

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 2	ELA	10th	1.0
<b>Course Description:</b>			
<p>In English 2, students pivot from the study of individual agency to a critical examination of power in society, focusing on the external forces and systemic structures that shape the boundaries of human choice. Rather than studying how characters navigate their worlds, students analyze the social hierarchies, environmental factors, and situational forces that influence human behavior. By reading a diverse range of speculative and naturalist texts, students analyze how authors use characters as vehicles for social commentary. By investigating complex contexts such as the Great Depression, the Antebellum South, and imagined dystopian futures, students develop the ability to evaluate how the systems we inhabit can both foster and strip away our humanity.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <i>BPS Vision of the Graduate</i></b>	
<p>Of Mice and Men, by John Steinbeck  Fahrenheit 451, by Ray Bradbury  Kindred, by Octavia Butler</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> <li>Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).</li> </ul> <p>EMPATHY</p> <ul style="list-style-type: none"> <li>Demonstrating understanding of others perspectives and needs.</li> <li>Listen with an open mind to understand others' situations.</li> </ul>	
<b>Knowledge/Skill Dependent courses/Prerequisites:</b>		<b>Link to <i>Completed Equity Audit</i></b>	
None		<ul style="list-style-type: none"> <li><a href="#">10ELA - Equity Curriculum Review</a></li> </ul>	
<b>Unit Links</b>			
<p><a href="#">Unit 1: Of Mice and Men</a>  <a href="#">Unit 2: Kindred</a>  <a href="#">Unit 3: Fahrenheit 451</a>  <a href="#">Unit 4: Capstone</a></p>			

# Unit 1: Of Mice and Men

## Overview

### Relevant Standards: **Bold indicates priority**

#### Reading Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### Writing

- **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.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Speaking and Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Overview

In this opening unit, students begin a yearlong exploration of power and marginalization by reading John Steinbeck's *Of Mice and Men*. Set against the backdrop of the Great Depression, students will examine how economic scarcity and environmental decay exacerbate existing social hierarchies. Students will analyze how characters isolated by race, gender, and intellectual ability navigate a society that often treats the vulnerable as disposable. By deconstructing Steinbeck's use of a circular narrative and foreshadowing, students will evaluate the naturalist worldview that tragedy is frequently an inevitable byproduct of environmental forces rather than individual moral failing.

**Essential Question(s):**

- How does a person's sense of their own power affect the way they behave toward others?
- How do intellectual ability, race, class, and gender impact an individual's power in society, or lack thereof?
- How do authors use character to comment on society?

**Enduring Understanding(s):**

- Contextual: The Great Depression and the Dust Bowl led to a dramatic surge of migrant workers in California, creating conditions that stripped many individuals of their humanity and agency. In this climate of economic scarcity, the lifestyle of many of these workers was characterized by discrimination, rigid social hierarchies, extreme loneliness, and the weight of unfulfilled dreams.
- Thematic: Environments defined by scarcity and fear often exacerbate existing social hierarchies based on race, gender, and intellectual ability. In such threatening environments, individuals who are themselves marginalized often seek to assert power over those even more vulnerable in order to secure their own status. Although such behavior often breeds isolation and distrust, individual relationships can serve as fragile antidotes to the dehumanizing effects of such predatory environments.
- Literary: Through his characterization of marginalized figures such as Lennie, Crooks, and Curly's wife, Steinbeck critiques a social hierarchy that treats the vulnerable as disposable. By weaving these characters into a circular narrative marked by multiple examples of foreshadowing, Steinbeck emphasizes a naturalist worldview that tragedy is often an inevitable byproduct of environmental and social forces. However, by framing these outcasts as sympathetic characters, he challenges the reader to recognize their inherent humanity and worth.

**Demonstration of Learning:**

## Summative Writing Prompts


- Writers often use characters to reveal and critique society's values. Choose an outcast from *Of Mice and Men* isolated by race, gender, or ability. Explain what their isolation reveals about American society during the Great Depression. Then explain how Steinbeck's portrayal of that character amounts to a critique of that society.
- Who has the most power and who has the least power in *Of Mice and Men*? In a well-developed essay, argue your position and analyze how factors such as race, gender, and ability intersect to determine a character's status within the social hierarchy.

