



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

10th Grade Pre-Law and Justice Curriculum

Content Area: English II Pre-Law and Justice Academy H

Grade Span: 10th

Revised by: Cathline Tanis

Presented by: Robert Coleman

Approval date: 2020

Members of the Board of Education

Shelia Hobson, President
Nitang Patel, Vice President

Tom Connors

Ralph Johnsonn

Shantell Cherry

Jeffrey Fields, Sr.

Kimberly Lane

Brenda Smith

Calvin Laughlin

Piscataway Township Schools

1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description

Honors English II for the Law and Justice Academy is a five-credit course that is aligned with all Common Core reading; writing; speaking and listening; and language standards. An integration of the standards will be presented through the lens of the law with a focus on persistent, reasoned questioning; critical thinking; and analytical writing with an emphasis on law and justice. This course enables students to promote and develop a conviction for social justice.

Goals

- Establish link between literature and social justice.
- Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s).
- Compare and contrast life experiences of various authors.
- Understand the author’s development of character identity within literature and how it reflects personal and societal identity in the real world.
- Draw conclusions from the depiction and exposition of the lives of the characters and people within the literary works.
- Establish connections between realistic fiction and policies that shape societies.

Scope and Sequence

Unit	Topic	Length
Unit 1	Voices Unheard: Close reading; literary analysis; Laws and Policy Creation (short stories)	About 6-8 weeks
Unit 2	Chosen Exile: Lost Identity and Culture	About 6-8 weeks
Unit 3	Land of Opportunity: Justice and Injustice	About 6-8 weeks
Unit 4	Tides of Change: Voices of the Movement	About 6-8 weeks

Resources

Core Text:

Sonny’s Blues by James Baldwin
The Hanging Stranger by Phillip Dick
Mr. Pirzada Came to Dine by Thumpa Lahiri
Desiree’s Baby by Kate Chopin
Excerpts from The Color of Law by Richard Rothstein
The Lesson by Toni Cade Bambara
Excerpts from The Other Slavery by Andres Resendez
Passing by Nella Larson
Just Mercy by Bryan Stevenson
Raisin in the Sun by Lorraine Hansberry

Suggested Resources:

<https://www.nytimes.com/video/who-me-biased>

- Commonlit.org
- Vocabulary.com
- Schoology

UNIT 1: Voices Unheard

Summary and Rationale

This unit is designed to set the tone for the school year as students explore several literary genre’s that allow them to explore the depths of society and analyze the voices of the unheard that are marginalized to the outskirts of society. They will engage with short stories by minority and LGBTQ authors to unpack the complexities of the society they belong too. Students will discuss and analyze narrative pieces for the elements of a story each author uses to create their work. Students will use short writing tasks to speculate and engage within classroom discussions. Student’s literary analysis skills will develop through their own writing and peer to peer engagement.

Recommended Pacing

6-8 weeks (duration of the marking period)

State Standards

Standard:

RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Instructional Focus

Unit Enduring Understandings

- Our society is shaped by collective identities
- Voices of the marginalized can no longer be ignored
- Culture and community cultivate our ideals

Unit Essential Questions

- How does the reader determine the underlying meaning of a text?
- Whose voices are missing within a text?
- How do laws and policies marginalize certain groups of people?
- What constitutes an effective writer?
- How does active listening improve understanding?

Objectives

Students will know:

- The important elements to creating a short story including setting, characters, conflict, plot (exposition, rising action, climax, falling action, resolution), and theme.
- Potential societal conflicts that exist and persist.
- The essentials of creating an effective thesis statement.
- The use of evidence to support a central idea or a thesis.

