

Englewood Public School District

English Language Arts

Grade 9 – College Prep

Fourth Marking Period

Unit 4: Romantic Literature

Overview: During this unit, students will explore the Romantic Period in American literature and art. Throughout the unit, students will read a variety of texts, watch videos, write argumentative essays, analyze poetry and write short stories to understand the conventions of the literature of the period and the attitudes of those who lived during that time.

Time Frame: 20 to 25 Days

Enduring Understandings

The Romantic Period was one of relative stability of government and society in America.

The Romantic Period saw an emergence of individual voice and expression.

The Romantic Period saw an emergence of varied perspectives on life (polarization)

It is important to examine how you see yourself vs. how others see you vs. how you wish to be seen.

It is important to make connections between literature and one's personal identity.

Essential Questions

Why do you feel there was a resurgence of the individual?

How did/does this influence the American Identity?

Should an individual be restrained from behavior and when?

How do you create "YOU"?

How has this literary period influenced the American identity?

Standards	Topics and Objectives	Activities	Resources	Assessment
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Topics	Students experience an overview of the Romantic Period by watching a video and taking notes. (CRP4, 6.1.12.D.3.e)	<u>Video:</u> "The Romantic Period in American Literature and Art" https://youtu.be/okPFcJntqFA	<u>Formative Assessments:</u>
	Introduction to the Romantic Era Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Civic Literacy Global Awareness 	<ul style="list-style-type: none"> https://freeology.com/grap hicorgs/note-taking-organizer/ 	<u>Companion Texts:</u> <i>Scholastic</i> magazine "Romanticism"	<u>Summative Assessments:</u> Students' understanding of the Romantic Period will be ascertained by asking

W. 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RL. 9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

<p>Objectives</p> <p>Students will enhance their understanding of the Romantic Era.</p>	<p>Students will write one question they have regarding the video and discuss the answer as a class. (CRP4, 9.3.12.ED.2, 6.1.12.D.3.e)</p>	<p>https://www.britannica.com/art/Romanticism</p>	<p>each student to write one question they have regarding the video and discussing the answer as a class.</p> <p><u>Benchmark Assessment:</u> End of year assessment</p> <p><u>Alternative Assessments:</u> Students will complete and share a KWL chart about the Romantic Periods.</p> <p>Students will create a timeline of events during the Romantic Period.</p>
<p>Topics</p> <p>Ralph Waldo Emerson's Life and Works</p> <p>Self-Reliance</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness <p>Objectives</p> <p>Students will understand genre and style.</p> <p>Students will use criticism forms for close reading.</p>	<p>Students will conduct short research regarding Ralph Waldo Emerson's life and works. (8.1.12.A.2, CRP4, CRP7, CRP11)</p> <ul style="list-style-type: none"> • http://americainclass.org/individualism-in-ralph-waldo-emersons-self-reliance/#teachers <p>Students will select a picture from nature, and make a poster using the image and one of Emerson's quotations. (CRP6, CRP11)</p> <p>Students will enhance their understanding of the meaning of Emerson's "Self-Reliance" by exploring his definition and how his view affects society by reading and responding to text-dependent questions.</p>	<p><u>Texts:</u> "Self-Reliance" and "Nature" by Ralph Waldo Emerson</p> <p><u>Companion Texts:</u> <i>Scholastic</i> magazine</p> <p>"Ralph Waldo Emerson" https://www.biography.com/people/ralph-waldo-emerson-9287153</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p><u>Summative Assessments:</u> Students' posters and presentations will be evaluated to ascertain student's understanding of Ralph Waldo Emerson's conception of nature</p> <p><u>Alternative Assessments:</u> Students will present their poster and explain their selections.</p> <p>Students will check their correctness of their answers with a partner.</p>

(CRP4, 9.3.12.ED.2,
6.1.12.D.3.e)

Students will engage in a read aloud of Emerson's biography.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W. 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Topics

Edgar Allen Poe

Gothic Genre

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

Students will enhance their understanding of the Gothic genre.

Students will construct a story using Gothic genre conventions.

The instructor will select from a variety of activities to introduce students to Edgar Allen Poe, to acquaint students with the author's works, and to introduce students to the

Gothic genre. (CRP4, 9.3.12.ED.2, 6.1.12.D.3.e)

- <http://www.readwritethink.org/classroom-resources/lesson-plans/modeling-reading-analysis-processes-411.html?tab=4>

Students will listen to "The Raven" read by Christopher Walken and then conduct the "Tone, Words, and Research Activity." (CRP4)

Students will interact with the web-based lesson, "The Raven study resource." (CRP4, CRP11)

- <http://www.teachersfirst.com/lessons/raven/st1.cfm>

Students will complete a web-based scavenger hunter to gain a greater understanding of Edgar Allen Poe's life and works.

Or

Students will participate in an Edgar Allen Poe Webquest.

