

# Unit 1: Toni Morrison and African American Women

Content Area: **English**  
Course(s): **Generic Course, ENGLISH I**  
Time Period: **Marking Period 1**  
Length: **5 weeks**  
Status: **Published**

## Standards

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author’s or speaker’s points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers,

argumentative and explanatory essays, and literary analysis.

## **Concepts**

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### **Essential Questions**

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What does diversity mean?

How are experiences shared by a group?

How does an author use rhetoric to successfully convey ideas?

### **Understandings**

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Theme

Characterization

Diversity

Plot Structure

Genre

Rhetoric

Conflict

### **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

About diverse female authors and their backgrounds

How to approach diverse literature

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## **Skills**

Students will be able to:

Read, understand and analyze writings by African and African American female writers

Determine the issues these works are exposing

Discuss the changes these authors call for

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## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

Guided Reading Questions

Discussion

Reading checks

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### **School Summative Assessment Plan**

Research Paper

Argument Essay

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## **Primary Resources**

*Sula*

*The Bluest Eye*

*The Autobiography of My Mother*

*This Bridge Called My Back*

*Purple Hibiscus*

## **Supplementary Resources**

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Critical Review Articles

Background Handouts

Reading Questions

Analysis Worksheet

Project Directions and Rubric

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0

online textbook from the teachers' login.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH** - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

**SCIENCE** - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

**SOCIAL STUDIES** - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

**WORLD LANGUAGES** - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

**VISUAL/PERFORMING ARTS** - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

**APPLIED TECHNOLOGY** - Students will utilize various technological tools in the class to build presentations and/or collaborate.

**BUSINESS EDUCATION** - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

**GLOBAL AWARENESS** - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

## **Learning Plan / Pacing Guide**

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Timeline	Activities	Resources
	Intro to class (1-2 days): Discuss the theme and approach	
	Discuss diversity and multiculturalism	Excerpts from Sula
	Discuss women	Sula Questions
Week 1	Ice Breakers	Excerpts from The Bluest Eye
	Intro to Toni Morrison (1-2 days):	The Bluest Eye Questions
	Background on Toni Morrison	
	Begin reading her works (1-2 days)	

Toni Morrison Essays

Morrison Essay Questions

Excerpts from This Bridge Called My Back

Unit 1 TBCMB Questions

Zora Neal Hurston

Jamaica Kincaid Excerpt from The Autobiography of My Mother

Toni Morrison Essays

Morrison Essay Questions

Excerpts from This Bridge Called My Back

Unit 1 TBCMC Questions

Zora Neal Hurston

Jamaica Kincaid

Unit 1 Critical Review Worksheet

Unit 1 Paper Directions and Rubric

Week 2 Continue to read and discuss Toni Morrison's works  
Compare other African and African American women's writings and experiences with Toni Morrison

Week 3 Continue comparing Morrison's works with that of other African and African American women  
-Zora Neal Hurston

Week 4 Read critical reviews and essays by and about the authors and works studied thus far  
Final Project week:

Week 5 Write short response about similarities and differences among the authors studied in this unit

Discuss major problems and issues all seem to address



# Unit 2: Julia Alvarez and Latina Women

Content Area: **English**  
Course(s): **Generic Course, ENGLISH I**  
Time Period: **Marking Period 1**  
Length: **5 weeks**  
Status: **Published**

## Standards

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LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among

the data.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

### Concepts

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### Essential Questions

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How do different groups experience issues?

Why do authors use fiction to convey ideas about larger issues?

How does an author use figurative language to convey thoughts about conflict?

## **Understandings**

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Theme

Characterization

Diversity

Plot Structure

Figurative Language

Conflict

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

Figurative language and how it conveys ideas

How characterization and theme can impact conflict

### **Skills**

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Students will be able to:

Read, understand, and analyze works by Latina and Latina American authors

Determine the issues these authors expose

Discuss the changes these authors call for

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Guided reading questions

Discussion

Reading checks

### **School Summative Assessment Plan**

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Research paper

Argument Essay

Explanatory essay

### **Primary Resources**

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*In The Time of the Butterflies*

*This Bridge Called My Back*

### **Supplementary Resources**

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Critical Review Articles

Background Handouts

Reading Questions

Analysis Worksheet

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.

- ❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH** - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

**SCIENCE** - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

**SOCIAL STUDIES** - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

**WORLD LANGUAGES** - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

**VISUAL/PERFORMING ARTS** - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

**APPLIED TECHNOLOGY** - Students will utilize various technological tools in the class to build presentations and/or collaborate.

**BUSINESS EDUCATION** - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

**GLOBAL AWARENESS** - Much like our connection with Social Studies, because what happens on a global

level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

## **Learning Plan / Pacing Guide**

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Timeline	Activities	Resources
Week 1	Intro to Julia Alvarez (1-2 days): Background on the author and her works	Excerpts from <i>In the Time of the Butterflies</i>
	Begin Studying (3-4 days); Begin to read short stories and excerpts by Alvarez	ITTOTB Questions  Excerpts from <i>In the Time of the Butterflies</i>
Week 2	Continue to read and discuss works and essays by Alvarez	ITTOTB Questions
	Begin to compare works by other Latina and Latina American writers -Cherri Moraga	Excerpts from <i>This Bridge Called My Back</i>  TBCMB Unit 2 Questions Excerpts from <i>In the Time of the Butterflies</i>
Week 3	Continue comparing Alvarez's works with those of other Latina and Latina American women	ITTOTB Questions
		Excerpts from <i>This Bridge Called My Back</i>
Week 4	Read critical reviews and essays by and about the authors and works studied thus far Final Project week:	TBCMB Unit 2 Questions
		Unit 2 Critical Review worksheet
Week 5	Write short response about similarities and differences among the authors studied in this unit  Discuss major problems and issues all seem to address	Unit 2 Paper Directions and Rubric

# Unit 3: Amy Tan and Asian Women

Content Area: **English**  
Course(s): **Generic Course, ENGLISH I**  
Time Period: **Marking Period 1**  
Length: **4 weeks**  
Status: **Published**

## Standards

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LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.



## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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## Transfer Goals and Career Ready Practices

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### Transfer Goals

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### Concepts

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### Essential Questions

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Why are large, diverse groups categorized broadly?

How does word choice impact an author's intent?

## **Understandings**

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Theme

Characterization

Diversity

Plot Structure

Word Choice

Conflict

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

How authors use word choice to impact meaning

How diversity affects an authors view point

### **Skills**

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Students will be able to:

Read, understand, and analyze works by Asian and Asian American authors

Compare and Contrast these works

Analyze word choice in an authors writing

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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Guided Reading Questions

Discussion

Reading Checks

## **School Summative Assessment Plan**

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Argument essay

Explanatory essay

## **Primary Resources**

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*The Joy Luck Club*

*Interpreter of Maladies*

*This Bridge Called My Back*

## **Supplementary Resources**

---

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Background Handouts

Reading Questions

Analysis Worksheet

Project Directions and Rubric

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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### **● One to One Student's laptop**

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- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH** - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

**SCIENCE** - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

**SOCIAL STUDIES** - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

**WORLD LANGUAGES** - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

**VISUAL/PERFORMING ARTS** - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

**APPLIED TECHNOLOGY** - Students will utilize various technological tools in the class to build presentations and/or collaborate.

**BUSINESS EDUCATION** - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

**GLOBAL AWARENESS** - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

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### **Learning Plan / Pacing Guide**

Timeline	Activities	Resources
	Intro to Amy Tan (1-2 days):	Excerpts from The Joy Luck Club
Week 1	Background about the author and her works  Begin studying short stories and excerpts (3-4 days)  Compare Tan's works to those by other Asian and Asian American women	Joy Luck Club Questions  Excerpts from The Joy Luck Club  Joy Luck Club Questions
Week 2	-Jhumpa Lahiri  -Nellie Wong  -Mitsuye Yamada	Excerpts from This Bridge Called My Back  TBCMB Unit 3 Questions  Excerpts from <i>Interpreter of Maadies</i>
Week 3	Read critical reviews and essays by and about the authors and works studied thus far Final Project week:	Unit 3 Critical Review worksheet
Week 4	Write short response about similarities and differences among the authors studied in this unit  Discuss major problems and issues all seem to address	Unit 3 Paper Directions and Rubric

# Unit 4: Marjane Satrapi and Middle Eastern Women

Content Area: **English**  
Course(s): **Generic Course, ENGLISH I**  
Time Period: **Marking Period 1**  
Length: **4 weeks**  
Status: **Published**

## Standards

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LA.L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

### **Concepts**

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#### **Essential Questions**

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What do illustrations help an author achieve?