Students will be able to:

- Identify and discuss the elements of a short story, as well as literary devices utilized in them.
- Apply knowledge of elements of a short story to create an original narrative.
- Define society and social barriers (e.g. race, gender) that exist in literature and the real world.
- Apply understanding, knowledge, and skills of narrative writing.
- Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s)

Resources

Core Text:

Sonny's Blues by James Baldwin

The Hanging Stranger by Phillip Dick

Mr. Pirzada Came to Dine by Thumpa Lahiri

Clean, Cleaner, Cleanest by Sherman Alexie https://www.newyorker.com/magazine/2017/06/05/clean-cleaner-cleanest?utm_source=onsite-share&utm_medium=email&utm_campaign=onsite-share&utm_brand=the-new-yorker

Like Water for Chocolate by Laura Esquivel

Suggested Resources:

Video: <https://www.nytimes.com/interactive/projects/storywall/hyphen-nation?module=inline>

Video: <https://www.nytimes.com/video/who-me-biased>

Video: Ted Talk “ The Danger of a Single Story”

Identity Chart: <https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

Excerpts “The Other Slavery” by Andres Resendez

Film “ Rabbit Proof Fence”

UNIT 2: Chosen Exile

Summary and Rationale

Through a close reading of “Passing” by Nella Larson and other relevant text students will examine the historical struggle of identity, colorism, isolation, and racial injustice. Through the use of Socratic seminars, multimedia activities, and oral presentations students will develop critical thinking skills to create original analytical pieces of writing. Students will learn how to analyze different perspectives of complex characters that represent society as a whole.

Recommended Pacing

6-8 weeks (duration of the marking period)

State Standards

Standard:

RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Instructional Focus

Unit Enduring Understandings

- Historical and cultural context of an author’s work influences the author’s viewpoint and theme.
- Laws were created to develop a just society but had an adverse effect of creating isolation
- Authors tell the story of the oppressor through the paradigm of the oppressed
- Colonization of lands has created identity struggles among marginalized groups

Unit Essential Questions

- How does the reader determine the underlying meaning of a text?
- How does colorism affect self-identity?
- How did red lining create systematic racism?
- How do laws and policies marginalize certain groups of people?
- What constitutes an effective writer?
- How does active listening improve understanding?

Objectives

Students will know:

- The important elements to creating a story including setting, characters, conflict, plot (exposition, rising action, climax, falling action, resolution), and theme.
- Potential societal conflicts that exist and persist.
- The essentials of creating an effective thesis statement.
- The use of evidence to support a central idea or a thesis.

Students will be able to:

- Define colorism and its effects on society.
- Define society and social barriers (e.g. race, gender) that exist in literature and the real world.
- Apply understanding, knowledge, and skills of literary analysis.
- Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s)

Resources

Core Text:

Passing by Nella Larsen

Desiree's Baby by Kate Chopin

Suggested Resources:

Excerpts from The Color of Law by Richard Rothstein

Video: "She is too dark" - Colorism in India

<https://www.youtube.com/watch?v=4XkQGceh5X8>

Article: "Why we are Wired to Connect"

<https://www.scientificamerican.com/article/why-we-are-wired-to-connect/>

Video: "The Chosen Exile"

<https://www.youtube.com/watch?v=CIulfoJPnq0>

Video: "How Social Media Shapes our Identity"

<https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity>

Article: Nella Larsen

<https://www.nytimes.com/interactive/2018/obituaries/overlooked-nella-larsen.html>

Short Story: "My Dear You" by Rachel Khong

<https://tinhouse.com/my-dear-you/>

UNIT 3: Land of Opportunity

Summary and Rationale	
<p>This unit will focus on historical, demographical, cultural, and geographical context of a novel that explores the injustices with the American justice system. “The Sun Does Shine” is a memoir that exposes the atrocities people face within the justice system. Students will focus on analyzing the how rhetoric of marginalized groups affects how society and the justice system prejudices people based on biases. Students will discuss through open forums and writings how their paradigms are shifted by educated and uneducated rhetoric. Using multimedia and various texts to align with the novel “Just Mercy” students will create podcasts and an analytical writing assessment to explore the complexities of race, sexism, cultural and social identities. Students will also choose an independent text for analysis.</p>	
Recommended Pacing	
About 6-8 weeks	
State Standards	
Standard:	
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Literature in all its forms serves to inform, entertain, teach and challenge a reader. ● Memoirs are tools for authors to communicate about a specific experience in their lives ● Creating a clear and coherent piece of writing is an attained skill ● Laws and Justice are written but justice is only determined by man and judged by society 	

- Human perception is based on culture and environment

Unit Essential Questions

- What is Mass Incarceration?
- How is justice attained within a biased system?
- What is systemic racism? And, how does it affect the justice system?
- How does homogeneity allow for people to remain in their groups?
- What is identity politics?

