Hoboken Public Schools

English II
Curriculum
Course Description

The purpose of English II is to provide a balanced language arts course that explores literary concepts, themes, and genres. This class will promote and encourage an understanding and appreciation of literature through the study of short story, poetry, drama, the novel, and historical speeches/essays. Students will respond to the literature in written and oral presentation to include informative, argument, expository, and narrative formats. The writing will emphasize quality of content as well as the deepening understanding of the students’ skills in grammar, mechanics, and usage. Through listening, speaking, thinking and writing, students will effectively make connections between literature and other academic disciplines, as well as their own experiences.

Course Resources

Unit One
“Swimming to Antarctica” Lynne Cox - pgs. 62-75
“Like the Sun” R.K. Narayan - pgs. 190-199
“Egyptology Resources” Nigel Strudwick - pgs. 183-184
“Interactive Dif” Renee Friedman - pgs. 185-189
“The Leap” Louise Erdrich - pgs. 46-54
“The Monkey’s Paw” W. W. Jacobs - pgs. 32-42
“There Will Come Soft Rains” Ray Bradbury - pgs. 284-293
“Early Autumn” Langston Hughes - pgs. 229-230
“Contents of a Dead Man’s Pocket” Jack Finney - pgs. 118-135
“Games at Twilight” Anita Desai - pgs. 138-149
from “A Quilt of a Country” Anna Quindlen - pgs. 21-22
Writing Workshop: Narrative Text: Autobiographical Narrative - pgs. 108-113

Novels
Like Water for Chocolate
The Color of Water

*English II – Honors (AP Track):
The House on Mango Street
The Scarlet Letter
The Crucible
The Alchemist

Unit Two
“Civil Peace” Chinua Achebe - pgs.358 and Nigerian Civil War - pg. 362
“Voices from the Wall” Marco Mielcarek - pgs. 405-407
“Editorial on the Berlin Wall” New York Times - 403-404
“The Leader in the Mirror” Pat Mora - pgs. 414-418
“The Spider and the Wasp” Alexander Petrunkevitch -pgs. 464-470
from “Longitude” Dava Sobel - pgs. 474-487
“Longitude and Latitude” -pg. 478
“The Great Migration” - pg. 249
“The Babylonian Captivity” - pg. 321
“The Emancipation of the Serfs” - pg. 350
“Eulogy for a Fallen Leader – Yitzhak Rabin”
"Everyday Use"
"Nineteen Fifty-Five"
“The Fall of the House of Usher”

Writing Workshop: Informative Text: Comparison and Contrast Essay – pgs. 1242-1244 (OR)

Farenheit 451
Tuesdays with Morrie
Incidents in the Life of a Slave Girl
Julius Caesar
Outliers
Passing
The Tipping Point

Unit Three
“Address To Students at Moscow State University” Ronald Reagan - pg. 449
“Keep Memory Alive” Elie Wiesel - pg. 542
“A Toast to the Oldest Inhabitant: The Weather of New England” Mark Twain - pg. 520
“The Sun Parlor” Dorothy West -pg. 490
“Noel Lecture” Alexander Solzhenitsyn - pg. 548
“The American Revolution”
“What Do You Notice”
“The Gettysburg Address” Abraham Lincoln -
“Emancipation Proclamation” Abraham Lincoln
“Second Inaugural Speech” Abraham Lincoln
“The Thirteenth Amendment” Abraham Lincoln
"Inaugural Address” John F. Kennedy
“The Perils of Indifference”
"Style"
Writing Workshop: Write an Argument Text – pgs. 420-422

Novels

The Color of Water
I Know Why the Caged Bird Sings
In the Time of Butterflies
The following novels were also optional in Unit 2:
Fahrenheit 451
Incidents in the Life of a Slave Girl
Julius Caesar
Outliers
Passing
The Tipping Point

Unit Four
“How to React to Familiar Faces” Umberto Eco - pg. 704
“How to Hold Fast to Your Dreams” Billy Joel - pg. 760
“The Guitar” Federico Garcia Lorca - pg. 648
“Making a Fist” Naomi S. Nye - pg. 664
“Sonnet 18” William Shakespeare - pg. 687
“Fear” Gabriela Mistral - pg. 702
“Santa Clause Meets Sophocles” Matthew Murray - pg. 865
“Metaphor” Eve Merriam -pg. 722
“A dream Deferred” Langston Hughes
“I Heard A Fly Buzz” Emily Dickinson

Writing Workshop: Narrative Text: Short Story – pgs. 328

OR
Writing Workshop: Explanatory Text: Analytical Response to Literature 768

A Doll’s House
A Raisin in the Sun
Antigone
Julius Caesar
Macbeth:
The Turn of the Screw

Unit Five

“Prometheus and the First People” Olivia E. Coolidge - pg. 1066
“Connecticut Yankee” Mark Twain - pg. 1192
“Mothers and Daughters” Michael Dorris - pg. 1223
“An Epic of Old Mali” D.T. Niane -pg. 1094
“The Ramayana” R.K. Narayan - pg. 1108
“Arthur Becomes King of Britain” T.H. White - pg. 1156
“Morte d’Arthur” Alfred Lord Tennyson -pg. 1174
“Cupid and Psyche” Lucius Apuleius - pg. 1130
“The Metamorphosis” Franz Kafka


Novels
The Scarlet Letter
The Great Gatsby
Moby Dick
The Collector
Wuthering Heights
The Kite Runner
Divergent
Luna
Joy Luck Club

Pacing Guide
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One: Reading Literature and Writing Narratives</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Unit Two: Reading Information and Writing Informational/Explanatory</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Unit Three: Reading Information and Writing Arguments</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Unit Four: Reading Literature and Writing Narratives</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Unit Five: Reading Literature and Information/Writing an Narrative &amp; Argument</td>
<td>3 Weeks</td>
</tr>
</tbody>
</table>

**Unit 1 – Reading Literature and Writing Narratives**
Six Weeks

**Overview**
In this unit, students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. They will determine a theme or central idea of a text and analyze in detail its development over the course of the text. Next, students will explore the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. When writing narratives, students will use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Essential Questions**
- How can truth change?
- How does fear influence our decisions and actions?
- How are the differences between truth and reality captured?

