



# Burlington County Institute of Technology

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Medford Campus

Westampton Campus

Honors English II

Board Approval Date: August, 2023



# Course Description

Honors level courses are designed for students who wish to challenge themselves academically and desire a rigorous study of literature, language, and composition. The goal of this course is to improve students' skills in communication, reading, writing, and listening. In addition, students will be expected to conduct research projects of varying lengths.

## Table of Contents

[Pacing Guide](#)

[Curriculum Maps](#)

[Unit 1: Immigration \(approx. 5 weeks\)](#)

[Unit 2: Cultural Perspectives \(approx. 5 weeks\)](#)

[Unit 3: Human Rights/ Triumph of the Human Spirit \(approx. 8 weeks\)](#)

[Appendix A: Culturally Relevant Pedagogy Examples](#)

[Appendix B: English Language Learners](#)

[Appendix C: Differentiated Instruction](#)

[Appendix D: Enrichment](#)

[Appendix E: Resources](#)

[Appendix F: Climate Change Curriculum Statement](#)



## Pacing Guide

Unit	Standards	Weeks
Unit 1: Immigration	<ul style="list-style-type: none"><li>• RL 9-10.1, RL 9-10.2, RL 9-10.4</li><li>• W 9-10.2, W 9-10.4, W 9-10.5, W 9-10.6, W 9-10.10</li><li>• SL 9-10.1, SL 9-10.6</li><li>• L 9-10.1, L 9-10.2, L 9-10.4, L 9-10.5, L 9-10.6</li></ul>	Approx. 5
Unit 2: Cultural Perspectives	<ul style="list-style-type: none"><li>• RL 9-10.5, RL 9-10.6, RL 9-10.7, RL 9-10.9</li><li>• W 9-10.3</li><li>• SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.5</li><li>• L 9-10.1, L 9-10.3, L 9-10.5</li></ul>	Approx. 5
Unit 3: Human Rights/ Triumph of the Human Spirit	<ul style="list-style-type: none"><li>• RL 9-10.3, RL 9-10.7, RL 9-10.9</li><li>• RI 9-10.1, RI 9-10.2, RI 9-10.3, RI 9-10.4, RI 9-10.5, RI 9-10.6, RI 9-10.7, RI 9-10.8, RI 9-10.9, RI 9-10.10</li><li>• W 9-10.1, W 9-10.7, W 9-10.8, W 9-10.9</li><li>• SL 9-10.2, SL 9-10.3, SL 9-10.4</li><li>• L 9-10.1, L 9-10.2, L 9-10.3</li></ul>	Approx. 8



# Curriculum Maps

## Unit 1: Immigration (approx. 5 weeks)

### Desired Outcomes

#### Established Goals: NJSL

1. To carefully read and critically analyze literature and poetry.
2. To understand the way writers use language to provide meaning and perspective.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To write, focusing on critical analysis of literature.
5. To practice using specific vocabulary in writing and discussions.

#### NJSLS Standards:

- 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 9-10.4- 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 9-10.2- 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. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's



knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- W 9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
- 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
- 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. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL 9-10.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English
- L9-10.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific



meanings and add variety and interest to writing or presentations.

- L 9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
- 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. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L 9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
- L 9-10.6- Acquire and use accurate 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.

#### Enduring Understandings:

- Reading provides a window or lens through which readers can learn about others' experiences and perspectives
- Readers utilize close reading and annotation to help them further connect and extract meaning from texts
- Writing is a multi-step process
- Immigrants emigrate and immigrate for a variety of reasons to various countries, not just the United States

#### Essential Questions:

- Why do people emigrate?
- Why do people immigrate?
- What obstacles do immigrants face on their journey?
- How do immigrants adapt to life in a new land?



- Immigrants face many challenges and obstacles in their journey and subsequent assimilation, including travel, discrimination, language barriers, economic misfortunes, etc. which ultimately influence and contribute to their identity and future

Students will know:

- How textual evidence is used to support analysis
- How an author's choices impact the meaning and structure of a text
- One reads and writes for a variety of purposes, tasks, and audiences
- One's writing can be strengthened by continued planning, revising, editing, rewriting or trying a new approach.

Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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; provide an objective summary of the text.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 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.
- 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.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Use technology, including the Internet, to produce, publish, 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.
- 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.

### Assessment Evidence

#### Performance Task:

##### Literary Analysis

- Prompt Option 1: What is the author's purpose for writing this text? How is this purpose developed through the structure and tone of this text? Cite examples from the text to support your thesis.
- Prompt Option 2: Write a character analysis in which you trace and analyze how a complex character develops or changes over the course of the text. Consider how the character may interact with other characters and/or advance the plot or theme. Use evidence from the text to support and explain your response.

#### Required District/State Assessments:

- LinkIt NJGPA Form A

#### Suggested Formative/Summative Assessments:

- Tests
- Quizzes
- Homework
- Journals
- Writing prompts
- Oral presentations
- Collaborative learning

### Learning Plan

#### Learning Activities:





## Vocabulary

- WordlyWise

## Literary Analysis Performance Task

- Prompt Option 1: What is the author's purpose for writing this text? How is this purpose developed through the structure and tone of this text? Cite examples from the text to support your thesis.
- Prompt Option 2: Write a character analysis in which you trace and analyze how a complex character develops or changes over the course of the text. Consider how the character may interact with other characters and/or advance the plot or theme. Use evidence from the text to support and explain your response.