**Connections to Prior Units:**

- Students will have previously encountered characters typically considered to be neurodivergent in *The Curious Incident of the Dog in the Night-Time* (9th) and *Freak the Mighty* (6th). In light of the 10th grade theme, the focus shifts from the limited perspectives of their narration, to a critique of how such characters are treated by society.
- Students will have previously considered questions of individual agency throughout 9th grade English, most pointedly in *Romeo and*

**Connections to Future Units:**

- Students will continue to explore issues of power in society throughout the course, examining how social structures impact individuals in *Kindred* and *Fahrenheit 451*.
- Students will return to ideas surrounding the American Dream more directly in 11th grade, particularly when studying Fitzgerald's critique of that dream in *The Great Gatsby* and Chris McCandless's rejection of materialism in *Into the Wild*.

<p><i>Juliet</i>, and in the capstone unit.</p> <ul style="list-style-type: none"> <li>Students will have previously encountered a variety of American experiences in 7th grade, many of which examine the experience of Americans who have been excluded in some way from American society while also <i>pursuing</i> a form of the American dream,, including immigrants in Uprising, African Americans in A Raisin in the Sun,</li> </ul>	
<p><b>Family Overview (link below)</b></p>	<p><b>Pacing for Unit</b></p>
	<ul style="list-style-type: none"> <li>Quarter 1</li> </ul>
<p><b>Integration of Technology:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology:</b></p>
<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision</li> </ul>	<ul style="list-style-type: none"> <li> Of Mice and Men</li> <li><a href="#">Strategies for Addressing Racist and Dehumanizing Language</a></li> </ul>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Students may rush to judge George’s actions (or those of any number of other characters) as purely individual choices, without recognizing the ways in which social and environmental forces constrain choice and impact individuals.</li> <li>Students may simply accept characters’ biases as “the way things were back then,” without recognizing Steinbeck’s critique of those aspects of American society.</li> <li>Similarly, students may fail to recognize the ways in which the novel flattens the characters of Lennie, Crooks, and Curley’s wife and can be critiqued for perpetuating harmful stereotypes, tropes, and language that were common at the time. Ultimately, students should recognize that a book may attempt to critique a society while simultaneously falling victim to some of the same biases.</li> </ul>
<p><b>Differentiation through <u>Universal Design for Learning</u></b></p>	
<p><b>UDL Indicator</b></p> <ul style="list-style-type: none"> <li>Consideration 7.4 Address biases, threats, and distractions</li> </ul>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>Before starting the novel, acknowledge the potentially threatening experiences caused by the text’s use of racial slurs, ableist terms, and misogynistic language. Co-create a firm, predictable classroom policy for how the class will handle this language to ensure no students feel threatened by this language.</li> <li>Both of the nonfiction articles (one published in 2002 and one in 2012)</li> </ul>

	<p>suggested for the seminar discussion use the R-word when referring to people with intellectual disabilities. Explain to students that the word is considered extremely offensive and outdated and that The New York Times stopped using it in 2013, although it's important to note there was a movement to end the use of this word long before the Times changed its style guide.</p> <ul style="list-style-type: none"> <li>Remind students that the story is set in the 1930s and that characters often depict biases present at that time. Prompt students to recognize characters as vehicles for Steinbeck's critique of a predatory society, rather than endorsements of a prejudiced worldview.</li> </ul>
<p><b>UDL Indicator</b></p> <ul style="list-style-type: none"> <li>Consideration 9.2 Develop awareness of self and others</li> </ul>	<p><b>Teacher Actions</b></p> <ul style="list-style-type: none"> <li>Provide differentiated ways for students to process their frustration or anger regarding the injustices characters like Crooks and Lennie face, such as such as private reflections or individual writing prompts.</li> <li>Use Steinbeck's "Letter to Claire Luce" to help students recognize the gap between the deficit labels placed on characters and their internal emotional realities. Encourage similar perspective-taking to recognize the emotional realities and inherent worth of other characters, as well as other people students encounter.</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	
<p><b>Related <u>CELP standards:</u></b></p> <ul style="list-style-type: none"> <li>9-12.1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> </ul>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Level 1: I can identify a few key words and phrases related to George's or Lennie's actions or the physical setting in a short section of text.</li> <li>Level 2: I can identify the main event of a short section (such as Curly's fight with Lennie) and retell a few details about how characters like Lennie or Candy react to their environment.</li> <li>Level 3: I can determine a specific character's perspective (such as Curley's wife's loneliness) in a short section of text and explain how that perspective is revealed through specific dialogue or imagery.</li> <li>Level 4: I can determine multiple perspectives on power (such as Lennie's innocence versus Curley's aggression) and analyze how these interactions develop throughout a chapter, citing specific textual evidence to support my analysis.</li> <li>Level 5: I can determine central themes regarding social hierarchies and environmental influences and analyze how these themes are developed across the text, citing specific details to fully support my analysis.</li> </ul>

