

# Unit 1: The Archetypal Hero's Journey

Content Area: **Language Arts**  
Course(s): **ENGLISH IV**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Writing Standards

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LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Production and Distribution of Writing

## Language and Speaking Standards

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or

	parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Literary criticism is a tool for interpreting literature through various lenses.

### **Concepts**

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### **Essential Questions**

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- What must an individual do to be considered a hero? Are heroes born or are they made as a result of experiences?
- How is the hero's journey a reflection of universal human experience?
- What must an individual do to be considered a hero? Are heroes born or are they made as a result of experiences?

## **Understandings**

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Students will understand..

1. Authors use literary techniques and elements to heighten interest, appeal to an audience, and effectively communicate their message.
2. Authors use conventions of written language to communicate clearly and effectively.
3. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.
4. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.
5. Anyone can be a hero. The qualities of being a hero vary from person to person, event to event, and culture to culture.
6. Literature serves as a mirror by which an individual can examine and reflect upon his/her current culture and values of the time period in which they are produced.
7. Literature reflects culture and values of the time period in which they are produced.
8. The tensions among characters, communities, theme and issues in literature and other texts reflect human experience.
9. What an author writes is influenced by the author's background and the societal context in which he/she lives.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know...

1. The hero's journey is a specific type of quest archetype in that reflects universal theme of rebirth and related motifs.
2. Characteristics of an epic.
3. How to go back into the story to answer questions sufficiently with textual evidence and details.
4. How to analyze plot structure.
5. How to apply the key concepts and vocabulary associated with the chosen critical lens in generating an analysis of the text.

### **Skills**

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Students will be able to..

1. Interpret the the hero's journey in a variety of fiction.
2. Independently use their learning to comprehend, write, and evaluate complex narrative texts across a

range of types and disciplines.

3. Evaluate literature through a specific lens and write analytically about it.
4. Read independently over a period of time.
5. Reflect on their reading through discussion and writing.
6. Identify the elements of fiction most prominently at work within a story.
7. Relate personal experiences to the actions and motivations of the characters within the novels.
8. Write a detailed analytical essay with textual support.
9. Question literature through discussion.
10. Understand the meaning of literary terms and be able to identify them throughout the novel.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Anticipation Guide
- Carousel activities
- Choice boards
- Classwork
- Close Reading Graphic Organizer
- Completing and revising a rough draft
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Jot-Pair-Share
- Journal Prompts
- Literature Circles
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- Writing exercises

### **School Summative Assessment Plan**

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1. Medieval narrative

2. Unit Test
3. College Essay

## **Primary Resources**

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-*Beowulf*

-2007 Movie--*Beowulf*

-"Sir Gawain and the Green Knight" by the Pearl Poet

-"The 12 Labors of Heracles"

-*The Illiad*

## **Supplementary Resources**

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-Hero's journey arc chart

-YouTube videos

-Ted Talks

-Movie versions of *Beowulf*

-"Sir Gawain and the Green Knight" YouTube summary <https://www.youtube.com/watch?v=C0OLla4jYSE>

-"The Real Dracula"

-Current event articles for modern day heroes

-Common App Essay Prompts: <https://www.commonapp.org/whats-appening/application-updates/2018-2019-common-application-essay-prompts>.

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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- Google Classroom/Edmodo- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptops- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional support videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the gifted students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest, and other courses. Teachers may provide additional titles to further challenge advanced readers.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels

when data indicates a need.

- IXL levels can be modified to address areas of opportunity in student learning.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples, and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.
- Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -** Background information about medieval life and culture.

**WORLD LANGUAGES -** Expose students to olde English version of Beowulf.

**VISUAL/PERFORMING ARTS -** Watch multiple adaptations of an epic.

**APPLIED TECHNOLOGY -**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -** Understand origin stories from various parts of the world.

### **Learning Plan / Pacing Guide**

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Week

Content

Week 1

- Review course outline and expectations.
- Set up Google Classroom and folders on student laptops.

- Review grading scales.
- Collect summer reading.
- Learning Survey
- "Letter to my senior year self" writing assignment.
- Introduction to the hero's journey using various video clips and accompanying graphic organizers
- Review terms "epic hero" and "epic poem"

- Anglo-Saxon background notes

Week 2

-Review characters using a character cheat sheet.