## Other Learning Activities

- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Mini-Research Writing Option: Students will research topics of their choice related to current immigration issues/laws/events. After research, students will write an explanatory essay detailing their findings.
- Daily warm-ups (introductory activities, journals, vocabulary) \*Use Membean (Sadlier Vocabulary Books can be supplementary)
- Read and analyze poetry, considering each poem's tone, diction, use of figurative language, including connotation and denotation, theme, structure, and other devices
- Identify and analyze the elements of short stories, including sequence and structure, theme, characterization, plot, setting, point of view, symbolism, imagery, tone, and other various devices such as irony and figurative language
- Analyze and trace the development of a theme throughout the course of a text (longer extended text)
- Analyze and trace the development of characters over the course of a text (longer extended text)
- Compare and contrast how similar issues, topics, themes, and experiences are presented and discussed in a variety of texts
- Practice close reading and annotating of various texts



- Discuss and share responses and analyses of texts with class
- Read a variety of fiction and nonfiction texts, considering purpose, length, and content
- Write for a variety of purposes, tasks, and audiences over an extended period of time
- Cite and explain evidence to support ideas
- Proofread and edit writing before submission (Self-edit; Peer-edit; conference with teacher)

### Selected Texts:

#### Extended Texts

- “A View from the Bridge” (A. Miller) - Drama/Play
- The Namesake (J.Lahiri)
- When I Was Puerto Rican (E. Santiago) - Memoir
- Breath, Eyes, Memory (E. Danticat) - Memoir
- How the Garcia Girls Lost Their Accents (J. Alvarez) - Novel
- My Antonia (Willa Cather) - Novel
- The Joy Luck Club (A. Tan) - Novel
- A Tree Grows in Brooklyn (B. Smith) - Novel
- Excerpts from Unaccustomed Earth (J.Lahiri)
- Excerpts from The Interpreter of Maladies (J.Lahiri)

#### Short Stories

- Excerpt from Angela’s Ashes (F. McCourt)
- “The Good Deed” (P. Buck)
- “Rules of the Game” (A. Tan)
- Excerpt from “Snow Falling on Cedars” (D. Guterson)
- “The Uprooting of a Japanese-American Family” (Y. Uchida)
- “Walk to the Jetty” (Jamaica Kincaid)
- “Mother Tongue” (Amy Tan) - non-fiction


#### Poetry

- “Push and Pull” (J. Myers)



- “Immigrants in Our Own Land” (J. S. Baca)
- “The New Colossus” (E. Lazarus)
- “My Mother’s Kitchen” (C. Hardi)
- “The Immigrants” (M. Atwood)
- “I Am Not One of Those Who Left the Land” (A. Akhmatova)
- Angel Island poetry

#### Multimedia

- “The Dream is Now” documentary
- “The Namesake” film
- Clips from “The Joy Luck Club” film
- Shut the Door Speech (Commonlit.org)
- The Rush of Immigrants (Commonlit.org)
-  Discovering Angel Island: The Story Behind the Poems
- Scholastic “Immigration Stories of Yesterday and Today”- [Link](#)

#### Related Standards

##### Interdisciplinary connections and examples

##### Social Studies Connection

##### The Development of the Industrial United States (6.1.12.HistoryUP.5.a)

- Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

Example: When examining various immigration poems, work with a social studies teacher to integrate a primary source document or documents to extend the analysis of varying immigrants’ experiences. Students can consider gender, race, ethnicity, or occupation among other things.

##### Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

##### Technology Literacy (9.4.12.TL.1)



- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Example: Teachers can review and provide students with various digital tools to produce their narrative performance task. Teachers can encourage students to assess digital tools for accessibility, capacity and utility for drafting, revising and editing their essay to make an informed decision on what would best suit their needs.

### 21st Century Skills (NJSLC-Career Readiness, Life Literacies, and Key Skills)

#### Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example: Students will use reflection, analysis and creative skills to craft a literary analysis essay where they analyze how a complex character develops or changes over the course of the text.

### Social Emotional Learning

#### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### Culturally Relevant Connections

- Throughout the unit, students will read texts that focus on the immigration experience. Students will be exposed to several different cultures within these texts.



- Willa Cather, author of My Antonia, was a lesbian author.

## Accommodations

### Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Graphic Organizers
  - Use to make unit texts more comprehensible
  - Use with the essay drafting process
  - Example a. For writing option 1, provide students with a graphic organizer and have them write down key passages from their unit story of choice in the left column and then those same passages from another character's perspective in the right column.
- Provide sentence stems where necessary both for writing and speaking tasks
- For vocabulary study, adjust the reading factor preference to 2.0 to give extended time. If student needs additional support, enable the 'Needs extra help' preference as well.

### ELL:

- Provide graphic/ visual supports as frequently as possible
- Provide sentence starters/ frames for writing tasks
- Provide L's with effective models of writing (i.e. student samples, teacher-created sample, samples pulled from)

## Enrichment

- Extended learning goals:
  - ⇒ Students can connect with the school librarian to find independent reading options that are focused on the theme of immigration.



⇒ Students who finish the essay early could connect with an art teacher to create artwork to go with their narrative.

