p>22-23. L.10.1a</p> <p>24-25. L.10.1</p> <p>26. L.10.4a</p> <p>27. L.10.4</p> <p>28. L.10.4b</p> <p>29. L.10.4c</p> <p>30. L.10.5b</p> <p>31. L.10.5a</p> <p>32-33. L.10.3a</p>
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Inter-Disciplinary Connections:

History – Study of historical documents (see below)

Students will engage with the following text:

Elements of Literature (Holt), Fifth Course
Literature: The American Experience Prentice Hall

Suggested selections (page numbers refer to Prentice Hall anthology)

Long Fiction:

- *The Great Gatsby* (Fitzgerald)
- *The Death of Salesman* (Miller)
- *Of Mice and Men* (Steinbeck)

Short Fiction:

“Winter Dreams” F. Scott Fitzgerald (728)
 Excerpt “The Turtle” from *The Grapes of Wrath* John Steinbeck (756)

Short Nonfiction:

- “Speech to the Virginia Convention” Patrick Henry (105)
- “Declaration of Independence” Thomas Jefferson (112)
- from *The American Crisis* Thomas Paine (117)
- from *Common Sense* (Paine)
- Benjamin Franklin’s Autobiography (134+)
- “I Have a Dream” Martin Luther King
- “Inaugural Address” John F. Kennedy (1104)
- “American Dream” from *Identities and Issues in Literature*

Poetry:

- “The New Colossus” Emma Lazarus
- “We Wear the Mask” Paul Laurence Dunbar (636)
- “Richard Cory” Edwin Arlington Robinson (644)
- “Miniver Cheevy” E.A. Robinson
- “The Love Song of J. Alfred Prufrock” T.S. Eliot (706)
- Excerpts from “The Waste Land” or “The Hollow Man” T.S. Eliot
- “Dust Bowl Blues” Woody Guthrie (768)
- “I Hear America Singing” Walt Whitman paired with “I, Too, Sing America” Langston Hughes

Supplemental/Visual Texts:

Film excerpts: *The Pursuit of Happyness*, *Kingfisher*, *Pleasantville*, *The Soloist*,

WRITING WORKSHOP: Students will engage in the writing process for the following assignment.

Included are mentor text titles.

Writing Workshop: ideas for Problem-solution Research Paper

Mentor Texts: (?)

selections from *America Now*

selections from *Everything’s an Argument*

“Disability and the Media: A Prescription for Change”

“The World Food Crisis: An Overview of the Causes and Consequences”

Newspaper articles/editorials related to argument and problem/solution

Reader’s Response to Literature: Use of Reader’s/Writer’s notebooks to respond to speeches, essays, and articles read as a class and through independent choice selection. Students respond to elements and ideas studied in this unit: rhetorical devices, persuasive techniques

Open-ended responses on quizzes/tests : Short answer and open-ended responses using textual support.

Accommodations/Modifications: Emphasis on content rather than grammar and mechanics; provide graphic organizers for assistance with outlining; allow extra time for rough drafts and final drafts; allow student to write

rough and final drafts during class time.

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Teaching the research paper/avoiding plagiarism/assessing credibility of sources: allocate, augment, banal, comprise, conversely, copious, credible, facsimile, integrity, obsolete, platitude, punitive, qualm, quandary, redundant, remiss, scrupulous, scrutiny/scrutinize, speculate, tangible, tentative, verbatim

Teaching the analysis/writing of Argument: ambivalent, arbitrary, assent, conclusive, deviate, digress, discrepancy, dissent, explicate, feasible, implausible, misconstrue, reiterate, renounce,

Teaching literature: "Success & The American Dream"/Historical Documents: adamant, alacrity, ardent, aspire, asset, assiduous, attainment, charisma, clandestine, conducive, craven, duress, fortitude, jeopardy/jeopardize, lucrative, pragmatic, prowess, redress, relentless, renegade, retribution, stultify, venture, vivacious

Complete list: adamant, alacrity, allocate, ambivalent, arbitrary, ardent, aspire, assent, asset, assiduous, attainment, augment, banal, charisma, clandestine, comprise, conclusive, conducive, conversely, copious, craven, credible, deviate, digress, discrepancy, dissent, duress, explicate, facsimile, feasible, fortitude, implausible, integrity, jeopardy/jeopardize, lucrative, misconstrue, obsolete, platitude, pragmatic, prowess, punitive, qualm, quandary, redress, redundant, reiterate, relentless, remiss, renegade, renounce, retribution, scrupulous, scrutiny/scrutinize, speculate, stultify, tangible, tentative, venture, verbatim, vivacious