- Begin reading sections "Grendel" and "Beowulf"
- Google Form Comprehension Activity
- Grendel Characterization writing assignment.
- Continue reading *Beowulf*, mixing independent and class reading.
- Show corresponding movie clips from the 2007 version.
- Continue answering questions for each section.

Week 3

- Beowulf movie compare/contrast assignment.
- Introduction to literary criticism and critical lenses.
- Direct instruction/notes on archetypal criticism.
- Various comprehension quizzes/activities.

-Continue/finish reading *Beowulf*.

Week 4

-Beowulf end of unit tests/quizzes.

-Beowulf Project

-Background to Greek mythology in preparation for "The 12 Labors of Heracles"

Week 5

-CommonLits "Welcome to the Underworld" and "Theseus and the Minotaur"

-Begin reading "The 12 Labors of Heracles"

-Comprehension assignment

-Continue reading "The 12 Labors of Heracles"

Week 6

-Continue comprehension activities

-Begin creative writing assignment: Create your Own Labor writing assignment.

-"The Flight of Icarus" Reading assessment

-Review the villain archetype via google slides

Week 7-8

-"The Real Dracula" Short story and comprehension assignment

-Actively Learn Article: "Wicked Witches and Evil Queens: Why Children's Books Need More Villains"

-Modern Villains Google Slides research project

Week 9

-Archetypal Hero vs. Villain writing assignment

# Unit 2: Understanding Culture through Literature

Content Area: **Language Arts**  
Course(s): **ENGLISH IV**  
Time Period: **Marking Period 2**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### Writing Standards

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LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.1.E Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

## Language and Speaking Standards

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or

TECH.9.4.12.TL.1

practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

## **Transfer Goals**

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## **Transfer Goals**

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Literary criticism is a tool for interpreting literature through various lenses.

## **Concepts**

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## **Essential Questions**

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- How does culture shape the way we see the world, others and ourselves?
- What are the factors that create an imbalance of power within a culture? Between people?
- How do a person's actions affect his or her own destiny and the destinies of others?
- How does a flawed character (or person) seek redemption?
- In what ways do "single stories" impact our own identities, how we view others, and the choices we make?
- How do ignorance and fear lead to intolerance?

## **Understandings**

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Students will understand...

1. The exploration of a story deepens understanding of one's identity, others and the world.
2. People understand text and story differently depending on their worldviews and perspectives.
3. Language shapes ideas and influences others.
4. Having multiple narratives in conversation with one another allows students to have the opportunity to better understand social justice issues such as race, class, and gender and how these may impact social inequality.
5. Texts are socially, culturally, geographically, and historically constructed.
6. Stories can deepen understanding of complex and abstract ideas.

7. Pre-conceived notions of story do not encompass all stories being told.
8. Multicultural texts exist within our repertoire of literary knowledge.
9. That it is a natural and common human behavior to group the people and things we encounter in the world into categories, but that sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know..

1. How to ask questions before, during and after reading to boost their understanding of a text.
2. How to identify the author’s purpose in writing the novel.
3. That characters' words and actions deepen the reader's understanding of the character and plot.
4. That good readers refer back to the text often.
5. How to identify theme.
6. How to identify types of irony.
7. How to list direct and indirect characterization techniques.
8. How to identify between dynamic and static characters.
9. How to identify elements of plot within the novel.
10. How to maintain a double-entry notebook.
11. How to utilize active reading strategies.
12. How to define autobiography.
13. How to apply the key concepts and vocabulary associated with the chosen critical lens in generating an analysis of the text.

### **Skills**

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Students will be able to..

1. Read independently over a period of time.
2. Reflect on their reading through discussion and writing.
3. Identify the elements of fiction most prominently at work within a story.
4. Relate personal experiences to the actions and motivations of the characters within the novels.
5. Write a detailed analytical essay with textual support.
6. Question literature through discussion.
7. Understand the meaning of literary terms and be able to identify them throughout the novel.
8. Create multi-media presentations.
9. Recognize that it is a natural and common human behavior to group the people and things we

encounter in the world into categories, but that sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others.