Lesson Resources:

"Modeling Reading and Analysis Processes with the Works of Edgar Allan Poe" from Read Write Think

Text:

"The Fall of the House of Usher" and "The Raven" by Edgar Allen Poe

Video:

"The Raven: Read by Christopher Walken"

<https://youtu.be/cLSmhpwLdEQ>

Lesson Plan:

"Tone, Words, Research Activity"

"Edgar Allen Poe Scavenger Hunt" from Read Write Think

Edgar Allen Poe Webquest

"Edgar Allen Poe Write Off!"

Companion Texts:

Scholastic magazine

"Authors: Edgar Allen Poe" <https://newsela.com/read/bio-author-edgar-allan-poe>

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Instructors will evaluate the quality of students' Edgar Allen Poe products.

Students will receive a grade on their Edgar Allen Poe scavenger hunt.

Summative Assessments:

The quality of the students' works, as well as their understanding of the Gothic genre will be evaluated via their Gothic stories.

Alternative Assessments:

Students will create a cartoon version of "The Raven" using Powtoon.

Students will share their gothic stories aloud.

Students will peer review their stories using a PARCC rubric.

(CRP4, CRP6, CRP8, CRP11)

Students create their own Gothic Story while working in groups of four. (9.3.12.ED.2, 8.1.12.A.2, RP4, CRP6, CRP11)

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in

Topics

Escapism

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

Students will enhance their understanding of escapist literature.

Students will read "Rip Van Winkle" and take notes.

- <https://freeology.com/graphicorgs/note-taking-organizer/>

After reading "Rip Van Winkle," students will work in groups to construct a picture book of the story that depicts the imagery of the author, as well as the escapist nature of the story. (9.3.12.ED.2, 8.1.12.A.2, CRP6)

Texts:

"Rip Van Winkle" by Washington Irving, unabridged audiobook
<https://youtu.be/PQnTNmipwCw>

Companion Texts:

Scholastic magazine

"Washington Irving"
<https://www.biography.com/people/washington-irving-9350087>

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessments:

Students will receive a grade for their group picture book.

Alternative Assessments:

Students will read present and explain their picture books to the class.

Students will research Washington Irving and discuss his biography in a small group.

Topics

Emily Dickenson

Analyzing Poetry

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

After viewing a PowerPoint on Emily Dickenson, students select one of her poems and make a simple three slide presentation. (CRP4, 8.1.12.A.2, CRP6, CRP11)

Next, students analyze their poem and respond to questions about their selection. (CRP4, CRP8)

Texts:

Poetry selections from Emily Dickenson

Lesson Plan:

Questions for Emily Dickenson Poems

Companion Texts:

Scholastic magazine

"Emily Dickinson"

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessments:

Students' analysis of Emily Dickenson's poetry will be evaluated via their slide presentation.

Alternative Assessments:

<p>presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>Students will enhance their understanding of Emily Dickenson's poetry.</p> <p>Students will analyze poetry.</p>	<p>https://www.poets.org/poetsorg/poet/emily-dickinson</p>	<p>Students will present their Power Point presentations to the class.</p> <p>Students will identify the rhyme scheme in a Dickinson poem with a partner.</p>
<p>Accommodations and Modifications:</p> <p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p> <p><i>Students at risk of school failure:</i> Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p> <p><i>Gifted and Talented Students:</i> Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.</p>			
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Students will work with peers to create presentation ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions 	<p>Special Education</p> <ul style="list-style-type: none"> ● Students will work with peers to create presentation ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide 	<p>At-Risk</p> <ul style="list-style-type: none"> ● Students will work with peers to create presentation ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Student's will present their picture books to a younger grade ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of

<p>verbally and in simple written format.</p> <ul style="list-style-type: none"> ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<p>helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<ul style="list-style-type: none"> ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	<p>lessons</p> <ul style="list-style-type: none"> ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:

Social Studies:

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Integration of Technology Standards NJSL 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Key Vocabulary: Romanticism, Gothic, self-reliance, escapism, transcendentalism

Unit 5: Racism

Overview: In this unit students will examine racism in American society during the antebellum and Civil War periods by reading fiction and slave narratives. Students will complete activities that which enrich their understanding of this dark period in America's past.

Time Frame: 10 to 15 Days

Enduring Understandings:

The development of a visual African American identity and its impact on America

Discrimination has been a part of society (ethnic group to ethnic group) throughout history.

Dominance: the benefits of being the group in power

Lasting and far-reaching consequences of inequitable treatment

Essential Questions:

How has identity based on race, especially for African Americans, played a role in American history and the changing definition of identity over time?

What is "power" and who has it?

How is power distributed throughout society?

What is the impact of past inequitable treatment on today's society?

How do people achieve dominance and how do they hold on to their power?