## Unit 2: Cultural Perspectives (approx. 5 weeks)

### Desired Outcomes

#### Established Goals: NJSLS

1. To carefully read and critically analyze literature.
2. To understand the way writers use language to provide meaning.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To write, focusing on critical analysis of literature.
5. To write narratives focusing on development of effective technique, well-chosen details, and well-structured event sequences.
6. To practice using specific vocabulary in writing and discussions.

#### NJSLS Standards

- 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).
- RL 9-10.6- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL 9-10.7- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- RL 9-10.9- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background



knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

- 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. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 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. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- 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.
- SL 9-10.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- 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.
- 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 9-10.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific



meanings and add variety and interest to writing or presentations.

- 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. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L 9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

#### Enduring Understandings:

- Reading expands understanding of the world, its people and oneself.
- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through reflection of text.
- Writing is a multi-stage process.

#### Essential Questions:

- What is culture?
- Does culture influence us, or do we influence culture?
- How do the beliefs and values of a diverse culture affect individuals and society?
- How does culture influence literature?
- How do writers portray culture?

#### Students will know:

- Textual evidence will support their analysis.
- The author's choices impact the meaning and structure of a text.
- Well-chosen details and well-structured events will help to develop real or imagined scenarios within their narrative writing.
- Their writing can be strengthened by planning, revising, editing, rewriting or trying a new approach.
- That writing and speaking can be improved with incorporation of new vocabulary.
- How to recognize the writing techniques of an author.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

#### Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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; provide an objective summary of the text.

- 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 such effects as mystery, tension, or surprise.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 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.
- 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.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, 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.
- 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.

### Assessment Evidence

#### Performance Task:

##### Narrative Essay

- Prompt Option 1: Using one of the short texts we

#### Required District/State Assessments:

- LinkIt NJGPA Form A

#### Suggested Formative/Summative Assessments:



studied in class, write a continuation of the story. Be sure to use narrative techniques like pacing, vivid description, dialogue, and characterization. (focus on maintaining the original point of view)

- Prompt Option 2: Using one of the texts we studied in class, write a narrative story that describes the major events in the passage from the perspective of a different character. Be sure to use character techniques like pacing, vivid description, dialogue, and characterization.

- Writing prompts
- Journal writing
- Dialectical journal
- Poetic response
- Oral presentations
- Collaborative learning
- qQuizzes/tests
- Homework

## Learning Plan

### Learning Activities:

#### Vocabulary

- WordlyWise

#### Narrative Performance Task

- Prompt Option 1: Using one of the short texts we studied in class, write a continuation of the story. Be sure to use narrative techniques like pacing, vivid description, dialogue, and characterization. (focus on maintaining the original point of view)
- Prompt Option 2: Using one of the texts we studied in class, write a narrative story that describes the major events in the passage from the perspective of a different character. Be sure to use character techniques like pacing, vivid description, dialogue, and characterization.

#### Other Learning Activities



- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Start of class warm-ups (daily activities; journal entries; vocabulary practice). Use Membean or Sadlier Vocabulary Books.
- Reading and careful analysis of short works of fiction with focus on author's purpose, word choice, use of literary elements.
- Annotate readings (students will mark, highlight or note pages where they have specific reactions and/or questions about their reading). \*Students will always be actively reading.
- Trace development of characters and theme.
- Discuss readings (class, small groups, socratic circles).
- Writings that focus on analysis of text with development of narrative technique.
- Proofread and edit writing assignments. (Self-edit; Peer-edit; conference with teacher).

### Selected Texts

#### Short Stories

#### Culture of India

- "The Cabuliwallah" - Rabindranath Tagore
- "Like the Sun" - R.K. Narayan
- "Games at Twilight" - Anita Desai
- "The Postmaster" - Rabindranath Tagore
- "Old Man of the Temple" - R.K. Narayan

#### Culture of Africa

- "Sundiata: An Epic of Old Mali" - D.T. Niane
- "The Answer is No" - Naguib Mahfouz
- "Ha'Penny" - Alan Paton (in senior text book)

#### Culture of Russia

- "The Bridegroom" - Alexander Pushkin
- "A Problem" - Anton Chekhov
- "Rothschild's Fiddle" - Anton Chekhov
- "The Cashier" - Daniil Kharms
- "Sleepy" - Anton Chekhov
- "The Bet" - Anton Chekhov
- "The Step" - Anton Chekhov
- "Ward No. 6" - Anton Chekhov
- "The Nose" - Nikolai Gogol
- "The Overcoat" - Nikolai Gogol
- "How Much Land Does a Man Need" - Leo Tolstoy

#### Culture of Ireland

- "from My Left Foot" - Christy Brown (non-fiction)
- "The Dead" - James Joyce

#### Culture of South America

- "A Glass of Milk" - Manuel Rojas (in "purple" senior textbook)
- "Woman's Work" - Julia Alvarez
- "Uncle Marcos" - Isabel Allende
- "Rocking" - Gabriela Mistral
- "Eva is Inside Her Cat" - Gabriel Garcia Marquez
- "Eyes of a Blue Dog" - Gabriel Garcia Marquez
- "Small White Clothes" - Gabriela Mistral
- "Fear" - Gabriela Mistral
- "Tonight I Write" - Pablo Neruda
- "The Nightmare" - Isabel Allende
- "To My Brother Miguel in Memoriam" - Cesar Vallejo