10. Identify the elements of a fairy tale

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Pre-assessments
- Alphabet Soup
- Anticipation Guide
- Carousel activities
- Character Identity Chart
- Choice boards
- Classwork
- Close Reading Graphic Organizer
- Completing and revising a rough draft
- Dialogue Narrative Perspective Writing
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Jot-Pair-Share
- Journal Prompts
- Literature Circles
- Plot Diagrams
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- Writing exercises

### **School Summative Assessment Plan**

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1. *The Kite Runner* essay
2. Culture project/presentation

### 3. Quizzes

#### **Primary Resources**

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1. *The Kite Runner* by Khaled Hosseini
2. *The Kite Runner* movie version

#### **Supplementary Resources**

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1. "The Danger of a Single Story" by Chimamanda Adichie.
2. "Once Upon a Time" by Nadine Gordimer
3. *Children of the Taliban* documentary
4. *The Kite Runner* graphic novel

#### **Technology Integration and Differentiated Instruction**

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##### **Technology Integration**

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- Google Classroom/Edmodo- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptops- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the gifted students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

IXL levels can be modified to address areas of opportunity in student learning.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples, and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.

Access to online and audio text will be made available whenever possible to accommodate struggling readers.

All other IEP modifications will be honored (i.e. hard copies of notes, directions restated, etc.)

## Interdisciplinary Connections

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### MATH -

### SCIENCE -

**SOCIAL STUDIES** - Analyze the Soviet Union's impact on Afghanistan. Exposure to the apartheid in South African and the effects it had on racial inequality. Students will analyze the ethnic and cultural backgrounds of people in Afghanistan.

**WORLD LANGUAGES** - Analyze how dialects play a role in forming culture.

**VISUAL/PERFORMING ARTS** - Analyze how a film adaptation changes the viewers interpretation of plot.

### APPLIED TECHNOLOGY -

### BUSINESS EDUCATION -

**GLOBAL AWARENESS** - Students will be exposed to various multicultural texts that depict lifestyles and cultures across the world.

## Learning Plan / Pacing Guide

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### UNIT 2: CULTURAL CRITICISM

\*\*Access to the documents found within this document are on the shared drive labeled CP English IV.\*

- Introduce goal of unit: Analyze the role ignorance, fear & intolerance has played in the literature we have read this marking period.
  - Prereading: Looks up and discuss important unit vocabulary (ignorance, assumption, prejudice, discrimination, stereotype, intolerance)
  - Answer and discuss pre reading questions
- Week 1
- Watch, read and analyze “Danger of a Single Story” via CommonLit [Link to TedTalk](#)
  - Answer and discuss post-reading questions
  - SOAPStone and/or viewing guide for “Danger of a Single Story”
  - Watch YouTube video, “Breaking Stereotypes” by Nas Daily [Link to Video](#)
- Week 2
- Introduce “Once Upon a Time” by Nadine Gordimer. Discuss the meaning behind the title. Review types of irony (dramatic, situation and verbal).
  - Watch short video to introduce the apartheid (fill out Seed Discussion Organizer)

[Link to Video](#)

- Prediction: How do you think “Once Upon a Time” will connect with “Danger of a Single Story?”
- Read “Once Upon a Time” via CommonLit
- “Once Upon a Time” Analysis and Discussion
- Show video, [Project Humanities: Fear and Prejudice](#)

Week 3

- Ignorance and Intolerance writing assignment Comparing “The Danger of a Single Story” and “Once Upon a Time” (2 paragraphs)
- Introduction to Afghanistan and the Middle East in preparation for reading The Kite Runner.
- Watch first 15 minutes of “Afghanistan: The Great Game” and complete 2 sentence summaries
- Anticipation guide
- Google Classroom Questions: Do Americans have a single story of Afghanistan? Explain.

Week 4

- “8 Ethnic Groups of Afghanistan” reading and chart.
- Blank Map of the Middle East activity.
- “Taliban Rules” assignment
- Review prohibitions of Islam.
- Watch Children of the Taliban documentary and complete viewing questions.
- Review Character Cheat Sheet
- Begin reading The Kite Runner by Khaled Hosseini
- Introduce “Stop, Notice & Note” Annotations
- Read Chapters 1-3

Week 5

- Literature splash of annotations
- Guided reading questions/tracing theme activity.
- Various reading assessments and writing activities.
- Show scenes from the movie.