Standards	Topics and Objectives	Activities	Resources	Assessment
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<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Topics</p> <p>American Slave Narrators</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness <p>Objectives</p> <p>Students will enhance their understanding of the life and times of American slaves.</p>	<p>Students will read excerpts from <i>Incidents in the Life of a Slave Girl</i> and take notes. (6.1.12.d.4.A, CRP4)</p> <ul style="list-style-type: none"> • https://freeology.com/graphic-orgs/note-taking-organizer/ <p>Students will read short biographies of Frederick Douglass and Harriet Jacobs and participate in a guided discussion. (6.1.12.d.4.A, CRP4, 9.3.12.ED.2)</p>	<p>Text: <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs http://docsouth.unc.edu/fpn/jacobs/menu.html</p> <p>“Frederick Douglass and Harriet Jacobs: American Slave Narrators” http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/douglassjacobs.htm</p> <p>Companion Texts: <i>Scholastic</i> magazine</p> <p>“The Legacy of Frederick Douglas” https://www.readworks.org/article/The-Legacy-of-Frederick-Douglass/e34def97-4fe4-437c-806e-0260f853b0b3</p> <p>“Primary Sources: Jefferson’s Notes on Slavery” https://newsela.com/read/primary-source-jefferson-slavery</p>	<p>Students’ understanding of the life and times of American slaves will be ascertained via classroom discussions and guided questions.</p> <p>Alternative Assessments: Students will engage in group discussion comparing the biographies of Douglass and Jacobs.</p> <p>Students will complete a group Venn diagram.</p>
<p>RL. 9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Topics</p> <p>The Poetry of Stephen Crane</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy 	<p>Students read “War Is Kind” by Stephen Crane and complete selected activities. (9.3.12.ED.2, 6.1.12.C.4.c, CRP4, CRP8)</p> <ul style="list-style-type: none"> • http://www.learnnc.org/lp/pages/3421 <p>Students write an editorial for a newspaper regarding their</p>	<p>Text: “War Is Kind” by Stephen Crane</p> <p>Companion Texts: <i>Scholastic</i> magazine</p> <p>“The War Prayer”</p>	<p>Students will receive a grade for their editorial regarding their perspective of war.</p> <p>Alternative Assessments: Students will work in small groups to brainstorm words and ideas that come to</p>

<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Global Awareness <p>Objectives</p> <p>Students will examine the nature of war by analyzing Stephen Crane’s poetry.</p>	<p>perspective of war. (9.3.12.ED.2, 6.1.12.C.4.c, CRP4, CRP8)</p> <ul style="list-style-type: none"> https://www.geneseo.edu/~bennett/EdWrite.htm 	<p>https://www.commonlit.org/en/texts/the-war-prayer?search_id=4555768</p>	<p>mind when they think of the word ‘war.’</p> <p>Students will peer review their editorials for grammar correctness.</p> <p>Students will read their editorials aloud.</p>
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Topics</p> <p><i>The Red Badge of Courage</i></p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Civic Literacy Global Awareness <p>Objectives</p> <p>Students will examine the theme, setting, characters and plot of <i>The Red Badge of Courage</i> to analyze the author’s message, as well as to enhance their understanding of the era.</p>	<p>Instructors select from a variety of activities to read and analyze <i>The Red Badge of Courage</i> by Stephen Crane (9.3.12.ED.2, 6.1.12.C.4.c, CRP4, CRP8)</p> <ul style="list-style-type: none"> http://teachers.net/lessonplans/posts/2449.html 	<p>Text:</p> <p><i>The Red Badge of Courage</i> by Stephen Crane</p> <p>Companion Texts:</p> <p><i>Scholastic</i> magazine</p> <p>“Civil War: A Defining Moment in US History”</p> <p>https://newsela.com/read/gl-history-american-civil-war</p>	<p>Students’ progress will be evaluated based upon the products from <i>The Red Badge of Courage</i> activities.</p> <p>Alternative Assessments:</p> <p>Students will engage in a small group reading of the text.</p> <p>Students will write a literary reflection journal about the text.</p> <p>Students will share their literary reflection.</p>

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will relate their own experiences with racism in their culture • Videos will be provided as support for this unit’s topics • Shorten assignments to focus on mastery of key concepts. • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Give directions/instructions verbally and in simple written format. • Provide audiotapes of textbooks and have the student follow the text while listening • Allow students to use a dual 	<ul style="list-style-type: none"> • Videos will be provided as support for this unit’s topics • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Give directions/instructions verbally and in simple written format. 	<ul style="list-style-type: none"> • Videos will be provided as support for this unit’s topics • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see 	<ul style="list-style-type: none"> • Students will create a social media campaign to end racism • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

language dictionary	<ul style="list-style-type: none"> ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<ul style="list-style-type: none"> ● during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	
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Integration of 21st Century Standards NJSLS 9:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:

Social Studies:

6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.

6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

Integration of Technology Standards NJSLS 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Key Vocabulary: slave narratives, inequality, power and oppression, bravery and heroism