

English II and Honors

Keansburg High School

5 Credits

Full Year

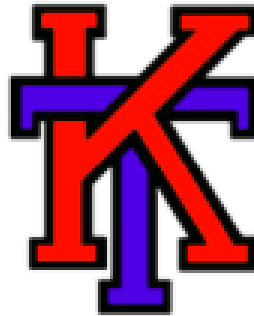


Table of Contents:

Statement of Purpose.....Page 3

Pacing Guide.....Page 5

Unit 1: Creation Myths / PEAR: Central Ideas.....Page 6

Unit 2: Internal Conflict & Responsibility / PEAR: Theme Analysis .....Page 16

Unit 3: Gothic Literature / Narrative Writing.....Page 28

Unit 4: Character Development / Literary Analysis: Symbolism.....Page 38

Unit 5: Friendship & Loyalty / Argumentative Writing: Theme .....Page 49

Unit 6: The Science of Branding / Research Based Writing .....Page 60

### **Statement of Purpose**

The Keansburg School District High School literacy program provides students with an in-depth study of American Literature through critical literary study, research-based writing, and connections to life and world.

### **Summary of the Course**

The course of study is designed to focus on the development of practical language skills for sophomores. Emphasis is placed on the writing process, focusing particularly on revision and editing. Narrative, informational, argumentative, and research-based writing are addressed. The study of literature includes the novel, the short story, drama, and poetry. Many activities will prepare the students for the SAT and ACT. Students will also develop a research paper systematically from topic selection to final draft. The course of study is designed to deliver a curriculum that:

- Challenges all students, independent of ability or grade
- Embraces a culture of reading and writing on an ongoing and progressive basis
- Requires students write with clarity, purpose, with high technical capacity
- Is personalized to each student
- Provides content, process and product in 21st century skills, specifically listening and speaking
- Is aligned among grade levels, vertically and horizontally coordinated
- Is student-centered/influenced
- Focuses on the development of background knowledge across the preK-12 continuum
- Is committed to developing a global community from each student and experience in Keansburg
- Meets the needs of a dynamic, rigorous and high-level educational, political, and social community

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.

## Keansburg School District - Curriculum Guide

- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
  - Narrative- multiple pieces throughout the unit. One published piece & one On-Demand input in LinkIt
  - Informational- multiple pieces throughout the unit. One published piece & one On-Demand input in LinkIt
  - Persuasive/Argumentative- multiple pieces throughout the unit. One published piece & one On-Demand input in LinkIt
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

**Pacing Guide**

<b>Unit</b>	<b><u>Timeframe</u></b>	<b><u>Title of Unit</u></b>
	<b># of Blocks/Weeks</b>	
1	4 weeks	Creation Myths / PEAR: Central Ideas
2	7 weeks	Internal Conflict & Responsibility / PEAR: Theme Analysis
3	4 weeks	Gothic Literature / Narrative Writing
4	7 weeks	Character Development / Literary Analysis: Symbolism
5	7 weeks	Friendship & Loyalty / Argumentative Writing: Theme
6	7 weeks	The Science of Branding / Research Based Writing

### **Unit 1: Creation Myths / PEAR: Central Ideas**

**Summary of the Unit:** This unit explores the rich tapestry of creation myths from various cultures, with a particular focus on those of Native American tribes and the Judeo-Christian tradition. Students will examine the purposes and themes of these myths, analyzing how they reflect the values and beliefs of the cultures from which they originate. In addition to understanding creation myths, the unit will delve into essential aspects of Native American literature, highlighting how storytelling traditions have shaped contemporary writing.

Throughout the unit, students will develop skills in identifying and articulating the central idea of various texts. They will learn strategies for distinguishing central ideas from supporting details, enhancing their comprehension and analytical skills. By the end of the unit, students will be equipped to connect the themes of creation myths with historical narratives, fostering a deeper appreciation of cultural storytelling and its significance.

#### **Essential Questions:**

- What purpose do creation myths serve in different cultures?
- How do creation myths reflect the values and beliefs of a culture?
- In what ways do creation myths from various cultures share common themes?
- How does the narrative structure of a creation myth shape its meaning?
- How have Native American perspectives on history influenced their storytelling traditions?
- In what ways have Native American experiences been represented in literature and media?
- What strategies can we use to identify the central idea of a text?
- How does understanding the central idea enhance our comprehension of a text?
- In what ways can the central idea of a text be influenced by the author's purpose and perspective?
- How can we differentiate between the central idea and supporting details in a text?

#### **Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:**

- [Summative Assessments](#)
- [Formative Assessments](#)
- [Alternative Assessments](#)
- CommonLit Assessments
- IXL
- Linkit Benchmark
- Anecdotal Records
- Progress Monitoring

**Instructional Materials:**

[Earth On Turtle's Back](#)

[Adam and Eve](#)

[Creation Myth Synthesis Assignment](#)

[Superman and Me](#)

[Creation Myth Notes](#)

[The Creation Story of the Maya](#) (CommonLit)

[Extracts from Adam's Diary](#) (CommonLit)

[The Sun, Moon, and Stars](#) (CommonLit - Honors)

[I Am Offering This Poem](#) (CommonLit)

[Red Cloud's Speech after Wounded Knee](#) (CommonLit)

[The Story of Prometheus and Pandora's Box](#) (CommonLit)

[Introduction to PEAR Responses PDF](#)

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
<b>Reading</b> - Introduction to Creation Myths & "Earth on Turtle's Back"	<b>Week 1</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>understand the concept of creation myths and their significance in various cultures</li> <li>explore different Native American creation myths and their cultural contexts</li> <li>read and analyze a specific Native American creation myth</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce creation myths with <a href="#">Creation Myth Notes</a></li> <li>Review the definition of theme and discuss how to determine the significance of a text through review of theme</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Read aloud "<a href="#">Earth On Turtle's Back</a>"</li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li>Begin working on <a href="#">Creation Myth Synthesis Assignment</a>, filling in the "reading" section from our text</li> <li><a href="#">The Creation Story of the Maya</a> (CommonLit)</li> <li>IXL: complete English diagnostic assessment</li> </ul> <b>Share:</b> <ul style="list-style-type: none"> <li><b>Students will share their opinions on the information they have learned so far</b></li> </ul>	RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

# Keansburg School District - Curriculum Guide

			<p><b>about the native american tradition, culture, and creation myth</b></p> <p><u>Honors:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">The Sun, Moon, and Stars</a> (CommonLit - Honors)</li> </ul>	
<b>Writing</b>	<b>Week 1</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Learn how to identify the central idea of a text</li> <li>• work collaboratively to identify central ideas in different texts</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Review meaning of central idea</li> <li>• Discuss how to determine central idea versus supporting details</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Identify the central idea of the text from yesterday - respond in one paragraph to the following question, "What is the central idea of "Earth on Turtle's Back"?"</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <u>IXL</u> <ul style="list-style-type: none"> <li>○ Determine the main idea of a passage</li> <li>○ Identify thesis statements</li> <li>○ Analyze the development of informational passages: set 1</li> <li>○ Analyze the development of informational passages: set 2</li> <li>○ Trace an argument: set 1</li> <li>○ Trace an argument: set 2</li> </ul> </li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <b>Students will share the central idea they identified with their classmates. Students should also share the textual evidence they identified to support their answer.</b></li> </ul> <p><u>Honors:</u> Honors will review the PEAR response and students will write their response to the above question in the format.</p>	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>
<b>Reading - "Adam and Eve"</b>	<b>Week 2</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Understand the creation myth of "Adam and Eve"</li> </ul>	<p><b>Mini-lessons:</b></p>	<p>RI.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the</p>



# Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>Analyze story for themes of temptation and gender roles</li> </ul>	<ul style="list-style-type: none"> <li>Review the definition of morals and discuss how to determine the significance of a text through review of morality</li> <li>Review themes that students may be already familiar with from the story of Adam and Eve</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read "<a href="#">Adam and Eve</a>"</li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>Continue working on <a href="#">Creation Myth Synthesis Assignment</a>, filling in the "reading" section from our text</li> <li><a href="#">Extracts from Adam's Diary</a> (CommonLit)</li> <li>IXL: continue completing English diagnostic assessment</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><b>Students will share new information they may have learned about the Adam and Eve tale from an English perspective - what new themes or morals did they learn from the story?</b></li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Story of Prometheus and Pandora's Box</a> (CommonLit - Honors)</li> </ul>	<p>course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p>
<b>Writing</b>	<b>Week 2</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>review PEAR response writing with emphasis on textual evidence</li> <li>Compare "Adam and Eve" to "Earth on Turtle's Back" with focus on central idea and theme</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Reintroduce PEAR response writing to class using <a href="#">PEAR PDF</a></li> <li>Model PEAR response using the prompt from the week earlier regarding "Earth on the Turtle's Back" - this can be used to show students what they could have written as a successful response to the prompt.</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>Students will focus on the 2 myths from the unit thus far - "Earth on the Turtle's Back" and "Adam and Eve". Students will</li> </ul>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped</p>