#### Culture of England



- "The Open Window" - Saki (H.H. Munro)
- Sonnets - William Shakespeare

#### Culture of Mexico

- "Street of the Cañon" - Niggli (in "purple" senior textbook)
- "The Street" - Octavio Paz
- "The Harvest" - Tomas Rivera
- "Solve this Case for Me" - Jorge Ibarguengoitia

#### Non-Fiction/Informational Text

- Newsela - Utilize Newsela for text sets based on countries and cultures. Read/Analyze/Answer Questions Provided by Newsela
- Basic Research - utilize the internet to research the culture and/or author of the text

#### Multimedia

- "Skin" - Movie
- "My Left Foot" - movie version

### Related Standards

#### Interdisciplinary connections and examples

##### Social Studies Connection

##### The Development of the Industrial United States (6.1.12.HistoryUP.5.a)

- Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Example: When examining various immigration poems, work with a social studies teacher to integrate a primary source document or documents to extend the analysis of varying immigrants' experiences. Students can consider gender, race, ethnicity, or occupation among other things.



## Technology (NJSLC-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

### Technology Literacy (9.4.12.TL.1)

- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Example: Teachers can review and provide students with various digital tools to produce their narrative performance task. Teachers can encourage students to assess digital tools for accessibility, capacity and utility for drafting, revising and editing their essay to make an informed decision on what would best suit their needs.

## 21st Century Skills (NJSLC-Career Readiness, Life Literacies, and Key Skills)

### Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example: Students will use reflection, analysis and creative skills to craft a literary analysis essay where they analyze how a complex character develops or changes over the course of the text.

## Social Emotional Learning

### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



## Culturally Relevant Connections

- Throughout this unit, students will read texts from authors and regions all over the world, expanding their perspectives and understanding of cultures different from their own. Literature from the cultures students will be exposed to include Mexico, India, Russia, Ireland, England, Africa, and South America.
- Josephina Niggli uses point of view strategically in her short story from Mexico, “The Street of the Canon,” which students read and evaluate her decision to use third person omniscient point of view. Additionally, students analyze how the different aspects of culture are conveyed in the story and make comparisons between their own culture and that of the Mexican culture.
- In the short stories from the culture of India, “The Cabuliwallah,” “Like the Sun,” and “Games at Twilight,” students are exposed to themes regarding humanity and the human condition. Despite their being texts from a different culture, students will find that the themes are similar to those found in their own culture, thus demonstrating that no matter the culture they come from, people are all the same.
- Christy Brown’s “My Left Foot” is autobiographical and depicts how Brown overcomes his physical disabilities to become an accomplished author.
- H.H. Munro (also known as “Saki”, author of “The Open Window”) was a gay British writer
- Nikolai Gogoli (author of “The Nose”) was a gay Russian writer (also author of “The Overcoat” which is a work mentioned in The Namesake from Unit I)
- Patron Saints of Nothing (novel by Randy Ribay) portrays lesbian characters
- Christy Brown’s “My Left Foot” is autobiographical and depicts how Brown overcomes his physical disabilities to become an accomplished author.

## Accommodations

### Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Allow students access to technology, which can include text to speech software to help with reading of stories from different cultures
- Graphic organizers
- When developing the narrative, provide students with a graphic organizer that asks them to identify

### ELL:

- Allow students to research and find a story from their culture of choice to read and study.
- Allow students to write a narrative incorporating elements and aspects of their own culture in the story.



details related to each of the components of a narrative (plot, character, conflict, setting, etc.)

- Provide students with a storyboard or outline so they can visually depict their story into parts: beginning, middle, and end
- Provide rules and lists specific to dialogue choices
- Provide students with a collection of verbs they can use to help them formulate dialogue (ex: hollered, whispered, shouted, etc.)
- Allow students access to rules to aid in development of dialogue (Ex: Put quotation marks around what is directly being said.)

### Enrichment

- Extended learning goals:
  - ⇒ Allow students to research and find a story from their culture of choice to read and study.
  - ⇒ Allow students to write a narrative incorporating elements and aspects of their own culture in the story.

## Unit 3: Human Rights/ Triumph of the Human Spirit (approx. 8 weeks)

### Desired Outcomes

#### Established Goals: NJSLS

1. To practice using specific vocabulary in writing and discussions.
2. To carefully and critically read and analyze literature and poetry.
3. To write for a variety of tasks, purposes, and audiences.
4. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of





figurative language, imagery, symbolism, and tone.

5. To understand the way writers use language to provide meaning and perspective.

#### NJSLS Standards

- 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 9-10.7- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- RL 9-10.9- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
- RL 9-10.10- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- 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 9-10.2- Determine a central idea of a text and analyze how it is developed and refined by specific details; 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.
- RI 9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI 9-10.5- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI 9-10.6- Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI 9-10.7- Analyze various perspectives in different mediums ( e.g. , a person's life story in both print and multimedia ) , determining which details are emphasized in each account.
- RI 9-10.8- Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.



- RI 9-10.9- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- RI 9-10.10- By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
- 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. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- 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 9-10.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W 9-10.9- Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]"). B. Apply grades 9–10 Reading standards to nonfiction informational e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
- 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.

- SL 9-10.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
- 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.
- L 9-10-.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L 9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly
- 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. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

#### Enduring Understandings:

- Reading and writing are outlets for which people can inform, express, and persuade others of their thoughts, ideas, and experiences
- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through reflection of text.
- Writing is a multi-stage process.

