



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

English 2 Academic

Content Area: English

Grade Span: 10th Grade Academic

Revised by: Michele Lisa

Presented by: Janine Albanese

Approval Date: August 2022

Members of the Board of Education

Tom Connors, President
Shantell Cherry, Vice President
Kimberly Lane
Ralph Johnson
Calvin Laughlin
Nancy Corradino
Zoe Scotto
Brenda Smith
Sarah Rashid

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

This course is designed and devoted to an in-depth study of the American experience as captured in the seminal works of masters of American literature. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. The analysis, interpretation and appreciation of the many aspects of American literature is emphasized throughout the course

Goals

The broad goals of this course are:

1. Students will read fluently with understanding and appreciation.
2. Students will write effectively for a variety of purposes and audiences.
3. Students will speak purposefully and articulately.
4. Students will listen and view attentively and critically.
5. Students will understand, appreciate, interpret, and critically analyze classical and contemporary American literature as well as works of nonfiction and informational texts.

Scope and Sequence

Unit	Topic	Length
Unit 1	<i>Dear Martin</i>	4-6 weeks
Unit 2	Identity	1-2 Weeks
Unit 3	<i>The Crucible</i>	4-6 weeks
Unit 4	<i>Maus</i> Books 1 & II	2-4 weeks
Unit 5	<i>A Raisin in the Sun</i> and Persuasive Speech	4-6 weeks
Unit 6	<i>I Am Not Your Perfect Mexican Daughter</i>	4-6 weeks
Unit 7	<i>One Of Us Is Lying</i>	4-6 weeks
Unit 8	<i>Of Mice and Men</i>	4-6 weeks
Unit 9	Acceptance: Memoir Excerpts	1-2 Weeks

Works can be studied in any order and may vary based on student need and teacher recommendation.

Resources

Core Text: *Dear Martin, The Crucible, A Raisin in the Sun, I Am Not Your Perfect Mexican Daughter, One of Us Is Lying, Maus, Of Mice and Men*, various long and short pieces of text

Additional sources may be used based on classroom needs and department approval.

UNIT 1: *Dear Martin*

Summary and Rationale	
Students will explore complex social justice issues through the reading of <i>Dear Martin</i> and other relevant texts.	
Recommended Pacing	
4-6 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
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.9-10.3.	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.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
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.9-10.2.	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.
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.
Standard Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none">• Combating social injustices is the responsibility of all individuals.• Reading expands our knowledge and understanding of people, the world, and oneself.• Writing is a process.	
Unit Essential Questions	
<ul style="list-style-type: none">• How does the reader determine the meaning of text?• What responsibility does an individual have in combating injustice?	

- What is the writing process?

Objectives

Students will know:

- how to extract meaningful and appropriate quotations from text to support argument
- how to gather information from multiple sources and synthesize it into a clear and coherent argument
- how to close read a piece of text for comprehension

Students will be able to:

- identify supporting quotations and incorporate them properly into their writing
- identify literary terms in poetry
- read multiple pieces of text and understand plot, conflict, claims, and stereotypes.

Resources

Core Text: *Dear Martin* by Nic Stone

Suggested Resources: (Materials can be found on Schoology)

- Anticipation Guide
- Writing Prompt
- English 2 Academic Writing Rubric
- Socratic Seminar Questions
- Socratic Seminar Rubric

Poetry:

- Walt Whitman “I Hear America Singing”
- Langston Hughes “I, Too”
- Langston Hughes “Mother to Son”

Short Stories:

- “The Rockpile” by James Baldwin,
- “Rights to the Street of Memphis” by Richard Wright
- Literature Circle Jobs
- Literature Circle Rubric

Essay: “Black Men and Public Spaces” by Brent Staples with activity

PowerPoint: Facing History: Preparing for a Class Discussion on Policing and Racial Injustice

View:

- 2014 Rise Up Project: “Brown vs Board of Education” by Brandon Video:
<https://www.youtube.com/watch?v=b9tayBad9qA>
- View ABC News Clip on Superpredator Myth:
<https://www.nbcnews.com/news/us-news/analysis-how-media-created-superpredator-myth-harmed-generation-b-lack-youth-n1248101>

Additional Novels: *The Hate You Give* by Angie Thomas, *The Catcher in the Rye* by J.D. Salinger, *Monster* by Walter Dean Myers

UNIT 2: Identity

Summary and Rationale

Students will gain exposure to issues of class, gender, and race to develop their understanding and knowledge of diversity through the reading of relevant pieces of text.