How do graphics impact an audience?

#### **Understandings**

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Theme

Characterization

Diversity

Plot Structure



Conflict

Setting

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

How setting and characterization impact theme

How diverse authors use setting to expose issues

### **Skills**

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Students will be able to:

Read, understand, and analyze works by Middle Eastern writers

Analyze the impact of different themes and the issues authors are exposing

Compare and contrast various authors with similar ethnic backgrounds

Evaluate how effective writers are at conveying a broader message

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Guided reading questions

Discussion

Reading Checks

## **School Summative Assessment Plan**

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Explanatory essay

Narrative essay

## **Primary Resources**

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*Persepolis*

*Fantasia: An Algerian Cavalcade*

*Women in Algiers in their Apartment*

*Reading Lolita in Tehran*

*A Daughter of Isis: The Autobiography of Nawal Saadawi*

## **Supplementary Resources**

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Critical Review Articles

Background Handouts

Reading Questions

Analysis Worksheet

Project Directions and Rubric

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of

different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### ● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so

modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH** - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

**SCIENCE** - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

**SOCIAL STUDIES** - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

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**VISUAL/PERFORMING ARTS** - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

**APPLIED TECHNOLOGY** - Students will utilize various technological tools in the class to build presentations and/or collaborate.

**BUSINESS EDUCATION** - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

**GLOBAL AWARENESS** - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

## **Learning Plan / Pacing Guide**

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Timeline	Activities	Resources
	Introduce Marjane Satrapi	Excerpts from Persepolis
Week 1	Background on the author Begin reading her works	Persepolis Questions

		Excerpts from Fantasia: An Algerian Cavalcade
	Compare Satrapi's work to other Middle Eastern women	
Week 2	-Assia Djebar	Excerpts from Women of Algiers in the Apartment
	-Azar Nafisi	Excerpts from Reading Lolita in Tehran
	-Nawal Saadawi	Excerpts from A Daughter of Isis: The Autobiography of Nawal Saadawi
Week 3	Read critical reviews and essays by and about the authors and works studied thus far	
	Final Project week:	Unit 4 Critical Review worksheet
Week 4	Write short response about similarities and differences among the authors studied in this unit	Unit 4 Paper Directions and Rubric
	Discuss major problems and issues all seem to address	

# Unit 5: Final Project

Content Area: **English**  
Course(s): **Generic Course, ENGLISH I**  
Time Period: **Marking Period 1**  
Length: **2 weeks**  
Status: **Published**

## Standards

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LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

and to add interest.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).
TECH.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).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

### Concepts

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### Essential Questions

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How do female authors assert their positions effectively?

What issues are minority and women of color writers exposing through their work?

How can their audience help further their work and effect change?

## **Understandings**

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Theme

Conflict

Diversity

Setting

Rhetoric

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

How female authors are different

How rhetoric is used, including the types of rhetoric

### **Skills**

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Students will be able to:

Synthesize ideas and thoughts from various authors across multiple backgrounds

Evaluate the commonalities among the authors

Compare their own thoughts and views to those studied



## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Reading checks

presentation checklist

presenter worksheet

### **School Summative Assessment Plan**

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Presentation of new author and work

Researched argument paper

### **Primary Resources**

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*This Bridge Called My Back*

*Sula*

*The Bluest Eye*

*The Autobiography of My Mother*

*Purple Hibiscus*

*In The Time Of The Butterflies*

*The Joy Luck Club*

*Interpreter of Maladies*

*Persepolis*

*Fantasia: An Algerian Cavalcade*

*Women of Algiers in their Apartment*

*Reading Lolita in Tehran*

*A Daughter of Isis: The Autobiography of Nawal Saadawi*

## **Supplementary Resources**

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Background Handouts

Reading Questions

Analysis Worksheet

Project Directions and Rubric

Presentation directions and rubric

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

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## **Learning Plan / Pacing Guide**

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Timeline	Activities	Resources
Week 1	Students will be asked to find and share a piece of writing by a new author not studied in the course. Students will be given time to search for an author and piece they like. Students will present the author and piece to class (briefly) by giving background and a summary of the work chosen. Students will be asked to include major issues addressed by the work as part of the summary.	Presentation directions and rubric
Week 2	Students will be given some time to begin to research their final essays Students will use the final week to complete their full essays. They will use works studied throughout the course as well as research to support their claims	Final paper directions and rubric Final paper directions and rubric