



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Assistant Superintendent

English II Honors

Content Area: English 2 Honors

Grade Span: 10th Grade

Revised by: Michele Lisa

Title

Approval Date: August 2022

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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>The Catcher in the Rye</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 & 2	2-4 weeks
Unit 5	<i>A Raisin in the Sun</i> and Persuasive Speech	4-6 weeks
Unit 6	<i>The Great Gatsby</i>	4-6 weeks
Unit 7	Book Club Independent Reading	4-6 weeks
Unit 8	Poetry/Social Justice	1-2 Weeks
Unit 9	Acceptance: Memoir Excerpts	1-2 Weeks
Unit 10	<i>The Hate You Give</i>	4-6 Weeks

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

Resources

Core Text: *The Catcher in the Rye*, *The Crucible*, *A Raisin in the Sun*, *Maus*, *The Great Gatsby*, *The Scarlet Letter*, *When I Was Puerto Rican*, *I Am Not Your Perfect Mexican Daughter*, *The Hate You Give* and various long and short pieces of text

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

UNIT 1: *The Catcher in the Rye*

Summary and Rationale	
Students will explore how trauma and traumatic episodes can affect a person's emotional and psychological development. Through the reading of <i>The Catcher in the Rye</i> and other relevant texts, students will hone and deepen their close reading skills while examining the universal themes of coming of age, change and alienation.	
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"> • Alienation and disillusionment serve only as a temporary protective armor; community is needed. • Our identities are often adversely impacted by traumatic events. • Thoughts or behavior patterns reveal who we are. 	
Unit Essential Questions	

- How does the reader determine the meaning of text?
- How can traumatic episodes can affect a person's emotional and psychological development
- What role do loneliness, dishonesty, immaturity, acceptance, disillusion and fear play in *The Catcher in the Rye*?

Objectives

Students will know:

- how to discern theme of a text based on author's organization, diction, tone, mood, and figurative language
- how to determine and identify common themes and components amongst multiple text
- 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

Students will be able to:

- recognize literary techniques: vernacular, dialect, stream of consciousness
- identify symbolism within a text and analyze meaning
- synthesize theme and purpose by comparing multiple sources
- identify supporting quotations and incorporate them properly into their writing
- understand and practice "academic voice"

Resources

Core Text: *The Catcher in the Rye* by J.D. Salinger

Suggested Resources: (Materials can be found on Schoology)

- Anticipation Guide
- Prezi: *The Catcher in the Rye*
- Writing Prompt
- English 2 Writing Rubric
- Socratic Seminar Questions
- Socratic Seminar Rubric
- What's in Holden's Head Assignment

Short Stories:

- "A Soldier's Way Home" by Ernest Hemingway,
- "The Rockpile" by James Baldwin,
- "A & P" by John Updike,
- "The Rights to the Street of Memphis" by Richard Wright
- Literature Circle Jobs
- Literature Circle Rubric

Poems:

- "Nothing Gold Can Stay" by Robert Frost,
- "If" by Rudyard Kipling

Nonfiction Articles:

- "Get a Life, Holden Caulfield" by Jennifer Schuessler
- CommonLit: "Teenage Brains Are Malleable And Vulnerable, Researchers Say" by John Hamilton

Films: *Dead Poets Society*, *Salinger*

Additional Novels: *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez, *Perks of Being a Wallflower* by Stephen Chbosky, *A Separate Peace* by John Knowles, *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

- 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

- 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 Listed Below: (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 Alysha El Shamayleh Performed:
<https://www.youtube.com/watch?v=IRLSgPOG0c4>
- 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)
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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).
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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).
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Standard Speaking and Listening

CPI #	Cumulative Progress Indicator (CPI)
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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.
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Standard Writing

CPI #	Cumulative Progress Indicator (CPI)
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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.
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Instructional Focus

Unit Enduring Understandings

- 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

- 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

Students will know:

- 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

Students will be able to:

- 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
- Jigsaw Activity for historical context: The Puritans, The Red Scare and McCarthy Trials, and Arthur Miller
- Character Map
- Characterization: Indirect/Direct material includes practice, project and writing prompt
- Irony material includes practice and writing prompt
- 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 *Maus*, 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>	

- 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 by Art Spiegelman

Suggested Resources: (Materials can be found on Schoology)

- Adapted Antisemitism Lesson from *Echoes 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

- 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

- 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

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 persuasive strategies and techniques
- engage in a literary analysis of *A Raisin in the Sun* by analyzing characterization, plot, setting, figurative language, theme, and context.