#### Essential Questions:

- What causes man's inhumanity to man?
- Am I my brother's keeper?
- What is worth dying for?
- To what rights are all humans entitled?

#### Students will know:

- Textual evidence will support their analysis.
- The author's choices impact the meaning and structure of a text.
- Well-chosen details and well-structured events will help to develop real or imagined scenarios within their narrative writing.
- Their writing can be strengthened by planning, revising, editing, rewriting or trying a new approach.



- That writing and speaking can be improved with incorporation of new vocabulary.
- How to recognize the writing techniques of an author.
- How to use precise language and domain-specific vocabulary to manage the complexity of the topic.

Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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; provide an objective summary of the text.
- 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 such effects as mystery, tension, or surprise.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 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.
- 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.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, 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.
- 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.



## Assessment Evidence

### Performance Task:

#### Research Paper

- 2-3 pages
- Human Rights Option: Students will research a modern day human rights violation anywhere in the world. After research, students will assess sources, craft a thesis statement and develop an outline before working on a rough draft of the essay which should explain the modern day human rights violation (and possibly what needs to be done to help the victims of this violation). Final draft should be written in MLA format with proper citations and Works Cited page.
- Triumph of the Human Spirit Option: Students will research an individual who or organization that demonstrates Triumph of the Human Spirit. After research, students will assess sources, craft a thesis statement and develop an outline before working on a rough draft of the essay which should explain how the individual or organization demonstrates/demonstrated triumph of the human spirit. Final draft should be written in MLA format with proper citations and Works Cited page.

### Required District/State Assessments:

- LinkIt NJGPA Form A

### Suggested Formative/Summative Assessments:

- Tests
- Quizzes
- Homework
- Journals
- Writing prompts
- Research essay
- Oral presentations
- Collaborative learning

## Learning Plan

### Learning Activities:

Vocabulary



- WordlyWise

### Performance Task

#### Research Paper

- 2-3 pages
- Human Rights Option: Students will research a modern day human rights violation anywhere in the world. After research, students will assess sources, craft a thesis statement and develop an outline before working on a rough draft of the essay which should explain the modern day human rights violation (and possibly what needs to be done to help the victims of this violation). Final draft should be written in MLA format with proper citations and Works Cited page.
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#### Other Learning Activities

- Required extended 'do now' or 'warm up' activity: (Mini research simulation task)
  - Prompt:
    - Write an essay that identifies a primary argument in each text that you have read. Your essay should explain how effectively you think each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the three texts to support your ideas.
    - [Elie Wiesel – Acceptance Speech - NobelPrize.org](#)
    - [Martin Luther King Jr. – Acceptance Speech - NobelPrize.org](#)
  - \*\*Students will work through the readings and the writing portion of this prompt in pieces each day. This is meant to be a mini version of a research simulation task.
  - \*\*Note: The texts linked above are examples of texts that can be used for this activity. Teachers are encouraged to use other texts from the curriculum to support the objective of this activity.
- Other Writing Prompt options:



- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.
- (Should be connected to either Human Rights or Triumph of the Human Spirit) Students will research artwork, poetry, and music connected to chosen focus. After research, students will settle on one work of art, one poem, and one song connected to their focus. Students will then write an essay analyzing what is emphasized or absent in each work.
- Literary Analysis:
  - for First They Killed My Father: You have just finished reading Loung Ung's memoir, First They Killed My Father. This text explores such themes as courage, hope, and love. In a five-paragraph essay, explain how Ung develops these themes through her true accounts of war and genocide. Cite examples from the text to support your thesis.
  - for Night: What was Elie Wiesel's purpose for writing his memoir, Night? How does his use of imagery and tone help to develop his purpose? Cite examples from the text to support your thesis.
  - to compare First They Killed My Father and Night: Considering each of their purposes for writing and sharing their experiences, how are each of their stories uniquely their own yet collectively every genocide victim's? Write an essay analyzing how Ung and Wiesel's different experiences having survived horrific genocides led to similar character developments. In your essay, be sure to discuss specific events and/or defining moments that contributed to their development as characters. Analyze the effects of such critical moments and/or turning points in each of their character developments.
- Presentation Options:
  - Students will use their research to create a Plea to the United Nations project presentation. In the presentation, the students will provide information about the human rights violation they researched and the people who are being hurt. They will then "plea" for help from the United Nations to help this group of people.
  - Students will hear the points of view of people from various ranks of the Khmer Rouge who participated in the killing of nearly 2 million Cambodians during Pol Pot's regime, which lasted from 1975 to 1979. Students will then speculate in writing about how hearing the truth from the perpetrators might help Cambodians heal from the tragic events of that time period.
  - Triumph of the Spirit Option :
    - Students will use their research to share their findings of people and organizations that have overcome great difficulties and have helped others triumph over their life situations. Students will compare the common strategies
    - people used to achieve productive lives to achieve Triumph of the Spirit.



- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Analyze textual elements throughout each reading: theme, character, structure, imagery/symbolism, point of view, setting/atmosphere
- Compare and contrast how similar issues, topics, themes, and experiences are presented and discussed in a variety of texts
- Analyze and trace the development of themes and characters throughout the course of a text
- Practice close reading and annotating of various texts
- Read a variety of fiction and nonfiction texts, considering purpose, length, and content
- Write for a variety of purposes, tasks, and audiences over extended time frames
- Cite and explain evidence to support ideas
- Conduct short and more sustained research projects to answer a question or solve a problem
- Proofread and edit writing before submission (Self-edit; Peer-edit; conference with teacher).