# Unit 1: Of Mice and Men

## Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<p>Video: <a href="#">“Okies During the Great Depression”</a></p> <p>Photos:  <a href="#">Migrant worker...</a>  <a href="#">Migrant Mother...</a>  <a href="#">Drought refugees...</a></p> <p>Text: “Harvest Gypsies”</p>	<ul style="list-style-type: none"> <li>I can compare depictions of migrant workers in a video and various photographs by Dorothea Lange, noting the similarities in their representations.</li> </ul>	<ul style="list-style-type: none"> <li>Migratory</li> <li>Ostracize</li> <li>Destitute</li> </ul>	<ul style="list-style-type: none"> <li>Migrant Workers</li> <li>Great Depression</li> <li>Dust Bowl</li> </ul>
2	<i>Of Mice and Men</i> , pp. 1–3	<ul style="list-style-type: none"> <li>I can explain how setting and characterization establish the mood in <i>Of Mice and Men</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Serene</li> <li>Unsettled</li> </ul>	<ul style="list-style-type: none"> <li>Mood</li> <li>Connotation</li> <li>Characterization</li> </ul>
3	<i>Of Mice and Men</i> , pp. 4–16	<ul style="list-style-type: none"> <li>I can analyze how Steinbeck develops the reader's understanding of the relationship between Lennie and George.</li> </ul>	<ul style="list-style-type: none"> <li>Morose</li> <li>Imperious</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Dynamic characters</li> <li>Static characters</li> </ul>
4	<i>Of Mice and Men</i> , pp. 17–37	<ul style="list-style-type: none"> <li>I can analyze how Steinbeck develops social hierarchies on the ranch that foreshadow conflict in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Pugnacious</li> <li>Derogatory</li> <li>Hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>Foreshadowing</li> </ul>
5	<i>Writing Lesson/CFA</i>	<ul style="list-style-type: none"> <li>I can support a claim using evidence to analyze social hierarchies on the ranch.</li> </ul>		
6	<i>Of Mice and Men</i> , pp. 38–65	<ul style="list-style-type: none"> <li>I can analyze how Steinbeck develops characters and explain what characters' actions and beliefs can reveal about human nature.</li> </ul>	<ul style="list-style-type: none"> <li>Reprehensible</li> <li>Bemused</li> <li>Cower</li> </ul>	
7	<i>Of Mice and Men</i> , pp. 66–76	<ul style="list-style-type: none"> <li>I can analyze the character of Crooks through the lenses of racism, loneliness, and power.</li> </ul>	<ul style="list-style-type: none"> <li>Disarming</li> <li>Aloof</li> <li>Meager</li> </ul>	<ul style="list-style-type: none"> <li>Sympathetic character</li> </ul>
8	<i>Of Mice and Men</i> , pp. 77–83	<ul style="list-style-type: none"> <li>I can analyze the character of Curley's wife through the lenses of sexism, loneliness, and power.</li> </ul>	<ul style="list-style-type: none"> <li>Contemptuous</li> <li>Scornful</li> </ul>	<ul style="list-style-type: none"> <li>Sympathetic character</li> </ul>