Week 6

- Write 2 TEAM paragraphs analyzing relationships between Baba, Amir and

Hassan

- Class notes on the Bloodless Coup
- Read Chapters 4-8
- Optional Assignment: Collaborative PTSD assignment (Chapters 7-9)
- Optional Assignment: Conflict Journal Response
- Guided reading questions/tracing theme activity.
- Various reading assessments and writing activities.
- Show scenes from the movie.
- Amir's Inner Turmoil Project and Analysis (For chapter 7)
- 2 Cents/Seminar Discussions

Week 7

- Read Chapters 9-10
- Guided reading questions/tracing theme activity.
- Various reading assessments and writing activities.
- Show scenes from movie
- Jigsaw chapters 11-15
- Guided reading questions/tracing theme activity
- 4-3-2-1 Journals

Week 8 (after  
Christmas Break)

- Sentence Summaries
- Adapting to America
- Various reading assessments and writing activities.
- Show scenes from movies.
- Read Chapters 16-18
- Life under Taliban Rule activity.

Week 9

- Optional Assignment: Quote Hunt (Ch 16-17) for Hassan
- Optional Assignment: Letter from Amir writing assignment
- Summarize 19-21

- Optional Assignment: 4-3-2-1 Journal
- Read Chapters 20-23.
- Characterization Charting for Amir (ch 22).
- Show scenes from movie
- Finish novel
- Finish movie scenes
- End of novel assessment
- Introduce Intolerance Essay requirements
- Pre-writing/brainstorming

Week 10

# Unit 3: Memoirs

Content Area: **Language Arts**  
Course(s): **ENGLISH IV**  
Time Period: **Marking Period 3**  
Length: **9 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

### Writing Standards

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LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new

element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- LA.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- LA.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- LA.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- LA.W.11-12.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.W.11-12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

## **Language and Speaking Standards**

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- LA.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.11-12.2.B Spell correctly.
- LA.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- LA.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- LA.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- LA.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- LA.SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and

audience.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

## Transfer Goals

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### Transfer Goals

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Literary criticism is a tool for interpreting literature through various lenses.

## Concepts

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### Essential Questions

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#### Essential Questions for *The Glass Castle*:

1. How do parenting styles serve as a complex issue among people in our society?
2. How does Walls use symbolism and imagery to establish a clear tone for each memory?
3. How and why do social classes of our society clash in such intense ways?
4. What are the characteristics of a memoir and how do they differ from other styles of reading?
5. How might we deal with traumatic situations in a positive way to keep relationships with those a part of it?

6. How does Walls choose to structure the memories she did and how do they connect?

### **Essential Questions for the research paper:**

1. What makes a source credible?
2. How do I effectively gather research?
3. How do I avoid plagiarism within my writing?
4. How do I utilize the writing process to draft a multi-paragraph paper?

### **Understandings**

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Students will understand that...

1. The events and circumstances of an author's life are often reflected in the literary works he or she creates.
2. The context for a literary work includes information about the author, the historical events that pertain to the author, and paradigm(s) prevalent at the time of writing.
3. Interpretation of the work should be primarily concerned with how the author's life experiences shape the text in intended and unintended ways.
4. Societal expectations impact a character's decisions to be a part of or remove themselves from society.

### **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know...

1. How to go back into the story to answer questions sufficiently with textual evidence and details.
2. How to conduct research using valid and reliable resources.
3. How to utilize the writing process.
4. How to analyze theme, plot, setting and characterization.
5. How to analyze text through a biographical lens and write analytically about it.
6. How to apply the key concepts and vocabulary associated with the chosen critical lens in generating an analysis of the text.
7. How to analyze key sources to deepen their understanding and answer their inquiry questions.
8. How to synthesize their information to determine what they have learned and what more they need to know about their area of investigation. They gather and analyze more information to complete their inquiry.