Resources

Core Text: *A Raisin in the Sun* by Lorraine Hansberry

Suggested Resources: (Materials can be found on Schoology)

- 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 1, 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: *Of Mice and Men* by J.D. Salinger

UNIT 6: *The Great Gatsby*

Summary and Rationale

Through a close reading of *The Great Gatsby* and other relevant texts students will examine the American Dream, the concepts of wealth, social class, rising consumerism and who has access to the American Dream in the context of the Jazz Age, the Lost Generation, Prohibition, and the Great Depression.

Recommended Pacing

4-6 weeks

State Standards

Standard Reading

CPI #	Cumulative Progress Indicator (CPI)
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.

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.9-10.4.	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.
Standard	
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 task, purpose, and audience.
Standard Language	
CPI #	Cumulative Progress Indicator (CPI)
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.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The promise of the American Dream can be corrupted when wealth and position are considered the keys to attaining it Money and consumerism cannot buy happiness or friendship • Literature in all its forms serves to inform, entertain, teach and challenge a reader 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What did the American Dream mean for people living in the early 20th century? • How has the American dream changed over time? • What can we equate the green light in Gatsby in modern day? • What constitutes effective writing? 	
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"> • engage with the text to support comprehension and knowledge of characters 	

- identify supporting quotations and incorporate them properly into their writing
- identify literary terms in poetry

Resources

Core Text: *The Great Gatsby* by F. Scott Fitzgerald

Suggested Resources: (Materials can be found on Schoology)

Teacher Created Material

Prezi: *The Great Gatsby*

Poem: T.S. Eliot’s “The Wasteland” (excerpts)

Short Stories:

- “Winter Dreams” by F. Scott Fitzgerald
- "The Yellow Wallpaper" by Charlotte Perkins

Articles:

- “8 Ways 'The Great Gatsby' Captured the Roaring Twenties—and Its Dark Side” by Sarah Pruitt
<https://www.history.com/news/great-gatsby-roaring-twenties-fitzgerald-dark-side>
- Gatsby’s Green Light Beckons a New Set of Strivers by Sara Rimer
<https://www.nytimes.com/2008/02/17/education/17gatsby.html>

Film: *The Great Gatsby*

UNIT 7: Book Club Independent Reading

Summary and Rationale

Through the use of book clubs, students will be able explore a diverse narrative of their choice. The structure of a book club will allow students to engage in collaborative intellectual discussion and work.

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.9-10.2	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.
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 Language

CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Instructional Focus**Unit Enduring Understandings**

- Literature is a tool 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

- 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 different cultural perspectives?

Objectives**Students will know:**

- how to consider diverse perspective
- that group members participate in collaborative discussions
- how to extract meaningful and appropriate quotations from text to support argument

Students will be able to:

- determine the theme, conflict, and point of view.
- engage with the text to support comprehension and knowledge of characters
- identify supporting quotations and incorporate them properly into their writing
- work collaboratively with their peers to determine the theme, conflict, and point of view.

Resources

Core Text: *Dear Martin* by Nic Stone, *Born Confused* by Tanuja Desai Hidier, *Like Water for Chocolate* by Laura Esquivel, *Black Boy* by Richard Wright, *I Know Why the Caged Bird Sings* by Maya Angelou, *Passing Nella Larsen*, *The Namesake* by Jhumpa Lahiri, *The Central Park Five* by Sarah Burns, *Hola Papi: How to Come Out in a Walmart Parking Lot* by John Paul Brammer, *Boy Erased* by Garrard Conley, *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez, *How the Garcia Girls Lost Their Accents* by Julia Alvarez, *When I Was Puerto Rican* by Esmeralda Santiago, *The Sun Does Shine* by Anthony Ray Hinton, *Clap Your Hands When you Land* by Elizabeth Acevedo, *You Bring the Distant Near* by Mitali Perkins, *Home Is Not A Country* by Safia Elhillo, *The Kite Runner* by Khaled Hosseini

Suggested Resources: (Materials can be found on Schoology)

- Book Club Overview
- Reading Chart
- Reader Response Questions
- Work Day Assignment Checklist
- Reading Meeting Checklist
- Final Projects
- Final Project Rubric

UNIT 8: Poetry/Social Justice

Summary and Rationale

Students will be provided the opportunity to read with the critical lens of social issues to think deeply about power, relationships, and perspective through close reading their selected poems.

Recommended Pacing

1-2 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).

Standard Writing

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.9	Draw evidence from literary or informational text to support analysis, reflection, and research.

Standard Language

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

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 diverse partners 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 such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	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.

SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Poetry expands our knowledge and understanding of people, the world, and oneself. • Social justice describes wealth, opportunities, and privileges within a society, which may not be available for everyone. • Combating social injustices is the responsibility of all individuals. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can we use poetry to promote social justice in our community? • How does the reader determine the meaning of the poem? • What is social justice? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • that poets have a specific message in their poetry • that social injustice occurs <p>Students will be able to:</p> <ul style="list-style-type: none"> • examine the significance of specific themes that reveal themselves in the writing of a diverse group of poets • identify literary terms in poetry 	
Resources	
<p>Core Text: Listed of Recommend Social Justice Poems Link: https://docs.google.com/document/d/1KGHTirOo6st7mRZe_nSjaiCQRuMn-dbWkOvu3NNK-_g/copy?usp=sharing</p>	
<p>Suggested Resources: (Materials can be found on Schoology)</p> <ul style="list-style-type: none"> • <i>Changing the World One Poem at a Time:</i> https://my.pblworks.org/project/changing-world-one-poem-time • Student Handout on Schoology • <i>Academy of American Poets</i> <ul style="list-style-type: none"> ○ https://poets.org/text/politics-and-social-justice-poems-teens ○ https://poets.org/text/social-justice-poems-kids ○ https://poets.org/poems?field_poem_themes_tid=1746 • <i>Poetry Foundation</i> <ul style="list-style-type: none"> ○ https://www.poetryfoundation.org/collections/146367/poetry-and-the-civil-rights-movement ○ https://www.poetryfoundation.org/collections/144265/poems-on-immigration ○ https://www.poetryfoundation.org/collections/146073/poetry-and-feminism ○ https://www.poetryfoundation.org/collections/144562/political-poems ○ https://www.poetryfoundation.org/collections/101581/poems-of-protest-resistance-and-empowerment • <i>Split This Rock:</i> https://www.splitthisrock.org/poetry-database • PBS Works Presentation Rubric: https://my.pblworks.org/node/11330 	

Unit 9: Memoir Excerpts- Acceptance

Summary and Rationale

The contemporary memoir excerpts *Boy Erased* and *Hola Papa How to Come in a Walmart Parking Lot* 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.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.6.	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.
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instructional Focus

Unit Enduring Understandings

- 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

- 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

Students will know:

- how to close read and make connections between text, world, and self.
- how to compare and contrast perspectives

- how to consider diverse perspective

Students will be able to:

- 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

Core Text Excerpts from *Boy Erased* (p. 146-149) and *Hola Papa: How to Come in a Walmart Parking Lot* (p. 28 “In May, ... - 34)

- *Hola Papi* by John Paul Brammer- (p. 28 “In May, ... - 34) Link to PDF:
https://drive.google.com/file/d/101pULjQZzFxP6-s3hE1ISvEjCR1uj_GT/view?usp=sharing
- *Boy Erased* by Garrard Conley (p. 146-149) Link to PDF:
https://drive.google.com/file/d/101AibExrjDU34B6ghTBy8LUxp_L7n9L/view?usp=sharing

Suggested Resources:

1. *A Living History of the LGBT Movement Since The 1800s* :
<https://www.youtube.com/watch?v=Q1D65SxzojI>
2. *NYT* 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. *Washington Post* 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-jhy6389e11jNhk/copy?usp=sharing

Unit 10: *The Hate You Give*

Summary and Rationale

Students will explore complex issues such as police brutality, racial profiling, gun violence, and stereotypes through their reading of *The Hate You Give* and other relevant text.

Recommended Pacing

4-6 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.
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.
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.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.6.	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.
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"> 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? 	
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"> engage with the text to support comprehension, knowledge of characters, and plot identify supporting quotations and incorporate them properly into their writing 	
Resources	

Core Text: *The Hate You Give* by Angie Thomas

Suggested Resources:

Teacher generated material on Schoology

Youtube Clips:

- Tupac Inspired Angie Thomas's New Book <https://www.youtube.com/watch?v=H6ufAb82GJ0>
- Intersectionality of social class and race: <https://www.youtube.com/watch?v=OxFblEsQo4U&t=37s>

Ted Ed Video: “The Cost of Code Switching” by Chandra Arthur <https://www.youtube.com/watch?v=Bo3hRq2RnNI>

Article: “Letter to My Son” by Ta-Nehisi Coates

<https://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/>

Memoir Excerpt from *Always Running* by Luis J. Rodriguez

Poems:

- “The Rose That Grew From Concrete” by Tupac Shakur
- “In The Event Of My Demise” by Tupac Shakur
- “What If There Were No Black People?” by Sean Mauricette

Film: *The Hate You Give*