# Keansburg School District - Curriculum Guide

			<p>write a PEAR response on their own answering the following prompt: “What central idea do both creation myths have in common?”. Students should provide textual evidence to support their answer.</p> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <b><u>IXL:</u></b> <ul style="list-style-type: none"> <li>○ Determine the main idea of a passage</li> <li>○ Identify thesis statements</li> <li>○ Identify stronger and weaker evidence to support a claim</li> <li>○ Choose the best evidence to support a claim</li> <li>○ Identify supporting evidence in a text</li> </ul> </li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <b>Students will share their completed PEAR responses with a partner to receive feedback from a peer.</b></li> </ul> <p><b>Honors:</b> Write a 2 paragraph response using the PEAR format to compare or contrast the theme, conflict, or central idea from 2 out of 4 texts they have read</p>	by specific details; provide an objective summary of the text.
<b>Reading</b>	<b>Week 3</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Analyze the cultural impacts of creation myths on native american culture, past and present</li> <li>• compare creation myths to creation myths from other cultures</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>• Review history of Native American life and time period before colonization of the Americas</li> <li>• Introduce the elements of culture, including beliefs, language, music, etc.</li> <li>• Discuss the importance of creation myths and nature of Native American tribes</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Complete <a href="#">Creation Myth Synthesis Assignment</a>, completing the “Cause and Effect” section of the assignment</li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Story of Prometheus and Pandora's Box</a> (CommonLit)</li> </ul>	<p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival,</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>IXL: continue working on/complete IXL English diagnostic</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><b>Students will share one element they found interesting in the creation myths they have read in class</b></li> </ul> <p><b>Honors:</b>  <a href="#">Edpuzzle: Creation Myths: Humans and Nature</a>          (CrashCourse video)</p>	<p>adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>D. Use a colon to introduce a list or quotation.</p> <p>E. Recognize spelling conventions.</p>
<b>Writing</b>	<b>Week 3</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>evaluate the central idea of creation myths when understanding cultural beliefs</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Compare the 3 primary creation myths that have been presented so far in this unit:             <ul style="list-style-type: none"> <li>Earth on the Turtle's Back</li> <li>Adam and Eve</li> <li>The Story of Prometheus and Pandora's box</li> </ul> </li> <li>Have the class create a masterlist of shared elements and differed elements</li> <li>Review the central idea of each text - do they align or in what ways are they different?</li> </ul> <p><b>Independent Writing</b></p>	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>F. Use parallel structure.</p> <p>G. Use various types of phrases (noun, verb, adjectival, adverbial, participial,</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>• Reflect on the myths that students have read throughout this unit. In what ways do myths play a significant role in society?</li> <li>• Why might each culture (Native American, Judeo-Christian, Ancient Greek) all have similar creation myths?</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <u>IXL:</u> <ul style="list-style-type: none"> <li>○ Determine the main idea of a passage</li> <li>○ Identify thesis statements</li> <li>○ Identify stronger and weaker evidence to support a claim</li> <li>○ Choose the best evidence to support a claim</li> <li>○ Identify supporting evidence in a text</li> </ul> </li> <li>• Students who require extra time on their reflections may use this time to complete their writings.</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <b>Students will share which creation myth they found the most interesting</b></li> </ul>	<p>prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>H. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>I. Use a colon to introduce a list or quotation.</p> <p>J. Recognize spelling conventions.</p>
<b>Reading</b>	<b>Week 4</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Compare creation myths to works written by contemporary native american authors</li> <li>• Study the history of native american culture with emphasis on published literature</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>• Quickly introduce students to Sherman Alexie, author of <i>The Absolutely True Diary of a Part Time Indian</i> which they may have read in middle school</li> <li>• Discuss Native Americans history (reservations, boarding schools, etc.) and how authors represent those hardships through their writing</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Superman and Me</a> by Sherman Alexie</li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Native American Boarding Schools: A Lost History</a> (EdPuzzle)</li> </ul>	<p>RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>• <a href="#">Native American Reservations, Explained</a> (EdPuzzle)</li> <li>• <a href="#">I Am Offering This Poem</a> (CommonLit)</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Students will share what connections they created between the creation myths and native american culture to the texts from today</li> </ul> <p><b>Honors:</b>  <a href="#">Red Cloud's Speech after Wounded Knee</a> (CommonLit)</p>	
<b>Writing</b>	<b>Week 4</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Craft final PEAR response on the creation myths analyzed in class using strong textual evidence and analysis of text</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Review elements of a successful PEAR Response</li> <li>• Review what successful supporting evidence and analysis looks like</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Students will complete the <a href="#">summative PEAR response</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Alternate Assessment:</a> Create-a-Myth project</li> </ul> </li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group:</b> meet with teacher to review elements of PEAR and to support any struggling writers in the classroom</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Students will share which element of the PEAR format they feel most successful with</li> </ul> <p><b>Honors:</b>  Write 2 paragraph response using the PEAR format to 1 of the 2 following prompts:</p> <ol style="list-style-type: none"> <li>1. How do creation myths serve as a means of preserving cultural identity and history?</li> <li>2. Choose 1 creation myth that we have studied in this unit. In what ways do the themes of the selected creation myth</li> </ol>	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.</p> <p>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</p>

## Keansburg School District - Curriculum Guide

			resonate with the central idea of the myth?	<p>reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
--	--	--	---	--

*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

### **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

#### [Suggested Modifications by Grade level](#)

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

**Suggested Technological Innovations/ Use:** Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. Usage of Nearpod, CommonLit, Google Classroom, IXL, Digital Texts, Audiobooks, EdPuzzle in the classroom. Students will use IXL.com, CommonLit.com, and various news and informational outlets to research and evaluate information on their topic.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

#### **Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills**

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## Unit 2: Internal Conflict & Responsibility / PEAR: Theme Analysis

**Summary of the Unit:** In this unit, students will delve into Arthur Miller's play "The Crucible," examining its historical context, characters, and, most importantly, its prominent themes of internal conflict and responsibility. Students will continue to sharpen their writing through the lens of theme in this unit while mastering their usage of strong and supportive textual evidence. Through a combination of reading, discussion, and written assignments, students will engage critically with the text and reflect on the relevance of its themes in contemporary society.

### Essential Questions:

How does fear influence individual and collective behavior in "The Crucible," and what are the consequences of such hysteria?

In what ways do the characters in the play struggle with their reputations, and how does this reflect the importance of integrity in society?

What is the role of authority in "The Crucible," and how do characters respond to the power structures in their community?

How do personal beliefs and ideologies shape the actions of individuals in the play, and what parallels can we draw to contemporary issues of belief and conformity?

What lessons can be learned from the events of "The Crucible" regarding the dangers of scapegoating and the consequences of mass hysteria?

How does Arthur Miller use the Salem witch trials as an allegory for McCarthyism, and what implications does this have for understanding the relationship between power and truth?

In what ways do the themes of "The Crucible" resonate with modern societal issues, such as social justice, moral courage, and the quest for truth?

### Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- [Formative Assessments](#)
- [Summative Assessments](#)
- [Alternative Assessments](#)
- CommonLit Assessments
- IXL
- Linkit Benchmark
- Anecdotal Records
- Progress Monitoring

### Instructional Materials:

[PDF](#) or physical copy of *The Crucible*

[CommonLit Book Pairings](#)

[Introduction to Puritan Life Notes](#)

[Introduction to Puritan Life Questions](#)

[Salem Witch Trials: Crucible Background Knowledge](#) (EdPuzzle)



# Keansburg School District - Curriculum Guide

[Anticipation Guide](#)  
[Character Chart](#)  
[Act 1 Comprehension Questions](#)  
[Act 2 Comprehension Questions](#)  
[Act 2 - Inferences Activity](#)  
[Act 2 - Forgiveness Reflection and Analysis](#)  
[Act 2 - Grudges and Rivalries](#)  
[Act 3 Comprehension Questions](#)  
[Act 4 Comprehension Questions](#)

*\*Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading - Introduction to Salem, MA and Cold War/McCarthyism	Week 1	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Understand the historical context of the Salem witch trials</li> <li>Understand the Cold War and McCarthyism</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce historical background of the Salem witch trials and McCarthyism <ul style="list-style-type: none"> <li><a href="#">Introduction to Puritan Life Notes</a></li> </ul> </li> </ul> <b>Reading:</b> CommonLit Articles, Notes, and EdPuzzle introductions to topic and time period <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">Anticipation Guide</a></li> <li><a href="#">Introduction to Puritan Life Questions</a></li> <li>Character Chart: identifying traits and characteristics of main characters</li> <li>CommonLit Book Pairings <ul style="list-style-type: none"> <li><a href="#">Puritan Laws and Character</a></li> <li><a href="#">McCarthyism</a></li> </ul> </li> <li><a href="#">Salem Witch Trials: Crucible Background Knowledge</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>Discuss which theme from the anticipation guide they find most interesting</li> <li>Group Activity: Agree, Disagree, Neutral classroom activity</li> </ul>	<p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate</p>

# Keansburg School District - Curriculum Guide

			<b>Honors:</b> <a href="#">The Salem (and Other) Witch Hunts</a> (CommonLit)	in terms of themes and significant concepts.
<b>Reading - Act 1 of <i>The Crucible</i></b>	<b>Week 2 + 3</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Study key characters and plot elements.</li> <li>Examine the theme of fear and its impact on behavior</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce main characters in Act 1</li> <li>Review their roles and have students begin Character Chart</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Act 1 of "The Crucible"</li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Act 1 Comprehension Questions</a></li> <li>CommonLit Book Pairings               <ul style="list-style-type: none"> <li><a href="#">The Dancing Plague of 1518</a> (after finishing Act 1)</li> </ul> </li> </ul> <b>Honors:</b> <a href="#">Witchcraft in Salem</a> (before reading Act 2)	RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
<b>Writing - Review of Themes</b>	<b>Week 2</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Review theme and its significant in literature</li> <li>Identify and analyze the emerging themes presented in Act 1 of "The Crucible."</li> <li>Develop a written analysis that articulates how these themes may present themselves throughout the play               <ul style="list-style-type: none"> <li>Which themes do students think will be the most significant based on their readings thus far?</li> </ul> </li> <li>Enhance skills in textual evidence integration and critical thinking</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>Review the narrative element of theme/messages in literature</li> <li>Review plot points and important characters featured so far into Act 1</li> <li>Discuss these characters' roles in the story and the emotions/personality traits they have</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li>Students will write a reflection on the lessons they think will be taught based on evidence they have found in Act 1</li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li>IXL.com               <ul style="list-style-type: none"> <li>Determine the themes of short stories</li> <li>Match the quotations with their themes</li> </ul> </li> </ul>	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>○ Identify supporting evidence in a text</li> <li>● Small Group: <ul style="list-style-type: none"> <li>○ Provide students with a list of themes presented in <i>The Crucible</i> - they must choose ONE that they will track themselves as we read the play</li> </ul> </li> </ul>	
<b>Writing - Fear</b>	<b>Week 3</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>● Examine the theme of fear and its impact on behavior throughout Act 1</li> <li>● Develop a written analysis that articulates how this theme is conveyed through Abigail and Betty</li> <li>● Enhance skills in textual evidence integration and critical thinking</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>● Highlight the theme of fear to students <ul style="list-style-type: none"> <li>○ explaining how fear drives characters' actions and decisions in the play.</li> </ul> </li> <li>● Discuss how fear can lead to irrational behavior, scapegoating, and the deterioration of community trust</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li>● Students will write PEAR response detailing where they found the theme of fear and its impact on behavior in Act 1</li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li>● IXL.com <ul style="list-style-type: none"> <li>○ Determine the themes of short stories</li> <li>○ Match the quotations with their themes</li> <li>○ Identify supporting evidence in a text</li> </ul> </li> <li>● Quote Analysis: <ul style="list-style-type: none"> <li>○ Students will work in pairs to choose a quote that illustrates the theme of fear. They will analyze the quote by discussing its context, the speaker, and its significance in relation to the theme.</li> </ul> </li> <li>● Fear in Modern Context <ul style="list-style-type: none"> <li>○ Students will discuss how fear operates in today's society compared to the fear in Salem.</li> </ul> </li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>W.RW.9–10.7. 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.</p>