## **Skills**

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Students will be able to:

1. Conduct meaningful, relevant research on biographical and/or historical contexts using academic databases and other scholarly resources.
2. Explain how biographical and/or historical information contributes to the meaning of the text.
3. Connect elements of plot, character, setting, motif, and theme to the author's life and/or historical context(s).
4. Explain the ways in which the text illuminates the ideas and attitudes of its era.
5. Research the author's life.
6. Research the author's historical and literary period, including their intellectual paradigm.
7. Search for meaningful connections between the text and the author's life, doing additional research as needed.
8. Interpret the meaning of the work by analyzing: characters and setting on the basis of their similarity to people and places in the author's life, tone with reference to an author's social, political, and/or religious beliefs, and symbols in the context of contemporary meanings or allusions.
9. Define and use new vocabulary words
10. Identify elements of figurative language.
11. Identify theme.
12. Maintain a double-entry journal.
13. Summarize.
14. Utilize the writing process effectively.
15. Connect prior knowledge with text to enhance understanding.
16. Ask and answer questions before, during, and after reading.
17. Use connections to enhance understanding of text.
18. Demonstrate comprehension orally and in writing.
19. Discuss the role of the protagonist(s) and antagonist(s).
20. Use text evidence to support inferential thinking.
21. Take notes, make lists, and/or diagram to generate ideas about a subject or topic.
22. Participate in group discussions: acknowledge other points of view, initiate questions, share insights and opinions, and elaborate upon ideas

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Alphabet Soup
- Anticipation Guide
- Carousel activities
- Character Identity Chart

- Choice boards
- Classwork
- Close Reading Graphic Organizer
- Completing and revising a rough draft
- Dialogue Narrative Perspective Writing
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Jot-Pair-Share
- Journal Prompts
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- Writing exercises

## **School Summative Assessment Plan**

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1. Memoir
2. Research Paper

## **Primary Resources**

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-*The Glass Castle* by Jeanette Walls

## **Supplementary Resources**

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-*The Glass Castle* Movie

-Homelessness 50 minute

Documentary: <https://www.google.com/url?sa=D&q=https://youtu.be/t9dmp3H8Bj8&ust=1628097240000000&usg=AOvVaw0DVzu589dQy1SZpWqNDsPx&hl=en>

-Homeless 10 minute documentary: [https://www.youtube.com/watch?v=D\\_xQFvTeSwQ](https://www.youtube.com/watch?v=D_xQFvTeSwQ)

-Audiobook: <https://www.youtube.com/watch?v=IRYJFAkjJrs>

or [https://www.youtube.com/watch?v=\\_UWdyhXJMzI&list=PLGqp7eMG7UmW3qmWN0VJqog20JzHCVKL7](https://www.youtube.com/watch?v=_UWdyhXJMzI&list=PLGqp7eMG7UmW3qmWN0VJqog20JzHCVKL7)

-Jeanette Walls talks about The Glass Castle: <https://www.youtube.com/watch?v=8iPaktkrPdw&t=329s>

-Jeanette Walls PEOPLE story: <https://www.youtube.com/watch?v=MUAjql7Ryfs&t=2s>

-Oprah Interview: [https://www.youtube.com/watch?v=naAy\\_juIOQk&t=128s](https://www.youtube.com/watch?v=naAy_juIOQk&t=128s)

-Parent interview: <https://www.youtube.com/watch?v=1jsslMd6lqk>

-Excerpts from Richard Wright's *Black Boy*

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptops- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the gifted students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide

additional titles to further challenge advanced readers.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- IXL levels can be modified to address areas of opportunity in student learning.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.
- Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH -**

**SCIENCE -** Student selected research topics may fall under this category.

**SOCIAL STUDIES** - Student selected research topics may fall under this category.

**WORLD LANGUAGES** - Student selected research topics may fall under this category.

**VISUAL/PERFORMING ARTS** -

**APPLIED TECHNOLOGY** - Students will draft their dream homes using an architectural designing website.

**BUSINESS EDUCATION** -

**GLOBAL AWARENESS** - Students will understand how homelessness is a current worldwide issue impacting millions of people. Student selected research topics may fall under this category.