Recommended Pacing	
2-4 Weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
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.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
Standard Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.
Standard Language	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Our identities are often adversely impacted by traumatic events • People have both social-identities and self-identities. • Stereotypes are ideas about how people will act, based on the group to which they belong. • A reader can gain a better understanding of a text as a whole by considering multiple diverse perspectives, including marginalized groups 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is identity? • What happens when self-identity and social identity are in conflict? • How does our environment impact our identities? 	
Objectives	

Students will know:

- that good readers make personal connections with texts
- gender related stereotypes and discrimination.
- identity and expression can be influenced by society

Students will be able to:

- analyze how people’s identities are described
- annotate texts to support comprehension
- identify supporting quotations to participate in class discussions

Resources

Core Texts: (Materials can be found on Schoology)

Poetry: “Hir” by Alysia Harris and Alysha El Shamayleh

Short Story & Film:

- “No Bikini: A Short Story” by Ivan E. Coyote
- <https://www.youtube.com/watch?v=SZkjXscnwFU>

Excerpts from

- *The Namesake* by Jhumpa Lahiri (2 Excerpts)
- *Born Confused* Ch. 1-2 by Tanuja Desai Hidier

Articles/Essays:

- “The Biggest Play of His Life” by Rick Reilly
- “Transcultural Identities” by Jhumpa Lahiri
<https://www.facinghistory.org/civic-dilemmas/transcultural-identities>

Suggested Resources: (Materials can be found on Schoology)

- Definitions related to gender
- “Hir” by Alysia Harris and Aysha El Shamayleh Performed: <https://www.youtube.com/watch?v=IRLSgPQG0c4>
- Found Poem
- Discussion Questions and activities for core text listed above
- “My Name,” a chapter from Sandra Cisneros’s book *The House on Mango Street*:
<https://www.facinghistory.org/resource-library/identity-and-community/how-others-define-your-identity>
- Interview with Niin <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/words-matter>
- “Orientation Day” by Jennifer Wang
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/names-and-identity>
- **Podcast:** Leveling Difference: The Antiracist Struggle for LGBTQ+ Justice with Ibram X. Kendi
<https://www.pushkin.fm/podcasts/be-antiracist-with-ibram-x-kendi/leveling-difference-the-antiracist-struggle-for-lgbtq-justice>

Additional Novels: *Feed* by M. T. Anderson

UNIT 3: *The Crucible***Summary and Rationale**

Through a close reading of *The Crucible* and other relevant texts, students will examine and study the historical and contemporary context. Students will respond to the issues of truth, justice, and personal motivation presented by the play through written, oral, multimedia activities.

Recommended Pacing	
4-6 Weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
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.9-10.5.	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
Standard Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Fear, anger, panic, and lies can all create mass hysteria. • Individuals have a responsibility to their society • Humans are interconnected despite their differences. • Human nature can be influenced by both external and internal factors. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What responsibility does an individual have to their community? • What is the writing process? • What factors drive a character’s motivations? • What do a character’s thoughts and actions reveal 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • that writers convey characters’ attitudes and beliefs through character development • writing as a process • how to extract meaningful and appropriate quotations from text to support argument <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify irony, indirect and direct characterization • engage with the text to support comprehension and knowledge of characters • identify supporting quotations and incorporate them properly into their writing 	
Resources	

Core Text: *The Crucible* (side by side abridged version available if needed)

Suggested Resources: (Materials can be found on Schoology)

- Anticipation Guide
- Character Map
- Characterization: Indirect/Direct material includes practice, project and writing prompt
- Irony material includes practice and writing prompt
- Jigsaw Activity for historical context: The Puritans, The Red Scare and McCarthy Trials, and Arthur Miller
- Test/Quiz for Acts 1 & 4
- Socratic Seminar

Poetry:

- “To My Dear and Loving Husband” by Ann Bradstreet
- “Upon the Burning of Our House” by Ann Bradstreet
- “Half-Hanged Mary” by Margaret Atwood

Parable: “The Minister’s Black Veil” by Nathaniel Hawthorne (adapted version available if needed).

Short Story: “Young Goodman Brown” by Nathaniel Hawthorne

Excerpts from *I, Tituba* by Maryse Condé:

- Chapters 8-9 p. 55-64 with activity
- Part 2, Chapter 1 p.89-92 with activity

View:

- Lavender Scare: How the Federal Government Purged Gay Employees
<https://www.cbsnews.com/news/the-lavender-scare-how-the-federal-government-purged-gay-employees/>
- TedEd Lesson on Irony: <https://ed.ted.com/on/JIWKcsNp>, <https://ed.ted.com/on/kzYmx5CM>,
<https://ed.ted.com/on/fouj6xgR>
- Film: *The Crucible*