# Keansburg School District - Curriculum Guide

			<p>They can create a Venn diagram comparing fears from Act 1 with modern fears, providing examples from both contexts.</p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Reflective writing on the themes of fear and hysteria introduced in Act 1 with a partner</li> </ul> <p><b>Honors:</b> Theme Collage</p> <ul style="list-style-type: none"> <li>• In small groups, students will create a collage that represents the theme of fear in "The Crucible." They can use images, keywords, and quotes from the text. Afterward, they will present their collages and explain how the visuals relate to the theme.</li> </ul>	
<b>Reading - Act 2 of <i>The Crucible</i></b>	<b>Week 4 + 5</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Analyze the events and character dynamics in Act 2 of "The Crucible."</li> <li>• Understand the theme of internal conflict and its impact on character relationships</li> <li>• Discuss the role of societal pressures and moral dilemmas faced by the characters.</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>• Briefly review the events from Act 1</li> <li>• Ask students: what are the responsibilities of the citizens of Salem as hysteria grows in the town?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read Act 2 of <i>The Crucible</i></li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Act 2 Comprehension Questions</a></li> <li>• <a href="#">Mass Hysteria</a> (EdPuzzle)</li> <li>• <a href="#">Act 2 - Inferences Activity</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Students will share their findings in the inference activity with a partner</u></b></li> </ul> <p><b>Honors:</b> <a href="#">MSNBC Mass Hysteria Benedict</a> (EdPuzzle)</p> <p>Honors students will complete EdPuzzle and then write a reflection comparing the mass hysteria</p>	<p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>

# Keansburg School District - Curriculum Guide

			shown in Act 2 and the students featured in the EdPuzzle.	
<b>Writing - Forgiveness</b>	<b>Week 4</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Develop a written analysis that articulates how the theme of forgiveness is conveyed through Abigail and the Proctors</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>Divide students into small groups and assign each group a specific theme <ul style="list-style-type: none"> <li>Struggle for Forgiveness</li> <li>Consequences of Unforgiveness</li> </ul> </li> <li>In their groups, students will identify quotes and character interactions that exemplify their assigned theme. For example: <ul style="list-style-type: none"> <li>Struggle for Forgiveness: Explore how John Proctor grapples with his guilt and seeks forgiveness, both from Elizabeth and himself.</li> <li>Consequences of Unforgiveness: Discuss how characters like Abigail Williams manipulate the situation, preventing forgiveness and reconciliation.</li> </ul> </li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li><a href="#">Act 2 - Forgiveness Reflection and Analysis</a></li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li>IXL.com <ul style="list-style-type: none"> <li>Analyze short stories: set 1</li> <li>Analyze short stories: set 2</li> <li>Analyze passages from Things Fall Apart: Part 1</li> <li>Analyze passages from Things Fall Apart: Part 2</li> </ul> </li> <li>Textual Evidence Hunt <ul style="list-style-type: none"> <li>Students will read selected passages from Act 2 and highlight quotes that reflect the theme of forgiveness. They will create a graphic organizer that includes the quote, the character who speaks it, and its significance in relation to forgiveness.</li> </ul> </li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>W.RW.9–10.7. 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.</p>

# Keansburg School District - Curriculum Guide

			<b>Honors:</b> <a href="#">Does the Justice System Neglect Forgiveness?</a> (CommonLit)	
<b>Writing - Grudges and Rivalries</b>	<b>Week 5</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Analyze the events and character dynamics in Act 2 of "The Crucible."</li> <li>Understand the theme of revenge, grudges, and rivalries</li> <li>Evaluate my knowledge of Act 1 and 2</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>Review the elements of Act 1 and 2, including characters, plot, setting, conflicts, and themes</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li><a href="#">Act 1-2 Quiz</a></li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Act 2 - Grudges and Rivalries</a></li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>W.RW.9–10.7. 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.</p>
<b>Reading - Act 3 of <i>The Crucible</i></b>	<b>Week 5 + 6</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Analyze the key events and character motivations in Act 3 of "The Crucible."</li> <li>Explore the themes of justice, truth, and hysteria as they manifest in the courtroom scenes.</li> <li>Discuss the consequences of internal conflict and the importance of personal integrity.</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Begin the lesson by reviewing the events from Act 2, highlighting the rising tension and stakes in Salem.</li> <li>Introduce the focus for Act 3: the courtroom and its significance in the play.</li> <li>Ask students the following questions:             <ul style="list-style-type: none"> <li>What is the role of a courtroom in society?</li> <li>Who has the power in court?</li> <li>How does a trial and court force people to confront their internal conflicts?</li> </ul> </li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Read Act 3 of <i>The Crucible</i></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Act 3 Comprehension Questions</a></li> <li>CommonLit Book Pairing             <ul style="list-style-type: none"> <li><a href="#">"Enemies from Within" Speech</a></li> </ul> </li> </ul> <b>Share:</b>	<p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>• <u>Students will share by participating in a class discussion of the role of court in society</u></li> </ul> <p><b>Honors:</b>  <a href="#">Half Hanged Mary Reading</a> (CommonLit PDF)</p>	
<b>Writing - Justice versus Injustice &amp; Authority</b>	<b>Week 5</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Analyze the theme of justice as depicted in Act 3 of "The Crucible."</li> <li>• Evaluate the impact of justice and injustice on characters and the overall plot.</li> <li>• Enhance critical thinking and discussion skills through group activities and class discussions.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Briefly recap the events of Acts 1 and 2, emphasizing the escalating tensions and conflicts.</li> <li>• Introduce Act 3, explaining that it focuses on the court proceedings and the theme of justice versus injustice.</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Students will write a response to the following prompt:             <ul style="list-style-type: none"> <li>◦ What are the consequences of justice and injustice for the characters involved?</li> </ul> </li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Court of Public Opinion Is About Mob Justice and Reputation as Revenge</a> (CommonLit)</li> <li>• One-on-One Conference:             <ul style="list-style-type: none"> <li>◦ Meet with students one on one to review writings for the year. Discuss ways to improve before the final writing assessment</li> </ul> </li> <li>• "The Perfect Justice System"             <ul style="list-style-type: none"> <li>◦ In small groups, students will create a justice system that they feel would be "perfect". They will present their ideas to another group and critique and provide feedback based on their presentation of ideas</li> </ul> </li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <u>Students will share their ideas of a perfect justice system with another group</u></li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>W.RW.9–10.7. 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.</p>

# Keansburg School District - Curriculum Guide

			<b>Honors:</b> <a href="#">The juvenile justice system is broken. Here is what actually works</a> (EdPuzzle)	
<b>Writing - Reputation and Integrity</b>	<b>Week 6</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Analyze the theme of reputation and integrity as depicted in Act 3 of "The Crucible."</li> <li>Evaluate how characters' reputations influence their actions and decisions.</li> <li>Enhance critical thinking and discussion skills through group activities and class discussions.</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>Write "Reputation" and "Integrity" on the board. Ask students to define each term and discuss their significance in society.</li> <li>Discuss how reputation can impact a person's actions and relationships, and how integrity relates to personal principles and ethics.</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li><a href="#">Act 3 PEAR Response - Mass Hysteria</a></li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li>Small Groups:               <ul style="list-style-type: none"> <li>Assign excerpts from Act 3 that highlight the theme of reputation and integrity (e.g., scenes involving John Proctor, Abigail Williams, and Elizabeth Proctor).</li> <li>Students will identify key quotes that demonstrate the theme of reputation and integrity.</li> <li>Discuss how these quotes reflect the characters' struggles and the societal pressures they face</li> </ul> </li> <li><a href="#">False Accusation</a> (CommonLit)</li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li><u>Students will share the textual evidence they identified that highlights the themes of integrity and reputation</u></li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>W.RW.9–10.7. 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.</p>
<b>Reading - Act 4 of <i>The Crucible</i></b>	<b>Week 7</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Analyze the themes of fear, redemption, and moral conflict as depicted in Act 4 of "The Crucible."</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Refer back to character charts from beginning of unit               <ul style="list-style-type: none"> <li>What characters have changed?</li> </ul> </li> </ul>	<p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with</p>



# Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>Evaluate the development of characters and their motivations in the final act.</li> <li>Foster critical thinking and discussion skills through group activities and class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>How does this character development show readers the THEME of <i>The Crucible</i>?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read Act 4 of <i>The Crucible</i></li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">Act 4 Comprehension Questions</a></li> <li>CommonLit Book Pairing             <ul style="list-style-type: none"> <li><a href="#">Invictus</a></li> <li><a href="#">Excerpt from "Civil Disobedience"</a></li> </ul> </li> <li><a href="#">The Crucible Final Test</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><u>Students will share their final opinions of the play</u></li> </ul> <p><b>Honors:</b>  <a href="#">Reclaiming Tituba</a> (CommonLit PDF)</p>	<p>other characters, and advance the plot or develop the theme.</p> <p>RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>
<b>Writing</b>	<b>Week 7</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Analyze the themes of internal conflict and responsibility in "The Crucible."</li> <li>Develop a cohesive and well-structured essay that articulates a clear thesis supported by textual evidence.</li> <li>Enhance writing skills through peer review and revisions.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Discuss the themes of internal conflict and responsibility as they appear throughout "The Crucible."</li> <li>Pose guiding questions to stimulate discussion:             <ul style="list-style-type: none"> <li>How do characters experience internal conflict in the play?</li> <li>In what ways do the characters' actions reflect their sense of responsibility?</li> </ul> </li> <li>Introduce students to essay prompt             <ul style="list-style-type: none"> <li>Review elements of an essay:                 <ul style="list-style-type: none"> <li>■ Introduction with thesis statement</li> <li>■ PEAR body paragraphs</li> <li>■ Conclusion that answers "so what?" question</li> </ul> </li> </ul> </li> </ul> <p><b>Independent Writing</b></p>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>W.RW.9–10.7. 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.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p>

## Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>• Graphic organizers for students to outline their essays</li> <li>• Complete 2-3 page paper analyzing the theme of responsibility and internal conflict in <i>The Crucible</i></li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• Small Peer Review Groups</li> <li>• One-on-One conferences to support struggling writers</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <u>Students will share their writing in their peer review pairs/groups - students should share one element they are successful with and one element they want help on</u></li> </ul> <p><b>Honors:</b>  <a href="#">Absolute Power Corrupts Absolute Power Essay</a></p>	
--	--	--	---	--

*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

### **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

#### [Suggested Modifications by Grade level](#)

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

**Suggested Technological Innovations/ Use:** Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. Usage of Nearpod, CommonLit, Google Classroom, IXL, Digital Texts, Audiobooks, EdPuzzle in the classroom. Students will use IXL.com, CommonLit.com, and various news and informational outlets to research and evaluate information on their topic.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:**

6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### Unit 3: Gothic Literature / Narrative Writing

**Summary of the Unit:** This unit introduces students to the rich genre of Gothic literature, focusing on its key themes, characteristics, and historical context. Students will explore the works of Edgar Allan Poe and William Faulkner, particularly examining how these authors utilize Gothic elements to create atmosphere, develop characters, and convey deeper meanings. Through reading, analyzing, and discussing selected texts, students will gain a deeper understanding of the Gothic tradition and its influence on modern literature.