INDEPENDENT READING – Options with curriculum connections

Seven Habits of Highly Effective Teens by Sean Covey

Possible Lit Circle Selections on Successful People:

- *Breaking Night: From Homeless to Harvard* (Liz Murray)
- *How to be Like Mike: Life's Lessons about Basketball's Best: Michael Jordan* (Pat Williams)
- *A Work in Progress* (Connor Franta)
- *The Running Dream* (Wendelin Van Draanen)
- *Spare Parts: Four Undocumented Teenager, One Ugly Robot and the Battle for the American Dream* (Joshua Davis)
- *We Beat the Street: How a Friendship Pact Led to Success* (Davis)

SOCRATIC SEMINAR – Possible Topics & Texts

For Problem-Solution Research Paper: (from Kelly Gallagher’s website which can be used to initiate “mini” seminars on world problems)

- “Bill Gates: The World is Better Than Ever” paired with “The World’s Biggest Problems”
- “How We Ruined the Oceans”
- “America’s Killing Contagions” (mass shootings in America)
- “Fixing America’s Broken Prisons”
- “85 Richest People Own as Much as Bottom Half of Population” paired with “No Harder to Climb Economic Ladder” (addresses poverty)

Sample Questions, Research Paper: What are the current social, political or environmental problems that have the greatest impact on our lives and why? How strongly are we influenced by the persuasive language of advertising and why?

The American Dream:

- “Let America Be America Again” Langston Hughes (poem Great Depression era)
- What does the American Dream Sound Like? (NPR)

Sample Questions: American Dream: Is the American Dream attainable by everyone? How does race/gender/economic inequality play a role in attaining the American Dream?

Success and Happiness:

- “What Drives Success?” Amy Chua and Jed Rubenfeld (NY Times)
- “Success Versus Happiness: Don’t Be Fooled into Thinking They’re the Same” Sarah Vermunt

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE: How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons** on character, theme, text structure, conflict development, word choice, tone.
- **Socratic Seminar:** utilize to introduce and/or expand discussion of the unit’s essential question(s) on identity; **scaffold by:** reviewing Seminar/class discussion ground rules and setting discussion goals based on them; reflecting on process (*whole group and individual*: “How did I do as a participant?” rather than “What did we talk about?”); modeling thinking through a text and asking questions; having students ask higher-level and follow-up questions that lead to a deeper analysis of texts (*whole-group, pair, or individual*); including student-led Seminars or micro Seminars

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; Whiparound; 3-2-1; and Jigsaw:

- **Text analysis, annotations, and citations** – Primary source analysis of text and text excerpts to engage deeply with text, making connections within and across texts and asking questions to challenge and expand text
- **Vocabulary in Context** – collaboration on and sharing of independent gathering of vocabulary words; small-group or pair activities with new vocabulary such as word maps or graphic organizers and/or games such as “Guess my Word” or Charades/”Head’s Up!”; identification of different contexts/situations in which a word would be used; use of words in classroom discussions and activities (with teacher modeling); work through the nuances in similar-meaning words through the creation of tone lists or other comparison/gradation charts
- **Writing Workshop Conferences:** teacher-student and peer-to-peer conferences for revisions and editing; teacher modeling of the kinds of questions they should be asking themselves as they write and revise; teacher modeling of reflection on progress and process; student-driven conferences
- **Reader’s/Writer’s Notebooks Responses:** record important developments in literature circles/adjust/expand responses to the essential questions
- **Book talks/ Literature Circles:** Use independent reading selections to practice the skill of analysis, evaluation, and synthesis
- **Micro-seminars:** Conducting mini-seminars where students discuss/analyze a text in small groups to practice the ground rules; set goals, and reflect; practice asking higher-level and follow-up questions that lead to a deeper analysis of texts; come to a conclusion/consensus

Individual Assignments:

- **Vocabulary Work in Context:** define unknown words in context and check definition against a dictionary/master list; create useful and working knowledge of new vocabulary words by identifying contexts in which the words would be used; utilize new vocabulary words in speech and writing; maintain a log of words found in context of reading and used in context of instructional lessons; contribute new words to a class word wall; utilize new words on the word wall with activities such as word family trees or solving analogy problems
- **Writing Workshop:** research paper/problem-solution writing process: idea-gathering on research questions, practice writing and revising working thesis statements, imitating/mimicking mentor texts, practice embedding and citing evidence, practicing writing conventions, including transitions, experimenting with different writing choices (such as organizational structures); drafting and revising; written reflection of process and progress
- **Reader’s/Writer’s Notebooks:** Use for annotation of text that requires summary, identification of main ideas, and analysis of author’s craft; recording of questions that promote in-depth analysis, responses to texts; Respond to the unit’s essential questions throughout the marking period to see how answers are developing and changing; record text-based evidence from independent reading books that support the idea of theme/answers one of the essential questions

- **Project Options:** Inquiry-based performance assessment that answers at least one of the unit’s essential questions on identity and uses textual evidence from the class reading and/or independent reading
- **Independent Reading:** Use reader’s notebook to respond to literature; offer a few titles that correspond with the American Dream vs. Reality and conduct literature circles with particular emphasis on applying analysis skills learned in class and developing complex answers to at least one of the essential questions; annotate text, including self-generated questions and connections to the idea of identity/essential question(s)
- **Seminar preparations:** Reflecting on process : “How did I do as a participant?” rather than “What did we talk about?”; annotating and thinking through a text and asking questions; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts

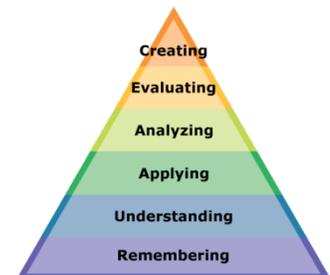
Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.
- Use of technology in student creation of projects, such as info-graphics, Prezi, MovieMaker, etc.
- Use of BYOD, class-sets of Ipads, or 1:1 technology for interactive activities, reading and annotating, etc.

Accommodations/Modifications: provide questions ahead of time for Socratic Seminars; provide guided Cornell notes; provide reference guides for information covered in the LMC; provide color-coded guides and guided notes for thesis creation/outline/source cards/in-line citations; provide new vocabulary words and terms prior to lessons; create a graphic organizer for outline; allow for extra time on outlines, rough drafts, and final drafts.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.**



Formative Assessments:

The following assessments will be used to gauge students’ understanding of key concepts, as well as students’ abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative

and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Provide questions ahead of time for Socratic Seminars; provide guided Cornell notes; provide reference guides for information covered in the LMC; provide color-coded guides and guided notes for thesis creation/outline/source cards/in-line citations; provide new vocabulary words and terms prior to lessons; create a graphic organizer for outline; allow for extra time on outlines, rough drafts and final drafts.

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: Understanding, Applying, Analyzing, Evaluating

- Vocabulary Cumulative Test

Accommodations/Modifications:

Allow for extra time on research paper; provide color-coded directions/checklist; make the due date known ahead of time; provide a clear and concise rubric.

Performance Assessments : UPDATE

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: Applying, Analyzing, Evaluating, Creating

- Documented Problem-solution Research Paper (due and graded in the 3rd marking period)
- **Performance Assessment** – *must answer one of the essential questions on identity and align with CCSS standards, as delineated on our department rubrics*

Suggestions for Performance Assessments which promote awareness and understanding of an essential question and a written response to the essential question (including textual evidence from selected readings and a brief overview of what was learned):

Sample Projects:

- Analyze the “rhetoric of success” used by effective leaders/speakers and synthesize into a detailed handbook, presentation, info-graphic, etc. (RI.9-10.8)
- Character Scrapbook/Journal
- What’s on (Character Name)’s IPOD/Playlist
- Character Facebook page
- Character Astrology Signs (Explain how character(s) fits a specific astrological sign(s))
- The Story Continues . . . (Ex. In *Of Mice and Men*, continue George’s story after he shoots Lennie. In *The Great Gatsby*, continue Nick’s, Tom and Daisy’s story after Gatsby’s funeral)
- Historical Newspaper with headlines/articles reflecting time period and events of novel
- Mural of significant scenes from novel (and explanation of why they are significant)
- Literary Scrapbook (for independent reading/short story Lit circles, etc.)

Accommodations/Modifications:

Focus on content and effort while downgrading importance of neatness and artistic ability; choose cooperative learning groups to ensure effective work and socialization; emphasize technology and manipulatives in alternative assessment formats.