## Learning Plan / Pacing Guide

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UNIT 3:  
BIOGRAP  
HICAL  
CRITICIS  
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Unit will take 9-10 weeks.

-Pre-Reading activities (anticipation guide, vocabulary)  
-Complete the “Text Graffiti Pre-Reading Activity” (Chapter 1 Quote Preview)  
-Homelessness Documentary (Optional)  
<https://www.google.com/url?sa=D&q=https://youtu.be/t9dmp3H8Bj8&ust=162809724000000&usg=AOvVaw0DVzu589dQy1SZpWqNDsPx&hl=en>

Week 1 -Read pages 3-38 and complete various comprehension activities (journal prompts, guided reading questions)  
-Symbolism Analysis Journal “Cactus in Desert” & “The Prospector” and/or “Life is an Adventure” Activity for pages 17-25  
-Symbolism Analysis Journal “Mountain Goat” & “Joshua Tree” and/or “Joshua’s Tree Symbolism Activity” for pages 26-38  
-Read pages 39-109  
-Blind Quote Analysis (page 67-80)  
-Parent Analysis Project  
-Symbolism Analysis Journal- Assign symbol “Stars” and/or “Christmas Gift” for pages 39-50  
-Symbolism Analysis Journal- Assign symbol “fire” for pages 51-66  
-Symbolism Analysis Journal- Assign symbol “Margarine” for pages 67-80  
-Harambe Non-fiction article pairing [Link](#) and assignment (see below).

Week 2  
Why or why not?  
1. Do you agree with the protocol that zoos take if a child falls into an animal’s exhibit?  
2. What consequences could there have been if the scene from The Glass Castle took place in today’s age rather than the 1970’s?  
3. Read the New York Times article “Gorilla Killed After Child Enters Enclosure at Cincinnati Zoo” and reflect on pages 102-109 in The Glass Castle when Rex takes his family to the zoo to teach Jeannette about the animals, Rex puts Jeannette in the cheetah’s exhibit and the cheetah licks Jeannette’s hand. The crowd is angered and worried by this.  
4. After reading the article, respond in one page to the following prompt: How does the story in the article compare to the Walls’ experience at the zoo? How is it different? Do you agree with Rex’s actions at the zoo? Why or why not?

- Read pages 110-174
- Quiz #2 over sections 7-9
- Symbolism Analysis Journal- Assign symbol “Walls’ Vehicles”
- Week 3 -Update Parent Analysis Project
- Quiz #3 Sections 10-13
- Welch Learning Stations
- Symbolism Analysis Journal- Assign symbol “Welch House” & “Trash in Glass Castle”
- Activity: Counseling Session with RoseMary
- Read pages 175-230
- Activity: Erma Walls Obituary
- Activity: Maslow’s Hierarchy of Needs
- Quiz #4 over sections 14-17
- Week 4 -Symbolism Analysis Journal- Assign symbol “Braces” and/or News Report on Domestic Violence
- Symbolism Analysis Journal- Assign symbol “Miss Bivens” and/or update Parent Analysis Project
- Symbolism Analysis Journal- Assign symbol “Oz the Piggy Bank” and/or Irony Learning Stations
- Read pages 231-288
- Symbolism Analysis Journal- Assign symbol “Jeanette’s Geode” and/or Goodbye Letter from Jeanette
- Quiz #5 on sections 18-20
- Week 5 -Build your Own Glass Castle assignment
- Finish Parent Analysis Project
- Symbolism Analysis Journal- Assign symbol “The Glass Castle” and/or prep for Rex Walls Funeral Assignment
- Quiz #6
- Symbolism Analysis Journal- Assign symbol “Turbulence and Order” and/or have funeral for Rex Walls
- Complete end of unit projects
- Week 6 -Read/connect to Richard Wright’s Black Boy
- Write your own memoir assignment
- Culminating Test (choice)
- Introduce the research paper topics.
- Week 7 -Mini-lessons on how to find credible sources (conducting research), how to introduce textual evidence, citations, works cited page etc.
- Students will pick research paper topics to be approved.
- Begin conducting research for background, causes, effects and solutions.
- Week 8 -Continue research process with writing conferences and drafting.
- Continue mini-lessons on editing/revising, drafting,
- Continue research process with writing conferences and drafting.
- Week 9 -Submit rough drafts of the research paper.
- Editing/revising.
- Submit final drafts.