	“John Steinbeck's Letter to Claire Luce”			
9	Writing Lesson/CFA	<ul style="list-style-type: none"> <li>I can support a claim about how characters respond to their social status on the ranch.</li> </ul>		
10	<i>Of Mice and Men</i> , pp. 84-93	<ul style="list-style-type: none"> <li>I can analyze how Steinbeck has used foreshadowing to develop tension leading up to the story's climax.</li> </ul>	<ul style="list-style-type: none"> <li>Woe</li> <li>Jeer</li> </ul>	<ul style="list-style-type: none"> <li>Foreshadowing</li> <li>Climax</li> </ul>
11	<i>Of Mice and Men</i> , pp. 93-107	<ul style="list-style-type: none"> <li>I can analyze how Steinbeck shapes the reader's perception of Lennie's murder through setting, tone, and mood.</li> </ul>	<ul style="list-style-type: none"> <li>Belligerent</li> <li>Monotonous</li> </ul>	<ul style="list-style-type: none"> <li>Mood</li> <li>Tone</li> <li>Sympathetic character</li> </ul>
12	<a href="#">To a Mouse</a>	<ul style="list-style-type: none"> <li>I can analyze the Robert Burns poem "To a Mouse" and draw conclusions about why Steinbeck chose a line from this poem for the title of his novel.</li> <li>I can explain how OMAM and “To a Mouse” both represent characteristics of naturalist literature.</li> </ul>		<ul style="list-style-type: none"> <li>Naturalism</li> <li>Social Darwinism</li> </ul>
13	<a href="#">"Supreme Court Denies Stay of Execution..."</a> <a href="#">"Supreme Court Bars Executing..."</a>	<ul style="list-style-type: none"> <li>I can explain what the Atkins v. Virginia decision and the case of Marvin Wilson reveal about perceptions of culpability in the criminal justice system.</li> </ul>	<ul style="list-style-type: none"> <li>Culpable</li> </ul>	
14	Seminar	<ul style="list-style-type: none"> <li>I can engage effectively in a seminar discussion to explore the relationships between culpability, power, and justice.</li> <li>I can build on the ideas of my peers and support my claims with relevant textual evidence.</li> </ul>		
15	Assess (flex)			
16	Summative Writing	<ul style="list-style-type: none"> <li>I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them..</li> <li>I can draft complete body paragraphs for my summative essay.</li> </ul>		
17	Summative Writing	<ul style="list-style-type: none"> <li>I can write an introduction and brief conclusion to the draft of my essay.</li> <li>I can revise my writing based on feedback from my peers and/or teacher</li> </ul>		
18	Flex			

19	Flex			
20	PSAT Benchmark			

## Unit 2: Kindred

### Overview

#### Relevant Standards: **Bold indicates priority**

##### Reading Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

##### Writing

- **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.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### Speaking and Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Overview

Following the study of social hierarchies in the 1930s, students turn to Octavia Butler's *Kindred* to examine the psychological and physical legacies of systemic oppression. Through the lens of speculative fiction, students will analyze how Butler uses time-travel to collapse the distance between the present and the Antebellum South, and examine how characters are both tied together by a shared history of trauma, race, and gender. Students will also study Philip Zimbardo's Stanford Prison experiment to examine the power of situational and systemic forces on individual's, using this lens to track character development in the novel.

### Essential Question(s):

- Can we ever truly understand the past? Can we ever truly understand each other?
- Are we products of our environment, or can we overcome our surroundings?
- Are systems, situations, or individuals responsible for evil and injustice?
- How and why do stories change over time?

### Enduring Understanding(s):

- **Literary:** Butler's use of time travel is both thematically and technically significant. Butler uses this narrative structure in order to help modern readers understand the physical and psychological oppression of slavery, to explore/critique the lasting impact of slavery on the present, and to reconcile with a legacy of intergenerational trauma. Technically, her use of time travel creates tension, conflict, and uncertainty for both characters and readers.
- **Contextual:** Although we may like to think we would have acted differently in darker moments of history, situational and systemic forces deeply influence individual choices and behaviors. Dana and Kevin make individual choices to resist, but they also grow accustomed to the norms of the Antebellum South and make significant compromises to survive. Despite Dana's efforts to influence Rufus' character from an early age, he (like his father) remains a product of his times.
- **Thematic:** Butler suggests that Americans, Black and White, past and present, are both inextricably linked and perpetually distant. Dana is tied to the characters on the Wayland plantation, either through common ancestry or by the oppressive system of chattel slavery, but remains distinct from others on the plantation due to the knowledge and customs she carries with her from the present. Dana is connected to her husband, Kevin, through marriage and a shared experience of the present, but the two often struggle to fully understand how race impacts each other's experiences.