The unit will culminate in a creative writing assignment where students will craft their own Gothic short stories. Beforehand, students will review, practice, and master the core elements of narrative writing. This includes creation of dialogue, elements of suspense, and inclusion of figurative language. This unit aims to deepen students' appreciation of Gothic literature while honing their analytical and creative writing skills. By engaging with classic texts and crafting their own stories, students will gain a deeper understanding of the power of Gothic elements in literature.

#### Essential Questions:

- What defines Gothic literature, and what are its key characteristics and themes?
- How do Gothic settings and atmospheres contribute to the overall effect of the stories?
- How do authors create suspense and evoke fear in their Gothic works?
- What role does the setting play in Gothic literature, and how does it enhance the story's mood and themes?
- How do Gothic stories explore themes of madness, decay, and the supernatural?
- How do these themes reflect the cultural and historical contexts of the time?
- How does Southern Gothic literature differ from traditional Gothic literature?
- What unique elements does Southern Gothic bring to the Gothic tradition?
- What makes a story truly "Gothic," and how can students incorporate these elements into their own writing?
- What techniques can students use to create suspense, fear, and a haunting atmosphere in their stories?
- How can students effectively use setting, character, and plot to craft a compelling Gothic narrative?

#### Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- [Formative Assessments](#)
- [Summative Assessments](#)
- [Alternative Assessments](#)
- CommonLit Assessments
- IXL

- Linkit Benchmark
- Anecdotal Records
- Progress Monitoring

**Instructional Materials:**

[“The Tell Tale Heart” \(Modified Text\)](#) ([Audio](#)) ([CommonLit](#))  
[“Fall of the House of Usher” \(Modified Text\)](#) ([Audio](#)) ([CommonLit](#))  
[“A Rose for Emily” \(Audio\)](#) ([CommonLit](#))  
[Edgar Allan Poe - Bio.com](#) (EdPuzzle)  
[TTH Comprehension Questions](#)  
[“The Tell - Tale Heart” visual adaptation](#) (EdPuzzle)  
[Why You Should Read Edgar Allan Poe?- TedEd](#) (EdPuzzle)  
[House of Usher Comprehension Questions](#)  
[Irony in TTH Analysis Activity](#)  
[William Faulkner - Bio.com](#) (EdPuzzle)  
[“A Rose for Emily” Timeline and Activity Reflection](#)  
[How to Make Your Writing Suspenseful? - TedEd](#) (EdPuzzle)

*\*Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading - “The Tell-Tale Heart”	Week 1	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>● summarize the plot of "The Tell-Tale Heart," identifying key events and the central conflict</li> <li>● analyze the narrator's perspective and psychological state, discussing how it contributes to the story's suspense and themes of guilt and madness</li> <li>● identify and explain the use of literary devices such as symbolism, imagery, and irony within the text</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>● Introduce gothic literature genre                             <ul style="list-style-type: none"> <li>○ Explain key characteristics and elements</li> </ul> </li> <li>● Introduce Edgar Allan Poe</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>● <a href="#">“The Tell Tale Heart” (Modified Text)</a> (<a href="#">Audio</a>) (<a href="#">CommonLit</a>)</li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li>● <a href="#">Edgar Allan Poe - Bio.com</a> (EdPuzzle)</li> <li>● CommonLit.com - answer questions that accompany text</li> <li>● <a href="#">TTH Comprehension Questions</a></li> <li>● <a href="#">TTH Vocabulary Assignment</a></li> </ul>	<p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>• <a href="#">“The Tell Tale Heart” visual adaptation</a> (EdPuzzle)</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• <u>Students will share 2 elements of gothic literature that they see in the text</u></li> <li>• <u>Students will share how Poe builds suspense in the story with a partner</u></li> </ul> <p><b>Honors:</b> <a href="#">“The Raven” Edgar Allan Poe</a></p>	
<b>Writing - Irony</b>	<b>Week 1</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• learn techniques for building suspense and tension in narrative writing by studying Poe’s use of pacing and descriptive language</li> <li>• analyze the different types of irony present in "The Tell-Tale Heart," including situational irony and dramatic irony, discussing how they contribute to the story’s overall impact and theme.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Define irony and its three types: verbal, situational, and dramatic.</li> <li>• Provide examples of each type in everyday life.</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Review TTTH with students and emphasize Poe’s use of irony in the text. Highlight one example of irony in the story to use as an example.</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Irony in TTTH Analysis Activity</a></li> <li>• Writing Key scenes: students will write one scene that they can use in their short story later on in the unit that focuses on irony</li> <li>• <a href="#">How to Make Your Writing Suspenseful? - TedEd</a> (EdPuzzle)</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <u>Students will share one line with a partner that they feel best shows irony in their key scene</u></li> </ul> <p><b>Honors:</b> Honors students will write 2 key scenes that they must add to their short story later on in the unit</p>	<p>W.RW.9–10.7. 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.</p> <p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>

# Keansburg School District - Curriculum Guide

				<p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
Reading - "The Fall of the House of Usher"	Week 2	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>summarize the plot and identify key themes in "The Fall of the House of Usher."</li> <li>analyze Poe's use of literary devices, including symbolism, irony, and foreshadowing</li> <li>explore the characters' psychological states and their significance to the overall narrative</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Discuss Edgar Allan Poe's life further, his contribution to literature, and his themes (gothic elements, madness, etc.)</li> <li>Review elements of gothic literature from the week before</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>"<a href="#">Fall of the House of Usher</a>" (<a href="#">Modified Text</a>) (<a href="#">Audio</a>) (<a href="#">CommonLit</a>)</li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">House of Usher Comprehension Questions</a></li> <li>CommonLit.com - answer questions that accompany text</li> <li><a href="#">TedEd (EdPuzzle) - Why You Should Read Edgar Allan Poe?</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><u><b>Have students discuss the themes presented in the story with a group - what theme do they find the most present?</b></u></li> </ul>	<p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p>
Writing - Figurative and Descriptive Language	Week 2	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>identify and analyze examples of descriptive and figurative language in "The Fall of the House of Usher."</li> <li>understand the impact of descriptive language on mood and tone in writing.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Review types of figurative language: simile, metaphor, personification, hyperbole, etc.</li> <li>Ask students why they think authors include this type of language in their writing.</li> <li>With class, find and share the examples of figurative language in "The Fall of the</li> </ul>	<p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

# Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>practice writing their own descriptive passages using figurative language</li> </ul>	<p>House of Usher” and discuss how Poe uses descriptive language to create mood and tone.</p> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>Have students refer back to their writing from the week prior. Students will now write another scene from that story that includes use of figurative and descriptive language</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">How to Write Descriptively? - TedEd</a> (EdPuzzle)</li> <li>IXL <ul style="list-style-type: none"> <li>Identify the narrative point of view</li> <li>Compare passages for tone</li> <li>Choose the word whose connotation and denotation best match the sentence</li> <li>Use words accurately and precisely</li> </ul> </li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li><u>Students will share their writing and provide constructive feedback, focusing on the use of descriptive and figurative language with a partner.</u></li> </ul> <p><b>Honors:</b> Honors students will also revise their 2 scenes from the week before and add figurative and descriptive language</p>	
Reading - “A Rose for Emily”	Week 3	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Analyze the themes, setting, and characters in "A Rose for Emily."</li> <li>Analyze plot structure and determine its impact on the reader</li> <li>Understand the elements of Southern Gothic literature.</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Show images of old Southern mansions and ask students what feelings or stories these images evoke. Explain the concept of Southern Gothic literature and its characteristics.</li> <li>Explain connection to American Civil War and the effects of the Reconstruction on the south as a whole - explain how this is</li> </ul>	<p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a</p>



# Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>Discuss the narrative structure and its effect on the story.</li> <li>Explore how Faulkner's writing reflects the social and historical context of the American South.</li> </ul>	<p>the foundation of Southern Gothic Literature</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>"<a href="#">A Rose for Emily</a>" (<a href="#">Audio</a>)</li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">William Faulkner - Bio.com</a> EdPuzzle</li> <li><a href="#">Timeline Activity and Reflection</a></li> </ul> <p><b>Share:</b>  <u>Students will share one key difference they can see between Gothic literature and Southern Gothic literature</u></p> <p><b>Honors:</b>  <a href="#">"That Evening Sun" - William Faulkner</a></p>	<p>text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p>
<b>Writing - Emphasis on Gothic Settings</b>	<b>Week 3</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>identify and analyze the setting of "A Rose for Emily" and its significance to the story</li> <li>explore major themes in the text, such as isolation, tradition vs. change, and the impact of the past</li> <li>develop a written response analyzing the connection between setting and theme</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Discuss the historical and cultural context of the American South during the early 20th century.</li> <li>Ask students to consider how this context might influence the setting of a story</li> <li>Discuss how setting can influence characters, mood, and theme.</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>Students will begin writing the exposition of their short stories using their newfound knowledge of Gothic settings to inspire their work</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>Small Groups:             <ul style="list-style-type: none"> <li>discuss the significance of the setting through the following questions:                 <ul style="list-style-type: none"> <li>How does Faulkner describe Emily's house, and what does it symbolize?</li> <li>In what ways does the town of Jefferson</li> </ul> </li> </ul> </li> </ul>	<p>W.RW.9–10.7. 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.</p> <p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>F. 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.</p> <p>G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop</p>

# Keansburg School District - Curriculum Guide

			<p>reflect the themes of tradition and change?</p> <ul style="list-style-type: none"> <li>PEAR Response: <ul style="list-style-type: none"> <li>How does the setting of "A Rose for Emily" influence the characters and plot?</li> </ul> </li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li><u>Students will share the setting of their story with a partner</u></li> </ul> <p><b>Honors:</b> Honors students will write a complete exposition</p>	<p>experiences, events, and/or characters.</p> <p>H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<b>Writing</b>	<b>Week 4</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>learn how to write effective dialogue that enhances character development and advances the plot</li> <li>Plan out a complete story using plot diagram</li> <li>draft and publish a Gothic short story</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Create checklist with students to use while they draft their narratives <ul style="list-style-type: none"> <li>Include elements of gothic literature, irony, figurative language, descriptive language, and dialogue</li> </ul> </li> <li>Explain the importance of dialogue in storytelling: <ul style="list-style-type: none"> <li>Reveals character personality</li> <li>Advances the plot</li> <li>Creates tension and atmosphere</li> </ul> </li> <li>Discuss important elements of dialogue: <ul style="list-style-type: none"> <li>Use Natural Language: Write how people actually speak, including interruptions and incomplete thoughts.</li> <li>Show, Don't Tell: Use dialogue to reveal emotions and motivations without directly stating them.</li> <li>Vary Dialogue Tags: Use different verbs besides "said" to convey tone (e.g., whispered, shouted, murmured).</li> </ul> </li> </ul>	<p>L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>○ Pacing: Use short lines for tension and longer lines for reflection.</li> <li>● Review plot diagram with class and discuss how students will use this to outline their stories</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>● Students will spend 1-2 days outlining and planning their story</li> <li>● Students will spend the rest of the week drafting and publishing their gothic short stories</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>● One-on-One conferences: <ul style="list-style-type: none"> <li>○ Teacher will conference one on one with students to review story elements and checklist</li> </ul> </li> <li>● Small Group: <ul style="list-style-type: none"> <li>○ Students will work with 1-2 others to conference on their story planning and discuss where they need feedback or support in their writing</li> </ul> </li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>● <u>Students will share one line from their story that they are proud of</u></li> <li>● <u>Students will share one paragraph where they would like peer feedback on how to be more successful in the writing of that section</u></li> </ul> <p><b>Alternate Assessment:</b>  <a href="#">Elements of Gothic Literature Essay</a></p>	<p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>K. 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.</p> <p>L. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>M. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>N. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>O. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style</p>
--	--	--	---	--