Enrichment Opportunities for Gifted Students:

Supplemental texts; independent research

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: The American Experience English 2A/2CP UNIT 4: The Dream vs the Reality</p>	<p>Unit Summary: This unit builds on Unit 3’s focus on success and the American Dream by exploring whether or not the American Dream is a viable reality for Americans and immigrants. Through a close study of literature, students will analyze the dream as it has developed and evolved in American culture and literature against the reality Americans faced. Students will explore different perspectives of the American Dream and analyze how and why some people’s “American Dream” may be different than others; they will assess whether the “American Dream” is a fixed idea or one open to interpretation. Throughout this unit, students will explore the American Dream in its many iterations and will evaluate its (im)possibility for all Americans. Is the American Dream a reality?</p>
<p>Grade Level(s): 10th Grade: General Academic & Accelerated Levels</p>	
<p>Essential Question(s): <u>REDUCE TO 3-5 = Focused Inquiry</u></p> <ul style="list-style-type: none"> • How does one achieve the American Dream? • In what ways does the American Dream mean different things for different Americans? • How does one’s background, environment, and/or opportunities affect his/her ability to achieve the American Dream? • Why do some people achieve the Dream when others don’t? • How can a dream deferred affect a person? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • The American Dream is a long-standing and evolving idea in American history and culture. • The American Dream, historically, is achieved through the hard-work of an individual. • The American Dream is connected to the opportunities available to a person. • Perceptions of the American Dream can vary depending on one’s culture, upbringing, and environment. • The American Dream may not be achievable or realistic for all Americans. • Not all Americans have the same opportunities to achieve the American Dream. • In light of certain harsh realities, such as inequality, poverty, and war, the American Dream may not be achievable or reasonable. • Not achieving a dream can motivate or destroy a person.

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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><u>Reading Literature:</u></p> <ol style="list-style-type: none"> 1. Analyze the motivation and influences on individuals and relationships 2. Analyze the conflict as it intertwines with the development of characters, plot and theme 3. Cite textual evidence of the development of author’s message 4. Analyze thematic connections that cross cultures 5. Evaluate how symbolism and figurative language work to develop and/or reflect theme 6. Evaluate rhetoric used to portray perspective and cultural experiences 7. Evaluate word choice, imagery and figurative language used to portray characters, events and setting 8. Evaluate text structure and author’s use of time 	<p><u>Reading Literature:</u></p> <ol style="list-style-type: none"> 1. RL.10.3 2. RL.10.2 3-4. RL.10.1, 10.2 5.RL.10.2 6. RL.10.6 7. RL.10.4 8. RL.10.5
<p><u>Reading Informational Text:</u></p> <ol style="list-style-type: none"> 9. Cite textual evidence of an author’s purpose and central idea 10. Analyze the details and text structure in relation to development of main ideas 11. Evaluate the use of diction and figurative language to convey tone 	<p><u>Reading Informational:</u></p> <ol style="list-style-type: none"> 9.RI.10.1, 10.2 10. RI.10.5, 10.6 11. RI.10.4
<p><u>Writing:</u></p> <ol style="list-style-type: none"> 12. Synthesize and integrate information to achieve flow of ideas in a research based essay 13. Write, revise and edit a rough draft for content and organization, grammar and mechanics 14. Produce an organized final draft that achieves intended purpose 15. Write routinely over extended periods of time and shorter time frames for a range of tasks, purposes and audiences 16. Gather relevant information from a variety of sources 	<p><u>Writing:</u></p> <ol style="list-style-type: none"> 12.W.10.7, 10.8, 10.10 13-14. W.10.4, 10.5, 10.6 15-16. W.10.7, 10.9a, 10.10
<p><u>Speaking and Listening:</u></p> <ol style="list-style-type: none"> 17. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others ideas, and expressing their own clearly and persuasively. 18. 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 thoughtful, well-reasoned exchange of ideas 19. Work with peers to set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate 	<p><u>Speaking & Listening:</u></p> <ol style="list-style-type: none"> 17. SL.10.1 18. SL.10.1a 19. SL.10.1b

views), clear goals and deadlines, and individual roles as needed.	
20. 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 discussions.	20. SL.10.1c
21. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreements, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented	21. SL.10.1d
Language:	Language:
22. Continue use of parallel structure in writing and speaking	22-23. L.10.1, 10.2
23. Continue use various types of phrases and clauses to convey meaning and add variety	24. L.10.4a
24. Use context clues to determine meaning	25. L.10.4
25. Gather vocabulary knowledge independently	26. L.10.4b
26. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	27. L.10.4c
27. Determine or clarify (through general and specialized reference materials) the meanings of unknown words in a text.	28. L.10.5b
28. Analyze the nuances in the meaning of words with similar denotations.	29. L.10.5a
29. Interpret figures of speech in context and analyze their role in the text.	30-31. L.10.3a
30. Cite evidence as necessary according to MLA format.	
31. Write and edit work so that it conforms to the guidelines set in the MLA Handbook.	