### Demonstration of Learning:

#### Summative Writing Prompts

- Consider Butler's use of time travel. How does this structural choice allow Butler to comment on the relationship between past and present? You might consider whether Butler would agree with any of the quotes below:
  - "The past is never dead. It's not even past." - William Faulkner
  - "The past is a foreign country: they do things differently there." - L.P. Hartley
  - "Being American is more than a pride we inherit, / it's the past we step into / and how we repair it." - Amanda Gorman
- Reread the preface to Zimbardo's *The Lucifer Effect*. Summarize his argument about evil and injustice, and explain whether or not Octavia Butler would agree with his claims. Use one or more characters from *Kindred* to support your argument.
- To what extent can we truly understand the lived experiences of someone different from ourselves? Choose a pair of characters and consider how their understanding of each other is impacted by time, race, and/or gender. Possible pairings might include: Dana/Kevin, Dana/Rufus, Dana/Alice, Rufus/Kevin

### Connections to Prior Units:

### Connections to Future Units:

<ul style="list-style-type: none"> <li>• Students will have previously studied a prominent slave narrative, <i>Narrative of the Life of Frederick Douglass</i>, in 7th grade. In doing so, they will have considered the dehumanizing effects of slavery, relationship between legal and personal freedom, and the power of literacy/education.</li> <li>• Students will have previously studied a variety of speculative fiction, including <i>The Giver</i> in 6th grade, a collection of science fiction short stories in 8th grade, <i>Frankenstein</i> in 8th grade.</li> <li>• Students will have studied a variety of parallel, episodic, or nonlinear narratives such as <i>Refugee</i> in 6th grade, <i>Uprising</i> in 7th grade, <i>Frankenstein</i> in 8th grade, and <i>In the Time of the Butterflies</i> in 9th grade. These reading experiences will prepare students for the temporal shifts in <i>Kindred</i>.</li> <li>• Students will have previously considered the ways in which modern authors recreate historical events, including the limitations and difficulties of doing so, when studying <i>Uprising</i> in 7th grade and <i>In the Time of the Butterflies</i> in 9th grade.</li> <li>• Students will have explored questions surrounding human nature, good, and evil throughout 8th grade. They will have specifically examined how individuals are shaped by oppressive situations, and how they respond, when reading <i>Night</i>, by Eli Wiesel.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will study science fiction more directly when reading <i>Fahrenheit 451</i> later in this course, moving into more heavily speculative genres.</li> <li>• Students will again encounter a protagonist who resists an oppressive society later in the course when studying <i>Fahrenheit 451</i>. This progression allows students to compare the subtle and intellectual acts of resistance taken by both Dana and Montag.</li> <li>• Students will again encounter an African American, female protagonist navigating unique challenges posed by racism and sexism in society when reading <i>Their Eyes Were Watching God</i> (11th). Whereas Dana’s story is one of survival, Janie’s is one of self discovery and empowerment.</li> </ul>
<b>Family Overview (link below)</b>	<b>Pacing for Unit</b>
	<ul style="list-style-type: none"> <li>• Quarter 2</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Kindred</a></li> <li>• <a href="#">Strategies for Addressing Racist and Dehumanizing Language</a></li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may view time travel as a sci-fi plot device without recognizing its thematic significance in highlighting similarities and differences between the past and the present.</li> <li>• Students often believe they would easily resist the norms of the Antebellum South and judge Dana or Kevin for "assimilating" without regarding the situational and systemic forces at play. They may likewise fail to appreciate the courage, agency, and strength Butler sought to reveal in her novel.</li> </ul>

**Differentiation through *Universal Design for Learning***

**UDL Indicator**

- Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships

**Teacher Actions:**

- Consider creating a chart to track Dana’s age next to Rufus’s age. Use this visual pattern to explicitly highlight the novel’s big idea: Rufus is constantly aging and absorbing the racist norms of his environment, while Dana is popping in and out.
- Give students a specific annotation task like underlining the physical symptoms Dana experiences right before she travels. Highlighting this repeated structural pattern helps struggling readers easily identify exactly when and why the setting is about to shift without getting lost in the text.