## Keansburg School District - Curriculum Guide

				manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
--	--	--	--	---

*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

### **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

#### [Suggested Modifications by Grade level](#)

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

**Suggested Technological Innovations/ Use:** Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. Usage of Nearpod, CommonLit, Google Classroom, IXL, Digital Texts, Audiobooks, EdPuzzle in the classroom. Students will use IXL.com, CommonLit.com, and various news and informational outlets to research and evaluate information on their topic.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:**

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

#### **Unit 4: Character Development / Literary Analysis: Symbolism**

**Summary of the Unit:** In this unit, students will explore F. Scott Fitzgerald's *The Great Gatsby* with a focus on character development and the use of symbolism throughout the novel. Students will analyze how the characters evolve over the course of the story and how Fitzgerald employs symbols to deepen the themes and messages within the text. Through a combination of reading, discussion, and written assignments, students will gain a comprehensive understanding of the intricate layers of meaning in this classic American novel.

##### **Essential Questions:**

How does the setting of the 1920s, East Egg and West Egg, influence character development and the social dynamics presented in the novel?

How do the backgrounds and experiences of the characters influence their development and choices?

How do the relationships between characters, such as Gatsby and Daisy or Nick and Tom, reveal underlying themes of love, betrayal, and moral decay?

How does Nick Carraway's role as the narrator influence our understanding of the other characters and the events of the story?

In what ways does Fitzgerald use symbolism to enhance our understanding of the characters and their relationships?

What are the key symbols in *The Great Gatsby*, and how do they contribute to the overall themes of the novel?

What does *The Great Gatsby* suggest about the American Dream and its attainability?

##### **Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:**

- [Formative Assessments](#)
- [Summative Assessments](#)
- [Alternative Assessments](#)
- CommonLit Assessments
- IXL
- Linkit Benchmark
- Anecdotal Records
- Progress Monitoring

##### **Instructional Materials:**

[CommonLit Book Pairings](#)

[CommonLit Unit Plan](#)

[Vocabulary](#)

[Key Terms](#)

# Keansburg School District - Curriculum Guide

[Anticipation Guide](#)  
[Color Symbolism](#)  
[Color Symbolism Continuous Tracker](#)

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading - Introduction to the Roaring 20's	Week 1	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>understand the key social, cultural, and economic changes of the 1920s</li> <li>identify and discuss the significance of the Roaring 20s in shaping American identity and its representation in literature and art, particularly in <i>The Great Gatsby</i></li> <li>analyze primary source materials to gain insights into the Roaring 20s and formulate connections to Fitzgerald's work.</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li><a href="#">Vocabulary</a> and <a href="#">Key Terms</a></li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li><a href="#">Sincerely, F. Scott Fitzgerald (notes)</a></li> <li><a href="#">Introduction to the 20's and the American Dream</a> (EdPuzzle)</li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">The Roaring Twenties</a> (CommonLit)</li> <li><a href="#">Anticipation Guide</a></li> <li><a href="#">The Harlem Renaissance</a> (EdPuzzle)</li> <li><a href="#">Greater Than Gatsby: The Struggles and Travails of F. Scott Fitzgerald</a></li> </ul> <b>Share:</b> <ul style="list-style-type: none"> <li><b><u>Students will share their opinions from the Anticipation Guide during a “agree, disagree, neutral” classroom activity</u></b></li> </ul> <b>Honors:</b> <ul style="list-style-type: none"> <li><a href="#">Color Symbolism</a> ( <a href="#">Continuous Tracker</a> )</li> </ul>	L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>B. Analyze nuances in the meaning of words with similar denotations.</li> <li>C. 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; how the language of a court opinion differs from that of a newspaper).</li> </ul>
Reading - <i>The Great Gatsby</i> Ch. 1	Week 2	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>summarize the main events of Chapter 1 and identify key characters introduced in the text.</li> <li>analyze the setting of the novel and its significance in</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Review Characters and Setting of story</li> <li>Introduce concept of unreliable narrators</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Read Ch. 1 of <i>The Great Gatsby</i></li> </ul> <b>Independent Work/Centers:</b>	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

# Keansburg School District - Curriculum Guide

		<p>understanding the characters and themes</p> <ul style="list-style-type: none"> <li>engage in discussions about the narrative perspective and how it influences the story.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CommonLit Independent Work</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><b><u>Students will share first impressions of the story</u></b></li> </ul> <p><b>Honors:</b> <a href="#">Color Tracker</a> - identify characters they begin to associate with their color</p>	<p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p>
<b>Writing</b>	<b>Week 2</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>identify and analyze symbols used in <i>The Great Gatsby</i> and their significance to the themes of the novel</li> <li>explore how symbolism enhances the understanding of character motivations and the societal critique presented in the text</li> <li>engage in collaborative discussions to deepen their interpretation of symbolism in literature</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Begin with a brief discussion about what symbolism is. Ask students: <ul style="list-style-type: none"> <li>What is a symbol?</li> <li>Can you think of any examples of symbols in literature or everyday life?</li> </ul> </li> <li>Define symbolism as a literary device where objects, characters, figures, or colors represent abstract ideas or concepts.</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>Students will craft list of possible symbols that they think will be significant from Chapter 1 of <i>The Great Gatsby</i></li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">Symbolism in Literature</a> (EdPuzzle)</li> <li>Provide students with a symbolism graphic organizer to help them visually map out the symbols discussed in class. <ul style="list-style-type: none"> <li>Instruct students to fill in the organizer with the following information for each symbol: <ul style="list-style-type: none"> <li>Symbol: (e.g., the green light)</li> </ul> </li> </ul> </li> </ul>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>SL.PE.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.</p> <p>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</p>



# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>■ Meaning/Interpretation: (what it represents)</li> <li>■ Connection to Themes: (how it relates to the overall themes of the novel)</li> <li>■ Character Connections: (which characters are linked to the symbol)</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>● <u>Students will share ONE of the possible symbols they have identified from Chapter 1 with a partner</u></li> </ul>	<p>to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>Reading - <i>The Great Gatsby</i> Ch. 2-3</b>	<b>Week 3</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>● Ch.2 <ul style="list-style-type: none"> <li>○ summarize the main events of Chapter 2 and identify significant character developments.</li> <li>○ analyze the symbolism of the valley of ashes and its thematic implications.</li> </ul> </li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>● Ch.2 <ul style="list-style-type: none"> <li>○ Recap key events and characters from Chapter 1.</li> <li>○ Introduce the concept of symbolism and its importance in literature.</li> </ul> </li> <li>● Ch. 3 <ul style="list-style-type: none"> <li>○ Briefly review the events of Chapter 2 and the concept of symbolism.</li> </ul> </li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting</p>

# Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>○ discuss the relationships between characters introduced in this chapter.</li> <li>● Ch.3             <ul style="list-style-type: none"> <li>○ summarize the main events of Chapter 3 and analyze the significance of Gatsby's party.</li> <li>○ explore the themes of wealth, excess, and the façade of the American Dream.</li> <li>○ examine Nick's evolving perspective on Gatsby and the social elite</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce the themes of wealth and the American Dream as they pertain to the Roaring 20s.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Read Ch. 2-3 of <i>The Great Gatsby</i></li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Keeping Up with the Joneses</a> (CommonLit)</li> <li>● <a href="#">Is There a Cheater's High?</a> (CommonLit)</li> <li>● <a href="#">Prohibition</a> (EdPuzzle)</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>● <u>Students will share their opinions on the characters and their perspectives on wealth</u></li> </ul> <p><b>Honors:</b></p> <p><a href="#">Color Symbolism in The Great Gatsby</a> (EdPuzzle)</p>	<p>motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p>
<b>Writing</b>	<b>Week 3</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>● identify and analyze key symbols present in Chapters 2 and 3 of <i>The Great Gatsby</i>.</li> <li>● explore how these symbols contribute to the themes of the novel, particularly regarding the American Dream and social class.</li> <li>● engage in collaborative discussions to deepen their understanding of symbolism in literature.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>● Assign students to read selected passages from Chapters 2 and 3 of <i>The Great Gatsby</i>, focusing on the following key symbols:             <ul style="list-style-type: none"> <li>○ <b>The Valley of Ashes:</b> Represents the moral and social decay resulting from the uninhibited pursuit of wealth.</li> <li>○ <b>The Billboard of Dr. T.J. Eckleburg:</b> Symbolizes the eyes of God watching over the corruption of society.</li> <li>○ <b>Gatsby's Party:</b> Reflects the extravagance of the Jazz Age and the emptiness of wealth.</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>● PEAR Response on instances where these symbols appear and their effects on the characters and themes.</li> </ul>	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>SL.PI.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.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>