### Selected Texts

Human Rights:

Extended Texts

- First They Killed My Father- L. Ung
- Night - E. Wiesel
- I Am Malala - M. Yousafzai
- A Long Way Gone - Ishmael Beah
- The Merchant of Venice- William Shakespeare

Short Texts

- "The Man in the Well" - Ira Sher
- Personal Histories - US Memorial Holocaust Museum
- "Suzy and Leah" - Jane Yolen ([http://blramiddleschool.weebly.com/uploads/1/4/9/1/14916166/suzy\\_and\\_leah.pdf](http://blramiddleschool.weebly.com/uploads/1/4/9/1/14916166/suzy_and_leah.pdf))
- A White Girl Looks at Race - Lesson Plan with three short stories by Susan O'Halloran -





<http://racebridgesstudio.com/wp-content/uploads/AWhiteGirlLooksAtRace.pdf>

- “Refugee in America” (poem) - Langston Hughes
- “Dream Variations” (poem) - Langston Hughes
- “Swing Low, Sweet Chariot” & “Go Down Moses” - Spirituals
- “Antojos” - Julia Alvarez
- Roosevelt’s “Four Freedoms” speech
- “The Shawl” - Cynthia Ozick
- Selected stories of Tadeusz Borowski (“Silence”, “The Supper”, “This Way for the Gas, Ladies and Gentlemen”)
- “Saboteur” - Ha Jin

#### Nonfiction/Informational Texts

- Excerpt from “Dust Tracks on a Road” - Zora N. Hurston
- Declaration of Human Rights - United Nations
- Research for Background Knowledge - The United Nations (Who they are/What they do)
- “The Refugee” - Bernard Malamud
- “True Story of a Syrian Refugee” (Time Magazine)
- Unit 2: People and the Environment (Commonlit.org unit with environment and climate change texts and activities embedded)

#### Other Texts

- Playing with Fire by Tess Gerritsen (only ‘Lorenzo’ excerpts)
- War Torn: Stories of Courage, Love, and Resilience - K. Miller

#### Multimedia Supplements

- Film Schindler’s List (Red Coat Clip)
- First They Killed My Father - Loung Ung
- Film Sometimes in April
- Film Hotel Rwanda
- The Story of Human Rights
- What are the universal human rights? - Benedetta Berti



- Documentary: Elie Wiesel/Oprah Interview at Auschwitz
- Unit 2: People and the Environment (Commonlit.org unit with environment and climate change texts and activities embedded)

### Triumph of the Human Spirit:

#### Learning Activities

- Close Reading of Text - During and after each reading recognize and understand story elements, develop core proficiencies, and understand that inspiration comes from reading about the struggles and challenges of others.
- Writing - After reading the selections, write an explanatory essay OR an argumentative essay related to one of the essential questions.
- Research Writing - As recognition of overcoming obstacles, students will research an individual or organization that demonstrates triumph of the spirit. Students will write a report and orally present findings.
- Speaking & Listening - During and after readings practice core proficiencies as they relate to focused, attentive listening and discussion of a topic

#### Short Texts

- "Keep Memory Alive" - Elie Wiesel
- "Glory and Hope" - Nelson Mandela
- "Nobel Prize Speech" - Martin Luther King
- "Still I Rise" - Maya Angelou
- "Just Lather, That's All" - Hernando Tellez
- "Self Reliance" excerpt - Ralph Waldo Emerson
- "I Hear America Singing" - Walt Whitman
- A Long Walk to Freedom - Nelson Mandela
- "Refugee in America" by Langston Hughes

#### Nonfiction/Informational Texts

- Newsela - Utilize Newsela for text sets based on individuals who have experienced and overcome adversity.
- Read/Analyze/Answer Questions Provided by Newsela
- This I Believe - Utilize This I Believe selections for personal beliefs through the twentieth and twenty-first



century.

- Basic Research - Utilize the internet to research examples of individual, community, and/or national examples of tenacity and triumph.

#### Multimedia

- Documentary: Eli Wiesel/Oprah Interview at Auschwitz - Human Rights and/or Triumph of the Spirit
- TED Talks - Utilize TED Talks for examples of inspirational stories of contemporary people.
- A Long Walk to Freedom

### Related Standards

#### Interdisciplinary connections and examples

##### Social Studies Connection

##### Half-Century of Crisis and Achievement: The Era of the Great Wars (6.2.12.HistoryUP.4.c)

- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Example: Students read Elie Wiesel's "Keep Memory Alive," which is Elie Wiesel's Nobel Peace Prize acceptance speech, in which he discusses the role(s) and effect(s) of perpetrators, bystanders, and victims. Students can research Elie Wiesel and his legacy and discuss the effects of being a bystander as well as the Bystander effect (psychology).

##### The Great Depression and World War II (6.1.12.HistoryCC.11.d)

- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Example: Students read Elie Wiesel's Night or Loung Ung's First They Killed My Father, both of which are memoirs of survivors of genocides. Students can research some of the background factors that contributed to the Holocaust and Cambodian genocide before reading the accounts. After reading, students can analyze the character transformations both Elie and Loung undergo as a result of their experiences in the genocide. Students can then write a comparative analysis depicting the similarities and differences between the



victims' experiences and the longterm effects the genocide had on each of the characters' developments.