**UDL Indicator**

- Consideration 7.2 Optimize relevance, value, and authenticity

**Teacher Actions**

- When pairing *Kindred* with Philip Zimbardo’s *The Lucifer Effect*, ask students to identify contemporary, real-world examples of "situational forces." Return to any particularly relevant or powerful examples throughout the unit to help students evaluate whether Rufus is a product of his environment or a willing participant in evil.
- Prompt students to reflect on scenarios in their own world where two people experience the same event completely differently due to their identities. This might include journaling about a time they went through an intense personal experience, or an experience uniquely tied to their identity, that they tried to explain to someone close to them who struggled to understand or appreciate their experience. Use that personal reflection as a bridge to analyze the distances between characters, such as Dana and Kevin.

**Supporting Multilingual/English Learners**

**Related *CELP standards:***

- 9-12.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

**Learning Targets:**

- Level 1: I can express an opinion about whether Rufus is a "bad" person or a victim of his time using a few simple words and sentence frames.
- Level 2: I can use sentence frames to construct a claim about whether situational forces or individual choice caused a character's actions, and provide a reason to support my opinion.
- Level 3: I can construct a claim regarding how systems of power force individuals like Kevin or Dana to change their behavior, provide evidence from the text, and identify an opposing argument about individual agency.

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|--|--|
|  | <ul style="list-style-type: none"><li>• Level 4: I can construct a claim about Butler’s views on situational forces, provide logically ordered evidence from the text, and address a counterclaim to strengthen my argument.</li><li>• Level 5: I can construct a substantive claim regarding the thematic essential question of injustice, provide compelling textual evidence to support my analysis, and logically refute a counterclaim within a formal essay structure.</li></ul> |
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## Unit 2: Kindred

### Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<a href="#">Preface to The Lucifer Effect</a> , Zimbardo Prologue, pp 9-11	<ul style="list-style-type: none"> <li>I can determine Philip Zimbardo's claims regarding human behavior and explain how they are shaped by his personal experiences</li> <li>I can analyze how Butler's manipulation of time creates mystery and tension in the prologue to Kindred.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Intermittently</a></li> <li><a href="#">Depraved</a></li> <li><a href="#">Dehumanization</a></li> </ul>	<ul style="list-style-type: none"> <li>Abu Ghraib</li> <li>Stanford Prison Experiment</li> <li>Tension</li> <li>Suspense</li> </ul>
2	The River, pp. 12-17 <a href="#">Frederick Douglass Opening</a>	<ul style="list-style-type: none"> <li>I can compare Dana and Kevin's reactions to her first experience of time travel.</li> <li>I can compare the opening of Kindred to the conventions of traditional slave narratives.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Recede</a></li> <li><a href="#">Refuge</a></li> <li><a href="#">Indignant</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Characteristics of Slave Narratives</a></li> </ul>
3	The Fire, pp. 18-33	<ul style="list-style-type: none"> <li>I can explain how Dana's second experience of time travel impacts her understanding of the past.</li> <li>I can compare Dana's relationship to Kevin with her relationship to Rufus. (RL.9-10.3)</li> </ul>	<ul style="list-style-type: none"> <li>Anachronistic</li> <li>Tentative</li> </ul>	<ul style="list-style-type: none"> <li>Antebellum South</li> <li>1970's America</li> </ul>
4	The Fire, pp. 33-51	<ul style="list-style-type: none"> <li>I can explain how Dana's second experience of time travel differs critically from her first.</li> <li>I can explain how Butler's use of time travel impacts both Dana and the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Visceral</li> <li>Parasite</li> </ul>	<ul style="list-style-type: none"> <li>Tension</li> <li>Suspense</li> </ul>
5	CFA/Writing Lesson	<ul style="list-style-type: none"> <li>I can evaluate Butler's use of time travel to create uncertainty, tension, or suspense.</li> </ul>		<ul style="list-style-type: none"> <li>Tension</li> <li>Suspense</li> </ul>
6	The Fall, pp. 52-80	<ul style="list-style-type: none"> <li>I can explain how Butler uses time travel to comment on the present.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Candor</a></li> <li><a href="#">Leer</a></li> <li><a href="#">Tactless</a></li> </ul>	
7	The Fall, pp. 81-107	<ul style="list-style-type: none"> <li>I can evaluate the power of environmental influences in Kindred.</li> <li>I can compare the significance of literacy in traditional slave narratives and Kindred.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Moral/immoral</a></li> <li><a href="#">Acclimatize</a></li> <li><a href="#">Subversive</a></li> </ul>	