Additional Novels: *The Scarlet Letter* by Nathaniel Hawthorne, & *I, Tituba Black Witch of Salem* by Maryse Condé

Unit 4: *Maus* Books I & II

Summary and Rationale	
Through the use of the graphic novel <i>Maus</i> , students will learn about a specific experience in history through a second generation survivor. Students will have exposure to the graphic novel genre, which utilizes visual techniques and images to convey the author’s deeper meaning of the text	
Recommended Pacing	
2-4 Weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.5.	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

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.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
W.9-10.9.	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Standard Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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 The atrocities of genocide are not only conveyed in text but are also revealed through the voices of witnesses and primary accounts. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What is antisemitism and stereotypes, and what have been its effects on Jewish people? What are the effects of war and genocide on an individual? What lessons about life can a reader learn from literature? How does active listening improve understanding? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> the definition of antisemitism and provide examples of historical antisemitism the definition and identify examples of stereotypes, including antisemitic stereotypes the historical, economic, social, and historical context of the Holocaust and its effects on the human condition the elements and requirements of an original written response <p>Students will be able to:</p> <ul style="list-style-type: none"> discuss an understanding of history of the Holocaust through Vladek’s experiences. recognize terminology related to the Holocaust and Jewish faith used in the text close read source(s) by summarizing, drawing parallels, and discussing compare and contrast (draw parallels of) life experiences of various authors 	

- utilize textual evidence to support arguments, respond to questions and understand authors' points of view
- apply understanding, knowledge and skills of essay writing

Resources

Core Text: *Maus* Books I & II

Suggested Resources: (Materials can be found on Schoology)

- Adapted Antisemitism Lesson from *Echos and Reflections*: <https://echoesandreflections.org/unit-2-antisemitism/>
- *Museum of Tolerance: A Simon Wiesenthal Center Museum* Holocaust Timeline posted in the classroom: <https://www.museumoftolerance.com/education/teacher-resources/holocaust-resources/timeline-of-the-holocaust.html>
- Art Spiegelman Video: <https://www.youtube.com/watch?v=BLVG3GNvHkU>.
- *Fortunoff Video Archive for Holocaust Testimonies*: Celia Kassow and Sam Kassow.
- Socratic Seminar Questions
- Socratic Seminar Rubric

UNIT 5: Persuasive Speech & *A Raisin in the Sun*

Summary and Rationale

A Raisin in the Sun will provide a mirror and/or window into the intersections of race and the social, political, and economic climate of the U.S. during the mid-twentieth century and how is it relevant today? Students will emerge from this unit with a clear grasp on the literary devices employed to convey deep messages about race, gender, class and the American Dream.

Recommended Pacing

4-6 weeks

State Standards

Standard Reading

CPI #	Cumulative Progress Indicator (CPI)
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.9-10.3.	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.

Standard Writing

CPI #	Cumulative Progress Indicator (CPI)
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 the task, purpose, and audience.
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Standard Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.
Standard Language	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Combating social injustices is the responsibility of all individuals. • Reading expands our knowledge and understanding of people, the world, and oneself. • Writing is a process. • Rhetoric is an important component of persuasion. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does the author challenge the expectations of race and gender within the play? • How do individuals determine or understand their place in society? • How does the reader determine the meaning of text? • What responsibility does an individual have in combating injustice? • What is the writing process? • What is the best way to persuade? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • how to extract meaningful and appropriate quotations from text to support argument • how to gather information from multiple sources and synthesize it into a clear and coherent argument • how to close read a piece of text for comprehension <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify persuasive strategies and techniques • engage in a literary analysis of <i>A Raisin in the Sun</i> by analyzing characterization, plot, setting, figurative language, theme, and context. 	
Resources	
<p>Core Text: <i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p>Suggested Resources: (Materials can be found on Schoology)</p> <ul style="list-style-type: none"> • Tools of Persuasion worksheet 	

- Prezi: Rhetorical Device and worksheet
- Persuasive Movie Speech Project
- Persuasive Speeches to annotate in class: *Julius Caesar*; *Braveheart*, *Milk*, *Independence Day*, *Remember the Titans*, *Hidden Figures* and show clips of movie speeches
- Anticipation Guide
- Background Scavenger Hunt
- Reading Log
- Ethos, Logos, & Pathos Activities for Act I, Scene ii, Act II, Scene iii, and Act III

Poetry:

- “Harlem” by Langston Hughes
- “Let America Be America Again” by Langston Hughes

NY Times Articles :

- “Discrimination in Housing Against Nonwhites Persists Quietly, US Study Finds” by Shaila Dewan and discussion questions
- “What Is Redlining” by Candance Jackson