#### Civics, Government, and Human Rights (6.2.12.CivicsHR.5.a)

- Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

Example: Students can read the UDHR and then complete research or a webquest of modern-day violations of the UDHR.

#### Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

##### Ethics and Culture (8.2.12.EC.1)

- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Example: As the Human Rights annotated bibliography assignment is left open for students to self-select a topic, some students may choose to analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. What human rights implications can/will advancing technology have?

#### 21st Century Skills (NJSLs-Career Readiness, Life Literacies, and Key Skills)

##### Information and Media Literacy (9.4.12.IML.2)

- Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Example: As part of the annotated bibliography performance task, students will evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

#### Climate Change

- When considering human rights, students may elect to investigate the topic of climate change using resources from the Commonlit.org unit listed above under texts.



## Social Emotional Learning

### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

## Culturally Relevant Connections

- Throughout this unit, students will be exposed to various perspectives of people who have survived mass genocides (Holocaust, Cambodian genocide)
- In his memoir Night, Elie Wiesel mentions how throughout the Holocaust there were instances of men and children being treated differently because of the guards/soldiers' homosexuality.
- Langston Hughes (author of "Refugee in America") was a gay poet.
- Commonlit - Students can read and analyze "A Litany for Survival" by lesbian poet, Audre Lorde. The subject matter of this poem could connect to both Human Rights and the Triumph of the Human Spirit.
- Commonlit - Students can read and analyze "The Mortician in San Francisco" by Randall Mann. (\*Note: Poem mentions suicide.) This poem can connect to Human Rights.
- Poem "DetoNation" by Ocean Vuong (gay, Vietnamese poet) has themes of war and relationships with one's father
- Malala Yousafzai - facial paralysis; shattered eardrum as a result of gunshot wound

## Accommodations

### Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Allow student use of technology

### ELL:

- Teach related vocabulary - A List verbs
- Define and explain the meaning of verbs



- Rather than handwriting extended responses, students should have access to computers and use word processing to develop their responses
- Students can use programs available to them to aid in their development and construction of responses, including speech to text software as well as the Read & Write extension, which allows students to hear their writing be read to them as well as word prediction and dictionary
- Break down and identify key words in assignment prompt
- By identifying and discussing the verbs in the performance task prompt, students can better understand and know what is expected. Ex: "Analyze = break down and explain" and "Support = prove and justify"
- Re-word the prompt so it is more easily understood. Ex: Write a character analysis in which you trace and analyze how a complex character develops or changes over the course of the text. -> How does the character change throughout the story? How do you know?
- Provide outline to help students organize their writing
- Identify the requirements of each paragraph in the essay. Ex: Body paragraph #1 would analyze the character in the beginning of the story. In this paragraph, start with a topic sentence, set-up/describe character, quote evidence to support description, and then analyze/explain evidence. Finish with closing sentence. Body #2 would analyze the character in the middle of the story as he/she begins to change and then body #3 would analyze character at the end of the story

commonly found across academic areas so students are aware of what is expected/meant by each of them when they encounter them

- Chunk large/extended assignments into manageable smaller tasks with their own deadlines
- Provide a student checklist and calendar



and how he/she has changed as a whole.

- Graphic organizers
- For this specific performance task, provide a graphic organizer to help students identify and organize the evidence they can use to support their response. In the graphic organizer, break the table into three different sections: beginning, middle, and end. In the left column, students will identify evidence they can use that shows a character change and in the right column students should explain how the evidence supports their analysis
- Provide students with a timeframe for completing the performance task
- Break down the task into manageable paragraphs and assign deadlines for specific parts. Ex: By the end of the class period, have body paragraphs #1 and #2 complete
- Provide models
- Provide students with examples of student produced paragraphs on a similar task
- Demonstrate in front of students how the teacher uses evidence gathered in graphic organizer to construct paragraph. Teacher should model thinking and organizational habits. Make intentions explicit and explain thinking behind choices.

### Enrichment

- Extended learning goals:
  - ⇒ Having researched modern-day violations of the UDHR, students can choose one violation to research further and create a presentation and/or speech to be delivered in front of a mock U.N. Council advocating on behalf of the victims and asking the U.N. to intervene and provide assistance,



incorporating their skills of modes of persuasion and argumentative techniques  
⇒ Students compare UDHR with U.S. constitutional rights for similarities, differences, and omissions. Students critically evaluate language and discuss possible reasons for omission within the U. S. bill of rights and problems with implementation.