Inter-Disciplinary Connections:

<p>History</p> <ul style="list-style-type: none"> • Historical Background for long fiction selections <p>Art</p> <ul style="list-style-type: none"> • Interpretation of the American Dream in paintings (ex. Grant Wood's <i>Spring in Townby</i>, Thomas Cole's <i>The Course of the Empire – Savage State, Pastoral State, Consummation of the Empire</i>)
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Students will engage with the following texts:

Elements of Literature (Holt), Fifth Course

Literature: The American Experience Prentice Hall

Suggested selections:

Long Fiction:

- *The Great Gatsby* (Fitzgerald)
- *A Raisin in the Sun* (Hansberry)
- *The Crucible* (Miller)
- *Death of a Salesman* (Miller)
- *Of Mice and Men* (Steinbeck)
- *The Joy Luck Club* (Tan)
- *The Glass Menagerie* (Williams)
- *Streetcar Named Desire* (Williams)
- *Fences* (Wilson)
- *The Piano Lesson* (Wilson)

See independent reading titles for additional options

Long Nonfiction:

- *Into the Wild* (Krakauer)

Short Fiction:

- "Sonny's Blues" by James Baldwin

Short Nonfiction:

- Transcendentalist authors Thoreau and Emerson (360-398)
- *Immigrant Voices, Volume 2* by Gordon Hutner (excerpts)

Poetry:

- "A Dream Deferred" Langston Hughes
- Social Commentary poems (1348-1353)
- "Success is Counted Sweetest" Emily Dickinson
- "Ex-Basketball Player" John Updike (about fleeting fame)

Supplemental Texts:

from *This I Believe II*:

"Do What You Love" Tony Hawk

"A Duty to Family, Heritage and Country" Ying Ying Yu

"The Right to Fail" William Zinsser

Visual Texts:

"What Happened to the American Dream" (ABC News) www.youtube.com/watch?v=jAjKEijzEGg

"Is the American Dream Still Alive?" <https://www.youtube.com/watch?v=XxS31Sa8y-Q>

"Famous Failures" www.youtube.com/watch?v=Y6hz_s2XIAU

TED Talk by Richard St. John "8 Secrets of Success"

Film excerpts: *The Pursuit of Happiness*, *Kingfisher*, *Pleasantville*, *The Social Network*, *An American Tail*, *Gangs of New York*, *Precious*, *The Soloist*,

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

Writing Workshop: continuation of work for Historical Narrative started in unit 4

Mentor Texts –

"Lurking in the Shadows" Write Source (Red book 129+)

Reader's Response to Literature: Use of Reader's /Writer's notebooks to respond to literature read as a class and through independent choice selection; students respond in notebooks to elements studied in this unit: character, conflict, theme, symbolism and figurative language, point-of-view, tone

Open-ended responses on quizzes/tests : Short answer and open-ended responses using textual support.

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

For Teaching Historical Narrative Writing: applicable, attribute, comprehensive, constitute, engross, nondescript, paradox, rampant,

For Teaching Literature/American Dream vs. Reality: acquiesce, adversary, amend, animosity, antipathy, antithesis, apathy, artifice, averse, belligerent, bellicose, chagrin, clemency, complacent, contentious, defamation, demise, disparage, disreputable, dissonant, impetus, indulgent, inequity, panacea, pretext, quest, receptive, recession, reprehensible, repress, rescind, subjective, succumb, suffice, supercilious, suppress, tacit, turbulent, vehement, venal, zeal/zealous

Uncategorized: august, empathy, implacable, pacify, placate, premeditated, proponent, quell, spontaneous, stately, unfeigned