# Unit 4: Teen Voices

Content Area: **Language Arts**  
Course(s): **ENGLISH IV**  
Time Period: **Marking Period 4**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Writing Standards

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LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Production and Distribution of Writing

## Language and Speaking Standards

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or

	parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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- Students will develop the habit of reading for enjoyment.
- Students will be able to read and understand how modern-day authors reflect man's cultural and philosophical approaches to life and how these ideals influence the human experience.

### **Concepts**

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### **Essential Questions**

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1. How do readers prepare for reading?
2. How do socioeconomic differences create conflict?
3. How does an author's personal experience influence their writing?
4. What are the benefits of reading?
5. What habits and strategies do good readers use?
6. How can an individual take steps to break through ethnic and cultural barriers?
7. In the face of adversity, what causes some individuals to prevail while others fail?
8. How do our personal experiences shape our view of others?
9. What does it mean to be tolerant?

### **Understandings**

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Students will understand..

1. There is no such thing as fiction; all authors use personal experiences to help give writing life.
2. People read for a variety of reasons including desire to about new ideas, improve themselves, entertain themselves and as a form of relaxation.
3. Gain an understanding of racial tensions existing in America today and develop comments on overcoming these tensions.
4. Events in history have a direct impact on the beliefs and actions of future generations.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know...

1. How to ask questions before, during and after reading to boost their understanding of a text.
2. How to identify the author's purpose in writing the novel.
3. That characters' words and actions deepen the reader's understanding of the character and plot.
4. That good readers refer back to the text often.
5. How to identify theme.
6. How to list direct and indirect characterization techniques.
7. How to identify between dynamic and static characters.
8. How to identify elements of plot within the novel.
9. How to maintain a double-entry notebook.
10. How to maintain a private journal.
11. How to compare and contrast a movie and novel.
12. How to utilize active reading strategies.
13. How to engage in a literature circle effectively.
14. How to define autobiography.

### **Skills**

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Students will be able to..

1. Read independently over a period of time.
2. Reflect on their reading through discussion and writing.
3. Identify the elements of fiction most prominently at work within a story.
4. Relate personal experiences to the actions and motivations of the characters within the novels.
5. Write a detailed analytical essay with textual support.
6. Question literature through discussion.
7. Understand the meaning of literary terms and be able to identify them throughout the novel.
8. Select appropriate texts for independent reading and monitor for understanding and enjoyment.

9. Engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Classwork
  - Completing and revising a rough draft
  - Discussion and review questions
  - Graphic Organizers
  - Guided Comprehension Questions
  - Intro and Exit Tickets
  - Quizzes
  - Writing exercises
  - Guided Movie Questions
  - Journal Prompts
  - Carousel
  - RAFT
  - Picture Walk
  - Alphabet Soup
  - Journal Entries
  - Cultural Survey Pre-Assessment
  - Literature Circles
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- Anticipation Guide
  - Carousel activities
  - Choice boards
  - Classwork
  - Close Reading Graphic Organizer
  - Completing and revising a rough draft
  - Discussion and review questions
  - Graphic Organizers
  - Guided Comprehension Questions
  - Intro and Exit Tickets
  - Jot-Pair-Share
  - Journal Prompts
  - Literature Circles
  - Plot Diagrams

- Preassessments
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- Writing exercises

## **School Summative Assessment Plan**

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- Narrative Essay
- Compare and contrast the novel with the movie version.
- Personal Journals

## **Primary Resources**

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1. *Freedom Writers Diary* by Erin Gruwell
2. *Freedom Writers* movie version

## **Supplementary Resources**

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- Readworks.org
- Shmoop.com
- Audiobook
- NearPod
- CommonLit.org
- Quizlet
- Storyboard That
- YouTube
- Holocaust Museum Website
- <http://www.freedomwritersfoundation.org/index.php/diary>
- <https://www.youtube.com/watch?v=uG5bH1tpaAQ>
- <https://www.commonlit.org/en/texts/hello-my-name-is->
- Poverty/Street Gangs/Inner City America (“The Freedom Writers Diary”)
- Excerpts from "The Diary of a Young Girl" by Anne Frank