8	The Fight, pp. 108-125	<ul style="list-style-type: none"> <li>• I can explain how Butler uses time travel and flashbacks to comment on the present.</li> <li>• I can evaluate Dana's attempts to shield Rufus from the influence of his environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Petulant</a></li> <li>• <a href="#">Pompous</a></li> <li>• <a href="#">Vindictive</a></li> </ul>	<ul style="list-style-type: none"> <li>• Flashback</li> <li>• Internalized Racism</li> </ul>
9	The Fight, pp. 126-148	<ul style="list-style-type: none"> <li>• I can explain how Butler uses time travel and flashbacks to comment on the present and human nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Incremental</li> </ul>	
10	The Fight, pp. 148-188	<ul style="list-style-type: none"> <li>• I can compare the psychological impact of slavery on both Dana and Alice.</li> <li>• I can describe individual and collective acts of resistance on the Weylin plantation.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Apprehension</a></li> <li>• <a href="#">Erratic</a></li> </ul>	
11	CFA/Writing Lesson	<ul style="list-style-type: none"> <li>• I can evaluate the extent to which Dana, Kevin, or Rufus are influenced by their environment.</li> </ul>		
12	The Storm, pp. 189-212	<ul style="list-style-type: none"> <li>• I can explain Dana's confusing feelings about her time on the Weylin plantation and how it affects her perception of herself.</li> <li>• I can explain how Dana and Kevin's relationship in the present has been affected by their 5 year time apart in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Contemptuous</a></li> </ul>	
13	The Storm, pp. 213-239	<ul style="list-style-type: none"> <li>• I can evaluate the extent to which Rufus is a product of his environment.</li> <li>• I can analyze Dana's conflicted relationship within the enslaved community on the Weylin plantation.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Impudent</a></li> </ul>	
14	The Rope, pp. 240-261	<ul style="list-style-type: none"> <li>• I can compare/contrast Alice's choices with Dana's in light of their differing circumstances.</li> </ul>		
15	Epilogue, pp. 262-265 Seminar Discussion	<ul style="list-style-type: none"> <li>• I can engage effectively in a seminar discussion to determine how both the epilogue, and the novel as a whole, comment on the relationship between past and present.</li> <li>• I can build on the ideas of my peers and support my claims with relevant textual evidence from both the epilogue and the novel as a whole.</li> </ul>		<ul style="list-style-type: none"> <li>• Epilogue</li> </ul>
16	Assessment (flex)			

17	Summative Writing	<ul style="list-style-type: none"> <li>• I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them..</li> <li>• I can draft complete body paragraphs for my summative essay.</li> </ul>		
18	Summative Writing	<ul style="list-style-type: none"> <li>• I can write an introduction and brief conclusion to the draft of my essay.</li> <li>• I can revise my writing based on feedback from my peers and/or teacher</li> </ul>		
19	Flex	<ul style="list-style-type: none"> <li>•</li> </ul>		
20	Flex	<ul style="list-style-type: none"> <li>•</li> </ul>		

## Unit 3: Fahrenheit 451

### Overview

#### Relevant Standards: **Bold indicates priority**

##### Reading Literature

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

##### Writing

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
- W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### Speaking and Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

##### Language

- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Overview

In the third unit, students examine the suppression of individual thought in Ray Bradbury's dystopian novel *Fahrenheit 451*. Building on the themes of environmental and systemic forces studied in *Kindred*, students will analyze how the subtle mechanisms of distraction, pleasure, and technological overreliance can lead a populace to willingly participate in its own intellectual decline. Students will deconstruct Bradbury's use of sensory imagery and character foils to recognize his warnings regarding the influence of technology, before connecting those critiques to modern voices concerned about the influence of technology today.