# Keansburg School District - Curriculum Guide

Reading - <i>The Great Gatsby</i> Ch. 4	Week 4	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>summarize the main events of Chapter 4 and identify key developments in character relationships</li> <li>analyze the significance of Gatsby's background and how it influences his character</li> <li>explore how Nick's perceptions of Gatsby evolve throughout the chapter</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the focus of the lesson on character development, particularly how Gatsby's past shapes his present.</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Read Ch.4 of <i>The Great Gatsby</i></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Frank Abagnale</a> (CommonLit)</li> <li><a href="#">Ch.4 Independent Practice</a> (CommonLit)</li> </ul> <b>Share:</b> <ul style="list-style-type: none"> <li><u>Students will share their opinions on Gatsby - how does his background change their opinion? How does it change Nick's opinion?</u></li> </ul> <b>Honors:</b> PEAR Response- Honors students will write a PEAR response answering the following question, "How do the stories Gatsby shares about his past contribute to the themes of identity and reinvention?"	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.  RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.  RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
Reading - <i>The Great Gatsby</i> Ch. 5-6	Week 5	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>summarize the main events of Chapter 5 and identify significant character developments, particularly regarding Gatsby and Daisy</li> <li>analyze the emotional dynamics between Gatsby and Daisy during their reunion</li> <li>explore how Nick serves as a facilitator in Gatsby's quest for connection</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the focus of the lesson on the emotional dynamics between Gatsby and Daisy</li> <li>Have students choose either Daisy, Gatsby, or Nick to focus their character development on during these chapters</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Read Ch.5-6 of <i>The Great Gatsby</i></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">At A Window</a> (CommonLit)</li> <li><a href="#">Vocabulary Set 2</a></li> <li>Refer back to <a href="#">Invictus</a> (CommonLit)</li> </ul> <b>Share:</b>	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.  RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>• <u>Students will share their findings while studying in depth one of the three characters</u></li> </ul> <p><u>Honors:</u> <a href="#">Ch. 6 Independent Practice</a></p>	RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
Writing	Week 5	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• identify and analyze key symbols present in Chapter 7 of <i>The Great Gatsby</i>.</li> <li>• explore how these symbols contribute to the themes of the novel, particularly regarding the decline of the American Dream and the illusion of love.</li> <li>• engage in writing to deepen their understanding of symbolism in literature.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Google Question/Do Now:             <ul style="list-style-type: none"> <li>◦ What symbols have you encountered in previous chapters of <i>The Great Gatsby</i>?</li> <li>◦ How do symbols enhance the meaning of a story?</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Students will write a PEAR response answering the following question, “What is one symbol presented in Chapter 7 of <i>The Great Gatsby</i>?”</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• One-on-One Conference:             <ul style="list-style-type: none"> <li>◦ Check in with struggling students</li> </ul> </li> <li>• Small Group:             <ul style="list-style-type: none"> <li>◦ Review definition of symbol and have students share the symbol they are writing about</li> <li>◦ Review how to find strong textual evidence</li> </ul> </li> </ul> <p><u>Honors:</u> Students will write a PEAR response on the color symbolism they have noticed in the novel thus far.</p>	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>
Reading - <i>The Great Gatsby</i> Ch. 7	Week 6	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• summarize the key events of Chapter 7 and analyze significant character developments, particularly focusing on Gatsby, Daisy, Tom, and Nick</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>• Introduce the focus of the lesson on the climax of the novel and its impact on character development</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read Ch.7 of <i>The Great Gatsby</i></li> </ul>	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

# Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>explore the climax of the novel, examining how character interactions contribute to the themes of disillusionment and the American Dream</li> <li>analyze how tension and conflict reveal deeper aspects of the characters' personalities and relationships</li> </ul>	<p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">You Can Buy Happiness, If It's An Experience</a></li> <li><a href="#">Ch. 7 Independent Practice</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><u><b>Students will share their opinions on the climax and conflict in Ch. 7</b></u></li> </ul>	<p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p>
<b>Writing</b>	<b>Week 6</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>identify and analyze key symbols present in Chapters 8 and 9 of <i>The Great Gatsby</i>.</li> <li>explore how these symbols contribute to the themes of the novel, particularly concerning loss, disillusionment, and the American Dream.</li> <li>engage in collaborative discussions to deepen their understanding of symbolism in literature.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Google Question/Do Now:             <ul style="list-style-type: none"> <li>Ask students:                 <ul style="list-style-type: none"> <li>How have symbols evolved throughout the book?</li> <li>What do you think is the significance of symbols in conveying themes?</li> </ul> </li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 7 Reflection</a></li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li><u><b>Students will share with partner the symbol they find most significant symbol they found in the story</b></u></li> </ul> <p><b>Honors:</b>  <a href="#">Emily Dickinson, "Because I could not stop for Death" by Emily Dickinson (Personification, Symbolism)"</a> (EdPuzzle)</p>	
<b>Reading - <i>The Great Gatsby</i> Ch. 8-9</b>	<b>Week 7</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>analyze the character development of Gatsby, Daisy,</li> </ul>	<p><b>Mini-lessons:</b></p>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the</p>

# Keansburg School District - Curriculum Guide

		<p>Tom, and Nick in Chapters 8 and 9.</p> <ul style="list-style-type: none"> <li>• explore the themes of loss, the American Dream, and moral decay as they relate to character actions and motivations.</li> <li>• engage in critical thinking and discussion about the implications of the characters' choices and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the focus of the lesson: character development and the impact of choices on the narrative</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read Ch. 8-9 of <i>The Great Gatsby</i> (complete the novel)</li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Lost Generation</a> (EdPuzzle)</li> <li>• <a href="#">(love song, with two goldfish)</a> (EdPuzzle)</li> <li>• <a href="#">Ch. 9 Independent Practice</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• <u>Students will share final opinions on the novel</u></li> </ul> <p><b>Honors:</b> <a href="#">Federigo's Falcon</a> (EdPuzzle)</p>	<p>course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p>
Writing	Week 7	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• understand the components of an analytical essay.</li> <li>• identify and analyze key symbols in <i>The Great Gatsby</i>.</li> <li>• develop a thesis statement and organize their ideas effectively.</li> <li>• draft, revise, and edit their essays for clarity and coherence.</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Review elements of essay and PEAR paragraphs</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Great Gatsby: Final Essay</a></li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• Essay outline</li> <li>• One-on-One Conference with Teacher</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <u>Students will share one line from their story that they are proud of</u></li> <li>• <u>Students will share one paragraph where they would like peer feedback on how to be more successful in the writing of that section</u></li> </ul> <p><b>Honors:</b> <a href="#">Color Symbolism Essay</a> (RUBRIC)</p> <p><b>Alternate Assessment:</b></p>	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.</p>

## Keansburg School District - Curriculum Guide

			<a href="#">The Great Gatsby Soundtrack Project</a>	<p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
--	--	--	---	--

*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

### **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

#### **[Suggested Modifications by Grade level](#)**

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

**Suggested Technological Innovations/ Use:** Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. Usage of Nearpod, CommonLit, Google Classroom, IXL, Digital Texts, Audiobooks, EdPuzzle in the classroom. Students will use IXL.com, CommonLit.com, and various news and informational outlets to research and evaluate information on their topic.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:**

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).



### Unit 5: Friendship & Loyalty / Argumentative Writing: Theme

**Summary of the Unit:** In this unit, 10th-grade students will delve into John Steinbeck's classic novella, *Of Mice and Men*. The primary focus will be on exploring the central themes of friendship and loyalty as portrayed through the lives of the main characters, George and Lennie. Through a combination of reading, discussion, and analysis, students will gain a deeper understanding of these themes and their significance within the context of the novel and in broader social and personal contexts.

#### Essential Questions:

What role does friendship play in the lives of George and Lennie, and how does it shape their actions and decisions?  
How does John Steinbeck portray the theme of loyalty in *Of Mice and Men*, and what are its implications for the characters' relationships?  
In what ways do the characters' experiences in *Of Mice and Men* reflect broader social and economic issues of the time?  
How do the themes of friendship and loyalty in the novel relate to contemporary society and personal experiences?  
What are the moral and ethical dilemmas faced by George and Lennie, and how do these dilemmas impact their friendship and sense of loyalty?  
How does Steinbeck use symbolism and setting to enhance the themes of friendship and loyalty in the novella?  
What can we learn about the nature of human relationships from the interactions between the characters in *Of Mice and Men*?  
How do power dynamics and societal expectations influence the characters' understanding and expression of friendship and loyalty?  
In what ways does Steinbeck challenge or reinforce traditional notions of friendship and loyalty through the characters of George and Lennie?  
How does the ending of *Of Mice and Men* reflect the complexities of friendship and loyalty, and what message does it convey about these themes?

#### Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Formative Assessments](#)  
[Summative Assessments](#)  
[Alternative Assessments](#)  
CommonLit Assessments  
IXL  
Linkit Benchmark  
Anecdotal Records  
Progress Monitoring

#### Instructional Materials:

[CommonLit Book Pairings](#)  
[In Class Assignments & Centers](#)

# Keansburg School District - Curriculum Guide

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading - Background	Week 1	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>understand the historical and social context of <i>Of Mice and Men</i>.</li> <li>explore the themes of the Great Depression, dreams, and friendship as they relate to the text.</li> <li>analyze the author, John Steinbeck, and his perspective on society during the 1930s.</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce setting and author using <a href="#">OMAM Background Notes</a> (Guided student notes in Google Drive)</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li><a href="#">John Steinbeck Article</a></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Excerpt from "The Harvest Gypsies" (CommonLit)</a></li> <li><a href="#">Anticipation Guide</a></li> </ul> <b>Share:</b> <ul style="list-style-type: none"> <li><b><u>Students will share their opinions on ONE statement from the anticipation guide above to a partner</u></b></li> </ul> <b>Honors:</b> <a href="#">OMM Steinbeck, Crash, Great Depression, and Migrant Workers</a> (EdPuzzle)	<p>RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p>
Reading - Chapter 1	Week 2	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>summarize the key events and characters introduced in Chapter 1.</li> <li>analyze the relationship between George and Lennie, focusing on their dialogue and interactions.</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Review the setting of the novel and introduce characters. While reading, keep a running list of page numbers where character traits are mentioned.</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Read Chapter 1 of <i>Of Mice and Men</i></li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>

# Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>Begin identifying and discussing the themes and motifs introduced in the opening chapter.</li> </ul>	<p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">To a Mouse</a> (CommonLit)</li> <li>Student created Character Chart</li> <li><a href="#">Chapter 1 - Text Analysis Questions</a></li> <li><a href="#">"Only What You Can Carry" Activity</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><b><u>Students will share their opening opinions on the novel so far.</u></b></li> </ul> <p><b>Honors:</b> Students will write a reflective paragraph about their initial impressions of George and Lennie, considering how Steinbeck's descriptions and dialogue shape their perceptions.</p>	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
Writing	Week 2	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>identify and reflect on a significant quote from Chapter 1 of <i>Of Mice and Men</i> that reflect the theme of friendship</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Review the characters of Lennie and George from Chapter 1 in <i>Of Mice and Men</i></li> <li>Discuss the complexities of being disabled during this time period</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 1 - Quote Analysis</a></li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">Life During the Great Depression</a> (EdPuzzle)</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li><b><u>Students will share their opinions on George and Lennie's friendship</u></b> <ul style="list-style-type: none"> <li><b><u>Do they feel like this is a TRUE friendship?</u></b></li> </ul> </li> </ul>	<p>W.RW.9–10.7. 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.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p>

# Keansburg School District - Curriculum Guide

Reading - Chapter 2	Week 2	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• understanding the introduction of new characters, the setting of the ranch, and the interactions between characters</li> <li>• examining dialogue, actions, and descriptions provided by Steinbeck to understand each character's role and personality</li> <li>• describe the setting of the ranch and explain how Steinbeck uses descriptive language to create an atmosphere</li> <li>• reference specific passages when discussing character traits, setting descriptions, themes, and foreshadowing elements</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>• Discuss new setting</li> <li>• Have students use textual evidence to make inferences on how this change in setting will affect George and Lennie's relationship</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Read Chapter 2 of <i>Of Mice and Men</i></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li>• <a href="#">"Three Types of Friendship" — Excerpt from The Nicomachean Ethics</a></li> <li>• <a href="#">Chapter 2 - Reflection</a></li> <li>• Update student created Character Chart</li> </ul> <b>Share:</b> <ul style="list-style-type: none"> <li>• <u>Students will share with a partner one line of textual evidence that may foreshadow something in the novel</u></li> </ul> <b>Honors:</b> Using <a href="#">Vocabulary Master List</a> , students will create Kahoots or Quizizz games to study vocabulary from the novel. Students should submit game links to teacher so they can play them as a class throughout the course of the novel	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.  RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.  RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Writing	Week 2	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Reflect on the theme of friendship and loyalty in Chapter 2 of <i>Of Mice and Men</i></li> <li>• write a reflective piece on the theme of friendship in Chapter 2 of <i>Of Mice and Men</i>, analyzing how Steinbeck develops this theme through character interactions and events in the chapter</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>• Begin with a brief class discussion on the importance of friendship in our lives. Ask students to share their thoughts on what friendship means to them.</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li>• Chapter 2 Reflection on Theme of Friendship               <ul style="list-style-type: none"> <li>○ How does George's relationship with Lennie show loyalty and protection?</li> <li>○ What does Candy's interaction with George and Lennie reveal</li> </ul> </li> </ul>	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.  W.RW.9–10.7. 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.