Excerpt from *I Know Why the Caged Bird Sings* by Maya Angelou Chapter 19 “Champion of the World”

Additional Novels: *The Great Gatsby*

UNIT 6: *I Am Not Your Perfect Mexican Daughter*

Summary and Rationale	
As a coming-of age novel <i>I Am Not Your Perfect Mexican Daughter</i> will provide a mirror and/or window to relevant topics of the first-generation immigration experience, poverty, youth mental health, grief, and cultural expectations.	
Recommended Pacing	
4-6 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
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.9-10.3.	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).
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)

W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard Language	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Standard Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
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.
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Literature can help people understand themselves and the world around them. Literature in all its forms serves to inform, entertain, teach and challenge a reader. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What lessons about life can a reader learn from literature? How do individuals determine or understand their place in society? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> how to close read a piece of text for comprehension how to gather information from multiple source that good readers make personal connections with texts <p>Students will be able to:</p> <ul style="list-style-type: none"> engage with the text to support comprehension, knowledge of characters, and plot identify literary terms in poetry research a topic relevant to the text for presentation 	
Resources	
<p>Core Text: <i>I Am Not Your Perfect Mexican Daughter</i> by Erika Sánchez</p> <p>Suggested Resources: (Materials can be found on Schoology)</p> <ul style="list-style-type: none"> Background Information: Erika Sánchez Handout and “You’re Entitled to Your Emotions” Handout Anticipation Guide Reading Log Assignment Character Description Assignment Close Reading of Passage Assignment Research Assignment: Youth Mental Health, Immigration/Immigrant Experience, Poverty, Mexican Culture Just Because Poem Format 	

Poetry:

Elizabeth Acevedo’s “Afro-Latina”

Walt Whitman’s

- Short Excerpt “Song of Myself”
- “A Patient, Noiseless Spider”
- “O Captain, My Captain”

Langston Hughes’

- “The Negro Speaks of Rivers”
- “Dream Variations”
- “Refugee in America”

Podcast:

Antiracism & Immigration: People First with Ibram X. Kendi

<https://www.pushkin.fm/podcasts/be-antiracist-with-ibram-x-kendi/antiracism-immigration-people-first>**Film:** *15: A Quinceañera Story***Additional Novels:** *The Catcher in the Rye* by J.D. Salinger, *Like Water for Chocolate* by Laura Esquivel

UNIT 7: *One of Us Is Lying*

Summary and Rationale

Through reading a modern text, *One of Us Is Lying* by Karen McManus, students will explore the use of social media, stereotyping, and characterization. Students should gain an understanding of digital responsibility.

Recommended Pacing

4-6 Weeks

State Standards

Standard Reading

CPI #	Cumulative Progress Indicator (CPI)
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).

Standard Writing

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Standard Speaking and Listening

CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

Instructional Focus

Unit Enduring Understandings

- Literature can help people understand themselves and the world around them.
- Stereotypes are ideas about how people will act, based on the group to which they belong.
- Literature in all its forms serves to inform, entertain, teach and challenge a reader

Unit Essential Questions

- What do a character’s thoughts and actions reveal
- How does the reader determine the meaning of text?
- What lessons about life can a reader learn from literature?

Objectives

Students will know:

- how to close read a piece of text for comprehension
- that writers convey characters’ attitudes and beliefs through character development

Students will be able to:

- identify literary terms in poetry
- read multiple pieces of text and understand plot, characterization, and stereotypes.

Resources

Core Text: *One of Us Is Lying* by Karen McManus

Suggested Resources: (Materials can be found on Schoology)

- Anticipation Guide
- Characterization Handout
- Bio-Poem Format
- Socratic Seminar

NYT Article: “Does Social Media Make Teens Unhappy? It May Depend on Their Age.” by Virginia Hughes

Excerpt from *Dandelion Wine* by Ray Bradbury “The Whole Town’s Sleeping” with questions in text.

Series: *One of Us Is Lying* (based on the novel)

Unit 8: *Of Mice and Men*

Summary and Rationale

Students will explore the concept of ‘otherness’ and neurodiversity through reading the novella *Of Mice and Men*.