Objectives

Students will know:

- that justice can sometimes be beyond the scope of law
- Social rhetoric cultivates ideals
- Writing as a process
- Writing as a product

Students will be able to:

- Analyze the ideals of the justice system
- Develop analytical writing pieces
- Create objective podcasts that discuss different perspectives of various texts
- Evaluate the historical and cultural biases that the justice system was built on
- Evaluate the laws that were created to control gender biases

Resources

Core Text:

“The Sun Does Shine” by Anthony Ray Hinton

Suggested Resources:

“Just Mercy” by Bryan Stevenson

Excerpts from *“The New Jim Crow”* by Michelle Alexander

The Lesson by Toni Cade Bambara

Excerpts from *“White Fragility”* by Robin D’ Angelo

Netflix: *“Crip Camp”*

Let’s Get To The Bottom of Racial Injustice

<https://www.youtube.com/watch?v=-aCn72iXO9s>

James Baldwin *“I am Not Your Negro”* (Netflix, PBS, Hulu)

Murder to Mercy (Cyntoya Brown Story): Netflix

Excerpts from *The Testaments* by Margaret Atwood

“The Other America” by MLK <https://www.youtube.com/watch?v=dOWDtDUKz-U>

UNIT 4: Tides of Change: Voices of the Movements

Summary and Rationale

In this unit students will study the ideals of civil disobedience and its alignment with changing laws and policies. The focus of ethics, and moral conflicts will help students developed arguments through critical analysis and thinking skills. Students will engage with text and various multimedia texts to research different perspectives that have caused society to evolve through the constant practice of civil disobedience. Students will examine the different acts of civil disobedience through texts, music, art, and film and uncover the voices that changed laws.

Recommended Pacing

About 6-8 weeks

State Standards

Standard:

RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.9-10.6	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

Instructional Focus

Unit Enduring Understandings

- Literature in all its forms serves to inform, entertain, teach, and challenge a reader.
- Universal truths are revealed through the narrative.
- Voices of various movements have enacted change within society
- Music and poetry help create soundtracks for civil disobedience
- Identifying policies that make people invisible

Unit Essential Questions

- How do social problems impact all members of targeted groups?
- What is civil disobedience?
- How does music and poetry give voice to the voiceless who are marginalized?
- What constitutes good writing?

Objectives

Students will know:

- Read closely and annotate various texts
- How to build a cohesive piece of writing using strategies
- How privilege and poverty need each other to coexist

Students will be able to:

- Analyze how society evolves with the acts of civil disobedience
- Recognize literary techniques and elements
- Develop various perspectives based on numerous texts
- Create Socratic seminars by gathering detailed evidence from sources

Resources

Core Text:

The Poet X by Elizabeth Acevedo

The Hate You Give by Angie Thomas

Suggested Resources:

James Baldwin “Pin Drop Speech”

<https://www.youtube.com/watch?v=NUbh9GqFU3A>

“Formation” (Visual Analysis)

https://www.youtube.com/watch?v=WDZJPJV_bQ

Warsin Shire “Home”

<https://www.youtube.com/watch?v=nI9D92Xiygo>

NPR Podcast Codeswitch

<https://www.npr.org/sections/codeswitch/>

The Urgency of Intersectionality by Dr. Kimberle Crenshaw

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

Landay (Secret Poetry of Afghan Women)

<https://static.poetryfoundation.org/o/media/landays.html>

Sam Cooke “Change Is Gonna Come”

<https://www.youtube.com/watch?v=wEBlaMOMKV4&list=PLEnchy01WTPzU-Igq9JmbL09CWxcDjt0X&index=11>

Bob Marley “Get Up Stand Up”

<https://www.youtube.com/watch?v=JLYOOeZs3DA&list=PLEnchy01WTPzU-Igq9JmbL09CWxcDjt0X&index=19>

“The Healing Power of Hip Hop”

<https://theconversation.com/the-healing-power-of-hip-hop-81556>

“The Healing Power of Hip Hop”

<https://theconversation.com/the-healing-power-of-hip-hop-81556>

Excerpts from “Jay-Z” by Michael Eric Dyson

Excerpts from “The American Dream” by Jim Cullen
Excerpts from “The Beautiful Struggle” by Ta-Nehisi Coates