# Appendix A: Culturally Relevant Pedagogy Examples

## BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases &amp; stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



# Appendix B: English Language Learners

## WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>Specialized or technical language reflective of the content areas at grade level</li> <li>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>Oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>Specialized or technical language of the content areas</li> <li>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>Specific and some technical language of the content areas</li> <li>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>General and some specific language of the content areas</li> <li>Expanded sentences in oral interaction or written paragraphs</li> <li>Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>General language related to the content area</li> <li>Phrases or short sentences</li> <li>Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>Pictorial or graphic representation of the language of the content areas</li> <li>Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> </ul>



## Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> <li>• Welcoming and stress-free</li> <li>• Respectful of linguistic and cultural diversity</li> <li>• Honors students' background knowledge</li> <li>• Sets clear and high expectations</li> <li>• Includes routines and norms</li> <li>• Is thinking-focused vs. answer-seeking</li> <li>• Offers multiple modalities to engage in content learning and to demonstrate understanding</li> <li>• Includes explicit instruction of specific language targets</li> <li>• Provides participation techniques to include all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates learning centers and games in a meaningful way</li> <li>• Provides opportunities to practice and refine receptive and productive skills in English as a new language</li> <li>• Integrates meaning and purposeful tasks/activities that:               <ul style="list-style-type: none"> <li>○ Are accessible by all students through multiple entry points</li> <li>○ Are relevant to students' lives and cultural experiences</li> <li>○ Build on prior mathematical learning</li> <li>○ Demonstrate high cognitive demand</li> <li>○ Offer multiple strategies for solutions</li> <li>○ Allow for a language learning experience in addition to content</li> </ul> </li> </ul>

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> <li>• Real-life objects (realia) or concrete objects</li> <li>• Physical models</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Visual representations or models such as diagrams or drawings</li> <li>• Videos &amp; films</li> <li>• Newspapers or magazines</li> <li>• Gestures</li> <li>• Physical movements</li> <li>• Music &amp; songs</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Charts</li> <li>• Timelines</li> <li>• Number lines</li> <li>• Graphic organizers</li> <li>• Graphing paper</li> </ul>	<ul style="list-style-type: none"> <li>• In a whole group</li> <li>• In a small group</li> <li>• With a partner such as <i>Turn-and-Talk</i></li> <li>• In pairs as a group (first, two pairs work independently, then they form a group of four)</li> <li>• In triads</li> <li>• Cooperative learning structures such as <i>Think-Pair-Share</i></li> <li>• Interactive websites or software</li> <li>• With a mentor or coach</li> </ul>	<ul style="list-style-type: none"> <li>• Labeling</li> <li>• Students' native language</li> <li>• Modeling</li> <li>• Repetitions</li> <li>• Paraphrasing</li> <li>• Summarizing</li> <li>• Guiding questions</li> <li>• Clarifying questions</li> <li>• Probing questions</li> <li>• Leveled questions such as <i>What? When? Where? How? Why?</i></li> <li>• Questioning prompts &amp; cues</li> <li>• Word Banks</li> <li>• Sentence starters</li> <li>• Sentence frames</li> <li>• Discussion frames</li> <li>• Talk moves, including <i>Wait Time</i></li> </ul>

\*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—[www.wida.us](http://www.wida.us).

*Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016*



# Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
  - a. Extra time for assigned tasks
  - b. Adjust length of assignment
  - c. Timeline with due dates for reports and projects
  - d. Communication system between home and school
  - e. Provide lecture notes/outline
2. Processing
  - a. Extra Response time
  - b. Have students verbalize steps
  - c. Repeat, clarify or reword directions
  - d. Mini-breaks between tasks
  - e. Provide a warning for transitions
  - f. Partnering
3. Comprehension
  - a. Precise processes for balanced math instructional model
  - b. Short manageable tasks
  - c. Brief and concrete directions
  - d. Provide immediate feedback
  - e. Small group instruction
  - f. Emphasize multi-sensory learning
4. Recall
  - a. Teacher-made checklist
  - b. Use visual graphic organizers
  - c. Reference resources to promote independence
  - d. Visual and verbal reminders
  - e. Graphic organizers
5. Assistive Technology
  - a. Computer/whiteboard
  - b. Tape recorder
  - c. Video Tape
6. Tests/Quizzes/Grading
  - a. Extended time
  - b. Study guides
  - c. Shortened tests
  - d. Read directions aloud
7. Behavior/Attention
  - a. Consistent daily structured routine
  - b. Simple and clear classroom rules
  - c. Frequent feedback
8. Organization
  - a. Individual daily planner
  - b. Display a written agenda
  - c. Note-taking assistance
  - d. Color code materials



## Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none"><li>• Planned and purposeful</li><li>• Different, or differentiated, work – not just more work</li><li>• Responsive to students’ needs and situations</li><li>• A promotion of high-level thinking skills and making connections within content</li><li>• The ability to apply different or multiple strategies to the content</li><li>• The ability to synthesize concepts and make real world and cross curricular connections</li><li>• Elevated contextual complexity</li><li>• Sometimes independent activities, sometimes direct instruction</li><li>• Inquiry based or open-ended assignments and projects</li><li>• Using supplementary materials in addition to the normal range of resources</li><li>• Choices for students</li><li>• Tiered/Multi-level activities with flexible groups (may change daily or weekly)</li></ul>	<ul style="list-style-type: none"><li>• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)</li><li>• Worksheets that are more of the same (busywork)</li><li>• Random assignments, games, or puzzles not connected to the content areas or areas of student interest</li><li>• Extra homework</li><li>• A package that is the same for everyone</li><li>• Thinking skills taught in isolation</li><li>• Unstructured free time</li></ul>



# Appendix E: Resources

## **Textbook:**

Prentice Hall Literature: Timeless Voices, Timeless Themes. Prentice Hall, 2002. (Gold, Maroon and Green versions)

Prentice Hall Literature: Timeless Voices Timeless Themes: World Literature. Prentice Hall, 2001

Wiggins, Grant P. *Prentice Hall Literature Common Core Edition*. Pearson/Prentice Hall, 2012.



## Appendix F: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.