Complete list: acquiesce, adversary, amend, animosity, antipathy, antithesis, apathy, applicable, artifice, attribute, august, averse, belligerent, bellicose, chagrin, clemency, complacent, comprehensive, constitute, contentious, defamation, demise, disparage, disreputable, dissonant, empathy, engross, impetus, implacable, indulgent, inequity, nondescript, pacify, panacea, paradox, placate, premeditated, pretext, proponent, quell, quest, rampant, receptive, recession, reprehensible, repress, rescind, spontaneous, stately, subjective, succumb, suffice, supercilious, suppress, tacit, turbulent, unfeigned, vehement, venal, zealous

INDEPENDENT READING – Options with curriculum connections

Long Fiction/Nonfiction:

Americanah (Adichie)

The Absolutely True Diary of a Part-Time Indian (Alexie) - **YA**

The House on Mango Street (Cisneros)

Between the World and Me (Coates) – **NF**

My Name is Not Easy (Edwardson) – **YA (historical fiction); immigrant experience**

Nikel and Dimed: On (Not) Getting By in America (Ehrenreich) - **NF**

The Good Braider (Farish) – a novel in verse – **YA**

The Red Umbrella (Gonzalez) – **YA (historical fiction)**

A Raisin in the Sun (Hansberry)

Crossing the Wire (Hobbs) – **YA, immigrant experience**

Farewell to Manzanar (Houston) – **YA, NF, immigrant experience**

Life After (Littman) - **YA, immigrant experience**

Behold the Dreamers (Mbue)

A Step from Heaven (Na) – **YA, immigrant experience**

The Women of Brewster Place (Naylor)

Fight Club (Palahniuk)

Illegal (Restrepo) – **YA, immigrant experience**

Of Mice and Men (Steinbeck)

The Help (Stockett)

The Joy Luck Club (Tan)

Digging to America (Tyler)

The Glass Castle (Walls) - **NF**

Revolutionary Road (Yates)

Good Enough (Yoo) – **YA, immigrant experience**

Short Fiction/Nonfiction Collections:

Excerpts from *Invisible Man* (Ellison)

Excerpts from *Between the World and Me* (Coates)

Immigrant Voices, Volume 2 (Hutner)

SOCRATIC SEMINAR – Possible Topics & Texts

American Dream vs. Reality

- “I Sing America” (Whitman) and “I, too Sing America” (Hughes)
- “The American Dream: A Biography” *Time*, 6/21/12

American Dream: Different Strokes for Different Folks

- Excerpts from *Immigrant Voices, Volume 2* by Gordon Hutner

Parent-Child Relationships (Poems can be used with *Death of a Salesman* or *A Raisin in the Sun*):

- “My Papa’s Waltz” Theodore Roethke
- “The Courage That My Mother Had” Edna St. Vincent Millay
- “The Funeral” Gordon Parks
- “Like Bookends” Eve Merriam

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE: How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons** on character, theme, text structure, conflict development, word choice, tone.
- **Socratic Seminar:** utilize to introduce and/or expand discussion of the unit’s essential question(s) on identity; **scaffold by:** reviewing Seminar/class discussion ground rules and setting discussion goals based on them; reflecting on process (*whole group and individual*: “How did I do as a participant?” rather than “What did we talk about?”); modeling thinking through a text and asking questions; having students ask higher-level and follow-up questions that lead to a deeper analysis of texts (*whole-group, pair, or individual*); including student-led Seminars or micro Seminars

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; Whiparound; 3-2-1; and Jigsaw:

- **Text analysis, annotations, and citations** – Primary source analysis of text and text excerpts to engage deeply with text, making connections within and across texts and asking questions to challenge and expand text

- **Vocabulary in Context** – collaboration on and sharing of independent gathering of vocabulary words; small-group or pair activities with new vocabulary such as word maps or graphic organizers and/or games such as “Guess my Word” or Charades/”Head’s Up!”; identification of different contexts/situations in which a word would be used; use of words in classroom discussions and activities (with teacher modeling); work through the nuances in similar-meaning words through the creation of tone lists or other comparison/gradation charts
- **Writing Workshop Conferences:** teacher-student and peer-to-peer conferences for revisions and editing; teacher modeling of the kinds of questions they should be asking themselves as they write and revise; teacher modeling of reflection on progress and process; student-driven conferences
- **Reader’s/Writer’s Notebooks Responses:** record important developments in literature circles/adjust/expand responses to the essential questions
- **Book talks/ Literature Circles:** Use independent reading selections to practice the skill of analysis, evaluation, and synthesis
- **Micro-seminars:** Conducting mini-seminars where students discuss/analyze a text in small groups to practice the ground rules; set goals, and reflect; practice asking higher-level and follow-up questions that lead to a deeper analysis of texts; come to a conclusion/consensus