**Essential Learning Outcomes**
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text.
- Students will explore the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Students will discover that when writing narratives, use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Technology Infusion**
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**Standards Addressed**
- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.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; provide an objective summary of the text.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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 such effects as mystery, tension, or surprise.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.)
- CCSS.ELA-LITERACY.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Differentiation**
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

**Assessments**
- Literary Analysis Prompts
- Formal Assessments
- Multimedia Presentation
Narrative Writing Prompts
Journals (Dialectal)

21st Century Learning Connection
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 2 Reading Information Text and Writing Informational/Explanatory
8 Weeks

Overview
In this unit, students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Furthermore, they will analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made and how they are introduced and developed. Students will 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.

Essential Questions
- How is knowledge the same as understanding?
- How can textual evidence unmask the understanding of complex text?
- How is author’s purpose tied to the narrative elements if any?
- How can progress be made without understanding of conflict?

Essential Learning Outcomes
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made and how they are introduced and developed.
- 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.

Technology Infusion
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Standards Addressed
- CCS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.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; provide an objective summary of the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.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 such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.)

CCSS.ELA-LITERACY.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Differentiation**

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

**Assessments**

- Literary Analysis Prompts
- Formal Assessments
- Multimedia Presentation
- Narrative Writing Prompts
- Journals Writing
21st Century Learning Connection

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 3 – Reading Information and Writing Arguments

6 Weeks

Overview

In this unit, students will be able to cite strong and through textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text. Through this lens, students will analyze how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them. Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. To continue, students will 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). Finally, students will be able to determine the author’s point or view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

Essential Questions

- How does an experience influence a writer’s style and purpose?
- How does the use of voice empower an individual?
- How does knowledge impact the running of one’s life?

Essential Learning Outcomes

- Students will be able to cite strong and through textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
- Students will analyze how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.
- Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Students will 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).
- Students will be able to determine the author’s point or view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

Technology Infusion

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Standards Addressed

- CCS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCS.ELA-LITERACY.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; provide an objective summary of the text.
- CCS.ELA-LITERACY.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.
- CCS.ELA-LITERACY.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).
- CCS.ELA-LITERACY.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 such effects as mystery, tension, or surprise.
- CCS.ELA-LITERACY.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.
- CCS.ELA-LITERACY.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.
- CCS.ELA-LITERACY.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.)
- CCS.ELA-LITERACY.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
- CCS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Differentiation

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments

- Literary Analysis Prompts
- Formal Assessments
Multimedia Presentation
Narrative Writing Prompts
Journal Review

21st Century Learning Connection
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 4 – Reading Literature and Writing Narratives
6 Weeks

Overview
In this unit, students will analyze how the author uses rhetoric to advance the point of view or purpose. From this knowledge, students will draw evidence from informational texts to support analysis, reflection, and research. As a result of their reading explorations, students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Questions
- How is conflict identified and why is it necessary?
- How is evidence drawn from informational text to support analysis, reflection, and research?
- How is communication a vital component of reading literature and responding to a prompt?

Essential Learning Outcomes
- Students will 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.
- Students will understand that when writing narratives, it is vital to 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.
- Students will understand how to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events. When writing narratives, 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.

Technology Infusion
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**Standards Addressed**

- CCS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCS.ELA-LITERACY.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; provide an objective summary of the text.
- CCS.ELA-LITERACY.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.
- CCS.ELA-LITERACY.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).
- CCS.ELA-LITERACY.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 such effects as mystery, tension, or surprise.
- CCS.ELA-LITERACY.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.
- CCS.ELA-LITERACY.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.
- CCS.ELA-LITERACY.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.)
- CCS.ELA-LITERACY.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
- CCS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Differentiation**

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments
- Literary Analysis Prompts
- Formal Assessments
- Multimedia Presentation
- Narrative Writing Prompts
- Journal Review

21st Century Learning Connection
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 5 – Reading Literature and Information/Writing Arguments & Narrative
8 Weeks

Overview
In this unit, students will analyze how complex characters (e.g., those with multiple of conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot. Next, they will 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. Through this experience, students will produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Last, students will analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place and informal tone).

Essential Questions
- How does an experience influence a writer’s style and purpose?
- How do our differences define us?
- How does experience determine what we perceive?

Essential Learning Outcomes
- Students will cite strong and through textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
- Students will analyze how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.
- Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Students will critically 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).

Students will understand the importance of determining the author’s point or view or purpose in a text and analyze how an author uses

Students will explore that when writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Technology Infusion

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Standards Addressed

- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.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; provide an objective summary of the text.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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 such effects as mystery, tension, or surprise.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.)
- CCSS.ELA-LITERACY.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Differentiation

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments
- Literary Analysis Prompts
- Formal Assessments
- Multimedia Presentation
- Narrative Writing Prompts

21st Century Learning Connection
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.