Recommended Pacing

3-5 Weeks

State Standards

Standard Reading

CPI #	Cumulative Progress Indicator (CPI)
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.9-10.3.	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.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
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.9-10.2.	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.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Standard Language	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Being an ‘other’ means that a person is on the fringes of society, who are often powerless and voiceless. • Literature in all its forms serves to inform, entertain, teach and challenge a reader 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is ‘otherness’ and what are the effects of it? • What lessons about life can a reader learn from literature? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • how to extract meaningful and appropriate quotations from text to support argument • how to close read a piece of text for comprehension <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify supporting quotations and incorporate them properly into their writing • engage with the text to support comprehension, knowledge of characters, and plot 	
Resources	

Core Text: *Of Mice and Men* by John Steinbeck

Suggested Resources: (Materials can be found on Schoology)

- Anticipation Guide
- Background: The Great Depression
- Excerpts from *The Central Park Five* by Sarah Burns
- Character Worksheet
- Possible Writing Prompt

Article: “Defining intellectual disability: Finally we all agree... almost” by Marc J. Tassé, PhD

YouTube Clip: “Atkins v. Virginia Case Brief Summary | Law Case Explained”

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

Article: “Texas Executes Killer Robert Ladd After Low-IQ Arguments Rejected”

<https://www.nbcnews.com/storyline/lethal-injection/texas-executes-killer-robert-ladd-after-low-iq-arguments-reject-d-n296321>

Podcast: Ableism & Racism: Roots of The Same Tree with Ibram X. Kendi

<https://www.pushkin.fm/podcasts/be-antiracist-with-ibram-x-kendi/ableism-racism-roots-of-the-same-tree>

Film: *Of Mice and Men*

Series: *When They See Us* by Ava Marie DuVernay Episode 1

Additional Novels: *The Central Park Five* by Sarah Burns

Unit 9: Memoir Excerpts- Acceptance

Summary and Rationale	
The contemporary memoir excerpts <i>Boy Erased</i> and <i>Hola Papa How to Come in a Walmart Parking Lot</i> will provide a mirror and/or window to a diverse perspective of the LGBTQ+ community and the importance of acceptance.	
Recommended Pacing	
1-2 Weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
Standard Writing	

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Standard Language	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Memoirs are tools for authors to communicate about a specific experience • Literature in all its forms serves to inform, entertain, teach and challenge a reader • A reader can gain a better understanding of a text as a whole by considering multiple diverse perspectives, including marginalized groups 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What lessons about life can a reader learn from literature? • What lessons can a reader learn from a person's varied life experiences? • Why should readers consider an LGBTQ perspective? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • how to close read and make connections between text, world, and self. • how to compare and contrast perspectives • how to consider diverse perspective <p>Students will be able to:</p> <ul style="list-style-type: none"> • close read pieces of text by summarizing, drawing parallels, and discussing • compare and contrast (draw parallels of) life experiences of various authors • utilize textual evidence to support arguments, respond to questions and understand authors’ points of view 	
Resources	
<p>Core Text Excerpts from <i>Boy Erased</i> (p. 146-149) and <i>Hola Papa: How to Come in a Walmart Parking Lot</i> (p. 28 “In May, ... - 34)</p> <ul style="list-style-type: none"> • <i>Hola Papi</i> by John Paul Brammer- (p. 28 “In May, ... - 34) Link to PDF: https://drive.google.com/file/d/101pULjQZzFxF6-s3hE1ISvEjCR1uj_GT/view?usp=sharing • <i>Boy Erased</i> by Garrard Conley (p. 146-149) Link to PDF: https://drive.google.com/file/d/101AibExrujDU34B6ghTBy8LUxp_L7n9L/view?usp=sharing <p>Suggested Resources:</p> <ol style="list-style-type: none"> 1. <i>A Living History of the LGBT Movement Since The 1800s</i> : https://www.youtube.com/watch?v=Q1D65SxzojI 2. <i>NYT</i> article “The Grindr Advice Column That Became a Memoir of Modern Queer Life” By Matt Wille https://www.nytimes.com/2021/06/08/books/review/hola-papi-john-paul-brammer.html 3. <i>Washington Post</i> article “‘Boy Erased’: A minister’s son trapped between religion and his sexual identity” By Jamie Brickhouse 	

https://www.washingtonpost.com/entertainment/books/boy-erased-a-ministers-son-trapped-between-religion-and-his-sexual-identity/2016/05/10/48cc7c8a-0b14-11e6-8ab8-9ad050f76d7d_story.html

4. *NBC News*: “Author Garrard Conley wants 'Boy Erased' to be a 'tool for activism’”

<https://www.nbcnews.com/feature/nbc-out/author-garrard-conley-wants-boy-erased-be-tool-activism-n923086>

5. Text to Text, Text to Self, Text to World Worksheet:

<https://docs.google.com/document/d/1LEzu0gPdxkMyQENI4iR08AZkpwBmhtWh5XqbNkZcsJE/copy?usp=sharing>

6. Two Voice Poem Worksheet:

https://docs.google.com/document/d/1Dwne_gGj42umEQeqeXcOKQ8kXMii-jhy6389eI1jNhk/copy?usp=sharing