# Keansburg School District - Curriculum Guide

			<p>about his own desire for companionship?</p> <ul style="list-style-type: none"> <li>○ How does Steinbeck use dialogue and actions to develop the theme of friendship?</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>● One-on-One Conference with teacher for struggling writers</li> <li>● Small Groups <ul style="list-style-type: none"> <li>○ Identify possible textual evidence to use to support their writing</li> </ul> </li> </ul>	
<b>Reading - Chapter 3</b>	<b>Week 3</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>● analyze the development of major characters in Chapter 3, such as George, Lennie, Candy, and Curley, understanding their motivations, relationships, and conflicts</li> <li>● identify and discuss the themes of loneliness, friendship, and power dynamics as they are portrayed in Chapter 3, providing textual evidence to support their ideas</li> <li>● explore the ethical and moral dilemmas presented in Chapter 3, particularly focusing on the events surrounding Candy's dog and how they foreshadow later events in the novel</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>● Review the types of conflict <ul style="list-style-type: none"> <li>○ Discuss possible conflicts that may be present in the novel already</li> <li>○ Ask students to think and share their opinions on how these conflicts are influencing the characters' motivations</li> </ul> </li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Read Chapter 3 of <i>Of Mice and Men</i></li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Myth of Daedalus and Icarus</a> (CommonLit)</li> <li>● <a href="#">Chapter 3 - Comprehension Questions</a></li> <li>● <a href="#">Chapter 3 - Text Analysis Questions</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b>Honors:</b></p> <p><a href="#">Euthanasia Analysis- Candy's Dog</a></p>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p>
<b>Reading - Chapter 4</b>	<b>Week 4</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>● Review plot structure of novel and reflect on characters and their development</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>● Review important plot points, setting, characters, and time period to confirm understanding</li> </ul>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>Discuss how themes of friendship and loyalty are developed through the experiences of Crooks, Lennie, Candy, and Curley's wife who lack such things</li> </ul> <p><b>Reading:</b> Read Chapter 4 of Of Mice and Men</p> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 3 + 4 - Timeline Review</a></li> <li><a href="#">Advice to the Newly Married Lady</a> (CommonLit)</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><u>Students will share by reflecting on their own experiences with loneliness and isolation</u></li> </ul>	<p>details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p>
<b>Writing</b>	<b>Week 4</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>analyze characters, focusing on their roles in the novel, their interactions with other characters, and the impact of isolation and loneliness</li> <li>evaluate the social and historical context of the novel, considering how the themes of discrimination and marginalization</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Discuss the definition of marginalization with students</li> <li>Review the characters who have power in this novel and the characters who do not</li> <li>Explain how sometimes we can see the importance of a theme based on the characters who lack it (i.e. we can understand friendship more based on characters who lack friends)</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 4 - Character Analysis</a></li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">What HAPPENED To African Americans During The Great Depression? - #onemichistory</a></li> <li><a href="#">Women and the Great Depression-- Episode #18</a></li> </ul> <p><b>Honors:</b> <a href="#">Chapter 4 Character Analysis of Curley's Wife</a></p>	<p>W.RW.9–10.7. 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.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p>

# Keansburg School District - Curriculum Guide

Reading - Chapter 5	Week 5	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>summarize the key events of Chapter 5, including the interactions between Lennie and Curley's wife</li> <li>explore the character development of Lennie and Curley's wife, examining how their interactions reveal their motivations, vulnerabilities, and desires</li> <li>Discuss how themes of friendship and loyalty play a role in this Chapter</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Reflect back on the lessons from the previous week regarding the role of the woman during the Great Depression</li> <li>As a class, analyze the motivations and challenges of Curley's wife               <ul style="list-style-type: none"> <li>How does she, as the only woman in the novel, play a significant role?</li> </ul> </li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read Chapter 5 of <i>Of Mice and Men</i></li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 5 - Comprehension Questions</a></li> <li><a href="#">Conflict Chart</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li><u>Students will share what punishment (if any) they think Lennie should receive after the events of Chapter 5</u></li> </ul> <p><b>Honors:</b>  <a href="#">High Court Reviews Insanity-Defense Case</a></p> <p>Have students review articles from <i>The Crucible</i> unit - do they think Lennie's case would be exempt from trial if there was one? Have students write reflection on the conviction of mentally ill "criminals"</p>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p>
Reading - Chapter 6	Week 6	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>analyze the significance of the chapter's ending and its impact on the overall narrative of the novel</li> <li>evaluate the development and motivations of the characters, particularly focusing on George and Lennie</li> <li>identify and discuss the central themes presented in Chapter 6, such as dreams, friendship, and the harsh realities of the world Steinbeck portrays</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Explain the focus of the lesson: analyzing the final chapter's significance               <ul style="list-style-type: none"> <li>Explain the theme of euthanasia after chapter is finished</li> </ul> </li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read Chapter 6 of <i>Of Mice and Men</i></li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">Burning a Book (CommonLit)</a></li> <li><a href="#">Final Reflection/Euthanasia Reflection</a></li> </ul> <p><b>Share:</b></p>	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>• <u>Students will share final opinions on the novel</u></li> </ul>	<p>by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p>
Writing	Week 6	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• reflect on the moral and ethical questions raised by the events in Chapter 6, particularly regarding George's final decision</li> <li>• create an outline for their essay, organizing their research and textual evidence into a logical structure, including an introduction, body paragraphs, and a conclusion</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>• Review the definition of euthanasia as a class</li> <li>• Discuss any questions about ending of the novel with the class</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li>• <a href="#">Informational Essay Outline</a></li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li>• <a href="#">Nazi Germany's "Euthanasia" Program</a></li> <li>• <a href="#">Euthanasia Questions</a></li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li>• <u>Students will share their opinions on euthanasia with a partner</u> <ul style="list-style-type: none"> <li>◦ <u>Do they believe George did the right thing for Lennie?</u></li> </ul> </li> </ul> <b>Alternate Assessment:</b> <a href="#">Euthanasia Persuasive Essay Outline</a>	<p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>
Writing	Week 7	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• define and understand the concept of euthanasia, including its ethical implications, and how it relates to the themes in Of Mice and Men</li> <li>• analyze specific passages in Of Mice and Men where euthanasia is a central theme,</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>• Review essay prompt with students</li> <li>• Discuss final opinions on the topic of euthanasia</li> <li>• Review how to find credible sources for textual evidence for their essay</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li>• <a href="#">Informational Essay Prompt</a></li> </ul>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>



## Keansburg School District - Curriculum Guide

		<p>evaluating how Steinbeck presents and critiques the concept through his characters and plot</p> <ul style="list-style-type: none"> <li>• write an informational essay that is well-organized and clearly presents their analysis of euthanasia in <i>Of Mice and Men</i>, using textual evidence to support their points</li> <li>• review and revise their essays for clarity, coherence, and adherence to standard writing conventions, including grammar, punctuation, and formatting</li> </ul>	<p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• Essay outline</li> <li>• One-on-One Conference with Teacher</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <u>Students will share one line from their story that they are proud of</u></li> <li>• <u>Students will share one paragraph where they would like peer feedback on how to be more successful in the writing of that section</u></li> </ul> <p><b>Alternate Assessment:</b>  <a href="#">Euthanasia Persuasive Essay</a></p>	<p>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 aid in comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
--	--	--	---	---

*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

**Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

**Suggested Modifications by Grade level**

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

**Suggested Technological Innovations/ Use:** Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. Usage of Nearpod, CommonLit, Google Classroom, IXL, Digital Texts, Audiobooks, EdPuzzle in the classroom. Students will use IXL.com, CommonLit.com, and various news and informational outlets to research and evaluate information on their topic.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:**

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### Unit 6: The Science of Branding / Research Based Writing

**Summary of the Unit:** This unit will introduce 10th-grade students to the intricate world of branding and its psychological and cultural impacts. By exploring the science behind branding, students will gain insights into how brands influence consumer behavior and shape societal trends. Concurrently, students will develop their research-based argumentative writing skills, learning to craft well-supported, persuasive essays.

#### Essential Questions:

- What is branding, and how does it influence consumer behavior and societal trends?
- How do companies use psychological principles in their branding strategies to attract and retain customers?
- In what ways can branding affect individuals' choices, both consciously and subconsciously?
- What are the key components of a successful brand, and how do these components work together to create a brand identity?
- How can research be used to uncover the effectiveness and impact of different branding strategies?
- What makes an argument persuasive, and how can research be used to support and strengthen an argumentative essay?
- How do different demographics respond to various branding techniques, and what factors influence these responses?
- What ethical considerations should companies keep in mind when developing their branding strategies?
- How can critical evaluation of sources enhance the quality of research-based writing?
- How can understanding the science of branding help individuals become more informed and critical consumers?

#### Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- [Formative Assessments](#)
- [Summative Assessments](#)
- [Alternate Assessments](#)
- CommonLit Assessments
- IXL
- Linkit Benchmark
- Anecdotal Records
- Progress Monitoring

#### Instructional Materials:

[CommonLit Unit Guide](#)

*\*Please include resource links in the boxes above.*

# Keansburg School District - Curriculum Guide

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading	Week 1	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>master 11 high-impact academic vocab words</li> <li>Begin to understand and analyze the concept of branding</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce students to the concept of branding with the first text "Battle of the Brands: The Role and Importance of Branding in the Modern World." <ul style="list-style-type: none"> <li>Students will learn about the impact branding has on us by examining the branding strategies of Hershey's Chocolate..</li> </ul> </li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li><a href="#">Battle of Brands</a></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li>Kahoot/Quizizz - have students create their own online game using the above vocabulary to review the new words</li> <li><a href="#">Branding</a></li> </ul> <b>Share:</b> <ul style="list-style-type: none"> <li><u>Students will share their games with one another to practice studying new terms</u></li> </ul>	<p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
Reading	Week 2	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>define branding and explain its significance in the business world</li> <li>evaluate different branding strategies used by companies and their impact on consumer behavior</li> <li>analyze how language and word choice influence brand perception and consumer engagement.</li> <li></li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Start with a class discussion on what students think branding is and why companies invest in branding</li> <li>Give a brief presentation on the elements of a brand</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li><a href="#">Apple and Branding</a></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Hidden Tricks Advertisers Use to Sell You Stuff</a></li> <li><a href="#">Gatorade Branding</a></li> <li><a href="#">How Brands Are Psychologically Manipulating You   Music in Advertising</a></li> </ul>	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>

# Keansburg School District - Curriculum Guide

			<p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• <u>Have students list their favorite brands and discuss what makes these brands stand out.</u></li> </ul> <p><b>Honors:</b></p> <p><a href="#">Analyzing the Author's Point of View with "Why Good Advertising Works (Even When You Think It Doesn't)"</a></p>	
<b>Writing</b>	<b>Week 2</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• analyze some of Apple's iconic ad campaigns to explain the messaging behind them</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Guide students through a series of steps to analyze images and videos. <ul style="list-style-type: none"> <li>◦ <a href="#">Analyzing Visual Media Notes (Teacher Guide)</a></li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Analyzing Visual Media</a></li> <li>• <a href="#">Writing Analysis of an Advertisement</a></li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Apple and Branding - Paraphrasing</a></li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <u>Discuss the strategies used in the case study and why they were effective</u></li> </ul>	<p>SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>
<b>Reading</b>	<b>Week 2</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• annotate details about how Nike puts its own spin on the hero archetype to appeal to our universal emotions</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>• Review what a successful annotation looks like and what its purpose is</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">"The Power of the Nike Brand"</a></li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Vocabulary Quiz - Unit 1 (CommonLit)</a></li> <li>• <a href="#">Vocabulary 2</a></li> <li>• <a href="#">Case Study: Just Do It? Nike, Social Justice, and the Ethics of Branding</a></li> <li>• </li> </ul> <p><b>Share:</b></p>	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>

# Keansburg School District - Curriculum Guide

			<ul style="list-style-type: none"> <li>Students will discuss their answers to the following question: Based on the texts you've read in this unit so far, what is the most effective way to brand a product and influence consumers?</li> </ul> <p><b>Honors:</b>  <a href="#">Unit Skills Assessment 1: "How 'brand you' came to be"</a> - Item #13/must be assigned directly to your class</p>	
<b>Reading</b>	<b>Week 3</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>define what brand image is and identify its components</li> <li>analyze different factors that contribute to the creation and perception of brand image</li> <li>Study brands and their iconic imagery to gain deeper understanding of "brand image"</li> </ul>	<p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Start with a discussion on what students think brand image means. Ask them to give examples of their favorite brands and what comes to mind when they think of these brands <ul style="list-style-type: none"> <li>Introduce the definition of brand image and its components (logo, slogan, colors, design, reputation)</li> </ul> </li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><a href="#">Unit Skills Assessment 2: "How Spam became one of the most iconic American brands of all time"</a> - Item #16/must be assigned directly to your class</li> </ul> <p><b>Independent Work/Centers:</b></p> <ul style="list-style-type: none"> <li><a href="#">"For Man's Flavor Come to Marlboro Country."</a></li> <li><a href="#">Why All Brands Should Study Stanley Cup CEO Terence Reilly's Marketing Masterclass</a></li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Honors:</b>  <a href="#">Marlboro Man at 50 — Icon or Illusion?</a></p>	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<b>Writing</b>	<b>Week 3</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>discuss their answers to the following question: Is the</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>support students as they continue to practice making new connections from</li> </ul>	<p>SL.PE.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</p>

## Keansburg School District - Curriculum Guide

		<p>influence of branding more helpful or harmful? (<a href="#">Item #18</a>)</p>	<p>evidence and reasoning presented during a discussion</p> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Class Discussion #2</a></li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Vocabulary 2 Quiz</a></li> <li>• <a href="#">Here's what happens when you 'like' a brand on Facebook</a></li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <b><u>Share a brand who they think has helpful branding and a brand who has harmful branding with a partner</u></b></li> </ul> <p><b>Honors:</b>  <a href="#">The Manipulation of the American Mind: Edward Bernays and the Birth of Public Relations</a></p>	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.</p>
--	--	--	--	---



## Keansburg School District - Curriculum Guide

Reading	Week 4	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>work collaboratively to research Red Bull's extensive branding strategies.</li> <li>Analyze modeling and guidance for student's independent research</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Lead students through the <a href="#">introductory slides</a>.</li> <li>Release students to complete the remainder of the exploration (pairs, whole-class, independent).</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li><a href="#">Related Media Exploration: Researching a Brand Handout</a></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Reality check: life behind Insta-glam image of 'influencers'</a></li> </ul> <b>Honors:</b> <a href="#">How the "Daisy" Ad Changed Everything About Political Advertising</a>	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
Writing	Week 4	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>understand the steps involved in conducting research for a paper, including selecting a topic, finding sources, and organizing information</li> <li>become familiar with library resources and databases available for research</li> <li>Review credible and untrustworthy sources for a paper</li> <li>Review the elements of a Works Cited Page</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>Lead students through this <a href="#">slide deck</a></li> <li>Launch students into the research task by providing them with research time and the due date for their independent research</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li><a href="#">Independent Research Note-Taking Graphic Organizer</a></li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Formatting a Works Cited Page and In-Text Citations</a></li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li><b><u>practice evaluating sources in pairs or small groups using sample sources</u></b></li> </ul> <b>Honors:</b> Develop a detailed research plan, including a timeline and list of potential sources	<p>SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>

# Keansburg School District - Curriculum Guide

Reading	Week 5	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>review key writing skills from the unit while analyzing a model research paper that describes how Red Bull's branding influences consumers</li> </ul>	<b>Mini-lessons:</b> <ul style="list-style-type: none"> <li><a href="#">Follow the guidance on each section of the lesson. Each part has clear facilitation directions that indicate if the section should be teacher-led, assigned as partner work, or as independent practice</a></li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li><a href="#">Exemplar Research Paper Review</a></li> </ul> <b>Independent Work/Centers:</b> <ul style="list-style-type: none"> <li><a href="#">Social Media &amp; Branding Related Media Exploration</a></li> </ul> <b>Honors:</b> Determine the elements of a successful research paper - create checklist for themselves to use during their planning, writing, and revision process	<p>RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
Writing	Week 5	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>identify the key components of a research paper, including the introduction, thesis statement, body paragraphs, and conclusion</li> <li>formulate a clear and concise thesis statement that guides their research paper</li> <li>create an outline that organizes their main points and supporting evidence in a coherent structure</li> </ul>	<b>Mini-Lesson</b> <ul style="list-style-type: none"> <li>Brief lecture on the structure of a research paper</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li><a href="#">Planning Your Paper</a></li> </ul> <b>Independent Work:/Centers:</b> <ul style="list-style-type: none"> <li>One-on-One Conference <ul style="list-style-type: none"> <li>Teacher will conference with struggling writers to confirm understanding and provide support</li> </ul> </li> <li>Small Group <ul style="list-style-type: none"> <li>Review with students what makes a strong thesis statement</li> </ul> </li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li><u><b>Students will share their thesis statements with a partner</b></u></li> </ul> <b>Honors:</b> Review MLA format and quote integration	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. 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.</p> <p>A. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.</p> <p>B. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text,</p>

# Keansburg School District - Curriculum Guide

				<p>create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>C. 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.</p> <p>D. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.WR.9–10.5. 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.</p> <p>W.SE.9–10.6. 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).</p>
<b>Writing</b>	<b>Week 6</b>	<b>SWBAT:</b>	<b>Mini-Lesson</b>	W.AW.9–10.1. Write arguments to support claims in an analysis of

## Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> <li>understand the purpose and structure of a research paper</li> <li>locate and evaluate credible sources</li> <li>outline and draft their research papers</li> <li>revise and edit their papers for clarity, coherence, and correctness</li> </ul>	<ul style="list-style-type: none"> <li>Create checklist as a class for necessary elements of their research papers <ul style="list-style-type: none"> <li>Use rubric for student guidance</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li><a href="#">Research Paper</a> <ul style="list-style-type: none"> <li><a href="#">Rubric</a></li> </ul> </li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>One-on-One Conference <ul style="list-style-type: none"> <li>Teacher will conference with struggling writers to confirm understanding and provide support</li> </ul> </li> <li>Small Group <ul style="list-style-type: none"> <li>Review with students what makes a strong thesis statement</li> </ul> </li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li><u><b>Pair students to peer review each other's drafts using a provided checklist</b></u></li> </ul> <p><b><u>Alternate Assessments:</u></b>  <a href="#">Final Project</a> <a href="#">Teacher Guide</a></p>	<p>substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. 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.</p> <p>E. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.</p> <p>F. 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.</p> <p>G. 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.</p> <p>H. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.WR.9–10.5. Conduct short as well as more sustained research projects to</p>
--	--	---	---	---

# Keansburg School District - Curriculum Guide

				<p>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.</p> <p>W.SE.9–10.6. 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).</p>
<b>Writing</b>	<b>Week 7</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Present research findings in a clear, concise, and well organized presentation</li> <li>• develop skills to effectively present their research findings to an audience</li> <li>• earn to provide constructive feedback on peer presentations</li> </ul>	<p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Discuss key elements of an effective presentation (clarity, engagement, visual aids, etc.)</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Research Presentation (<a href="#">Guidelines and Directions</a>)</li> </ul> <p><b>Independent Work:/Centers:</b></p> <ul style="list-style-type: none"> <li>• Students will present their research findings to their classmates</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• <u><b>Students will be responsible for delivering a strong presentation</b></u></li> </ul>	<p>SL.II.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.</p> <p>SL.PI.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.</p> <p>SL.UM.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.</p>

# Keansburg School District - Curriculum Guide

				SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
--	--	--	--	---

*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

## **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

### **Suggested Modifications by Grade level**

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

**Suggested Technological Innovations/ Use:** Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. Usage of Nearpod, CommonLit, Google Classroom, IXL, Digital Texts, Audiobooks, EdPuzzle in the classroom. Students will use IXL.com, CommonLit.com, and various news and informational outlets to research and evaluate information on their topic.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).