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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- Google Classroom/Edmodo- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptops- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional support videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the gifted students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest, and other courses. Teachers may provide additional titles to further challenge advanced readers.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are

within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- IXL levels can be modified to address areas of opportunity in student learning.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples, and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.
- Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **MATH -**

### **SCIENCE -**

**SOCIAL STUDIES** -Review and research events in history that caused racial tensions in America. Evaluate the Holocaust and its impact on the world with a focus on prejudices, propaganda, and survivors. Investigate the causes and effects of Proposition 187 and the Rodney King riots in LA during the 1990's.

**WORLD LANGUAGES** -Analyze dialects of characters within the novel and how it impacts and shapes their identity.

**VISUAL/PERFORMING ARTS** -Compare and contrast the movie version of *The Freedom Writers Diary* to the text, analyzing how the director's changes to plot impacts the viewer.

### **APPLIED TECHNOLOGY -**

### **BUSINESS EDUCATION -**

**GLOBAL AWARENESS** - -Analyze how background and culture shapes one's view of the world as well as their identity. -Analyze examples of racial tension throughout the world and their impact on society. -Analyze school systems in other parts of the world and compare it to the school system in the United States.

## Learning Plan / Pacing Guide

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### Week 1

- Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on concept taught previously.
- Discuss themes prevalent in *The Freedom Writers Diary*: Trust, tolerance, family relationships, anti-violence, striving for success, diversity, racial tension, education.
- Anticipation Guide about culture with frayer model.
- Show *The Freedom Writers* movie trailer.
- Background information/Historical context regarding LA riots after Rodney King trial, Proposition 187 etc.
- Background information about Erin Gruwell.

### Weeks 2-3

- Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on concept taught previously.
- Independently read *Freedom Writers Diary* and complete related comprehension activities - Fwd and Freshman Year.
- Comprehension Activities
- Continue journaling in individual journals and watching scenes from the movie.
- Daily exit ticket options: Summarizing concepts taught, making connections to today, making predictions.

### Week 4-5

- Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on concept taught previously.
- Independently read *Freedom Writers Diary* and complete related comprehension activities - Sophomore Year
- Read CommonLit.org article "Hello, my name is..." which is a non-fiction piece about a young man emigrating to America at a young age. Students will make comparisons between the literature and the article, as well as answer comprehension questions.
- Daily exit ticket options: Summarizing concepts taught, making connections to today, making predictions.

### Week 6-7

- Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on concept taught previously.
- Independently read *Freedom Writers Diary* and complete related comprehension activities - Junior Year
- Excerpts from *The Diary of a Young Girl* by Anne Frank and *Zlata's Diary* in connection with *The Freedom Writer's Diary*
- Comprehension Activities

-Daily exit ticket options: Summarizing concepts taught, making connections to today, making predictions.

### **Weeks 8-9**

-Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on concept taught previously.

-Independently read Freedom Writers Diary and complete related comprehension activities

-Poetry/Song lyrics annotation Assignment: Listen to the song "Changes" and "Ghetto Gospel" by Tupac, analyzing for theme/tone/mood/audience/poetic devices.

-Students will pick their own lyrics and fill out the organized as well as annotate the lyrics.

-Comparing Literature Test: Read "The Rose That Grew From Concrete" poem by Tupac, and "At The Top of Her Class and Homeless" article from NewsEla.

### **Weeks 10-11**

-Continue reading the novel and watching scenes from the movie.

-*Dear Martin* Chapter 1 Comprehension Activity with 4/3/2/1 Journal

-Mini-Unit on teen issues. Students will conduct research and compile the research in the graphic organizers.

-Read/watch various pieces within different genres (music, poems, TedTalks, articles, non-fiction novel, fiction novel, spoken word, slam poem, documentary) that explore the topic of teen issues.

1. Article "'Teens Are Using TikTok to Talk About Difficult Issues'"

2. Article "'New Studies Suggests Link Between Teen Suicide and Social Media Use'".

### **Week 12**

-Finish novel

-Review for finals