Individual Assignments:

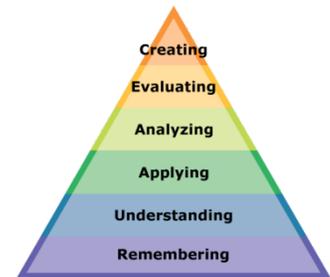
- **Vocabulary Work in Context:** define unknown words in context and check definition against a dictionary/master list; create useful and working knowledge of new vocabulary words by identifying contexts in which the words would be used; utilize new vocabulary words in speech and writing; maintain a log of words found in context of reading and used in context of instructional lessons; contribute new words to a class word wall; utilize new words on the word wall with activities such as word family trees or solving analogy problems
- **Writing Workshop:** historical narrative writing process: idea-gathering on historical time periods/perspectives, imitating/mimicking mentor texts and time-period language, practicing writing conventions, experimenting with different writing choices (such as dialogue, pacing, word choice, tone, introductions/expositions); drafting and revising; written reflection of process and progress
- **Reader’s/Writer’s Notebooks:** Use for annotation of text that requires summary, identification of main ideas, and analysis of author’s craft; recording of questions that promote in-depth analysis, responses to texts; Respond to the unit’s essential questions throughout the marking period to see how answers are developing and changing; record text-based evidence from independent reading books that support the idea of theme/answers one of the essential questions
- **Project Options:** Inquiry-based performance assessment that answers at least one of the unit’s essential questions on identity and uses textual evidence from the class reading and/or independent reading (2 test grades)
- **Independent Reading:** Use reader’s notebook to respond to literature; offer a few titles that correspond with the American Dream vs. Reality and conduct literature circles with particular emphasis on applying analysis skills learned in class and developing complex answers to at least one of the essential questions; annotate text, including self-generated questions and connections to the idea of identity/essential question(s)

- **Seminar preparations:** Reflecting on process : “How did I do as a participant?” rather than “What did we talk about?”; annotating and thinking through a text and asking questions; practicing the development of higher-level and follow-up questions that would lead to a deeper analysis of texts

Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.
- Use of technology in student creation of projects, such as info-graphics, Prezi, MovieMaker, etc.
- Use of BYOD, class-sets of Ipads, or 1:1 technology for interactive activities, reading and annotating, etc.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students’ understanding of key concepts, as well as students’ abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom’s Levels: *Remembering, Understanding, Applying*

- **Vocabulary homework:** Unit activities such as word-maps and/or other vocabulary exercises
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Quizzes:** Reading check quizzes; quizzes that require identification and application of grammatical conventions; open-ended responses that require use of textual evidence; vocabulary
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.

- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Word banks; extended time; preferential seating; bold instructions; provide clear and concise instructions; oral administration if necessary; orally explain instructions; make assessments visually appealing and easy to follow; after school support; chunk sections; reduce quantity; incorporate alternative assessments especially those using technology and manipulatives

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Vocabulary Cumulative Mastery Test
- Final Performance Assessment synthesizing information and texts throughout the year (2 test grades)

Accommodations/Modifications:

Word banks; extended time; preferential seating; bold instructions; provide clear and concise instructions; oral administration if necessary; orally explain instructions; make assessments visually appealing and easy to follow; after school support; chunk sections; reduce quantity; enlarge font; incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments : UPDATE

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- Historical Narrative Essay

- **Performance Assessment** – *must answer one of the essential questions on identity and align with CCSS standards, as delineated on our department rubrics* - 2 test grades, must mainly address two higher-level standards

Suggestions for Performance Assessments which promote awareness and understanding of an essential question and a written response to the essential question (including textual evidence from selected readings, possibly across all marking periods)

- Multigenre project that assesses the reality/probability/possibility of the American Dream for people of different cultures/environments (RL.9-10.6 & RI.9-10.7)
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- Film/video
- Development of a webpage or podcast
- Teaching a lesson
- Mock Trial
- Advertising Campaign

Accommodations/Modifications:

Focus on content and effort while downgrading importance of neatness and artistic ability; choose cooperative learning groups to ensure effective work and socialization; emphasize technology and manipulatives in alternative assessment formats.

Enrichment Opportunities for Gifted Students:

Supplemental texts; independent research