**Essential Question(s):**

- What is the importance of books and literacy to a society? Is censorship, in any form, justified?
- Is technology ultimately a blessing or a curse? Is it a benefit or a threat to society?
- What are the implications of a society that values conformity over individuality? How can an individual challenge the status quo?

**Enduring Understanding(s):**

- Contextual: While technology can dramatically improve one's quality of life in many ways, Bradbury argues that an overreliance on technology erodes genuine human connection, empathy, and individuality. Many writers today raise similar concerns about our current digital landscape, suggesting that modern screens, social media algorithms, and other technological developments are damaging our ability to think deeply, confront the complexities of human experience, and resist the homogenization of human thought.
- Thematic: Societies that prioritize conformity and suppress individual thought often do so through subtle mechanisms of distraction and pleasure rather than overt force, creating a populace that willingly participates in its own intellectual imprisonment by avoiding difficult ideas. Although Bradbury demonstrates how passive neglect can be as damaging as overt censorship, Montag's transformation from a destroyer of knowledge to a preserver of wisdom represents humanity's potential for renewal and ultimate desire for truth.
- Literary: Bradbury uses imagery, figurative language, and characterization to convey his warnings about a society defined by technological overreliance and forced conformity. Character foils and sensory imagery emphasize a contrast between the warmth of the natural world and the cold, mechanical, and inhuman world Montag inhabits, while evolving symbolism of fire represents a shift from destruction to renewal and possible rebirth.

**Demonstration of Learning:**

## Summative Writing Prompts


- Analyze how Bradbury uses imagery, symbolism, or specific characters to develop his critique of society. In your response, be sure to explain how these craft choices reveal Bradbury's larger purpose in writing his dystopian novel.
- Argue whether or not Bradbury's vision of the impact of technology on society has come true. Choose two aspects of the society in Fahrenheit 451 and compare them to contemporary society. Use evidence from the text and at least two nonfiction articles to support your argument. Be sure to focus on Bradbury's critiques and claims, rather than literal connections regarding technological advancement or tools.
- Who is most responsible for the intellectual decline of the society in Fahrenheit 451? In a well-developed essay, argue whether the government's authority, the influence of technology, or the citizens' own avoidance of difficult ideas is the primary cause of their intellectual decline.

**Connections to Prior Units:**

- Students will have previously explored conventions of dystopian literature in *The Giver* (6th) and examined a variety of short science fiction as commentary on society (8th) including stories by Bradbury.
- Students will have previously studied how language and access to information can be used to control a population when reading *Animal Farm* in 8th grade. They can compare the rhetorical appeals and the use of propaganda by the pigs to the more subtle mechanisms of

**Connections to Future Units:**

- Students will connect Bradbury's warning about "technological overreliance" eroding human connection to Chris McCandless's literal rejection of modern technology and society in 11th grade. When studying *Into the Wild*, students will again compare historical and contemporary perspectives surrounding the natural world.

<p>distraction and pleasure Bradbury describes.</p> <ul style="list-style-type: none"> <li>Students will have previously encountered acts of resistance challenging an oppressive status quo in <i>Butterflies</i> (9th) and earlier in the course when studying <i>Kinship</i>. Students can expand their understanding of resistance from the physical and political rebellion of the Mirabal sisters to the intellectual resistance of Dana and Montag.</li> </ul>	
<p><b>Family Overview (link below)</b></p>	<p><b>Pacing for Unit</b></p>
	<ul style="list-style-type: none"> <li>Quarter 3</li> </ul>
<p><b>Integration of Technology:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology:</b></p>
<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision</li> </ul>	<ul style="list-style-type: none"> <li> Fahrenheit 451</li> </ul>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Students may view either the government or technology itself as the primary “villain” of the story, without considering the degree to which the choices of individual citizens contribute to the dystopian society depicted in the novel. Ultimately, students will make their own determination regarding the degree to which each of these is responsible, but should wrestle with all three perspectives.</li> <li>Students may focus on whether Bradbury’s specific technological imaginings literally came to pass (wall tvs, mechanical hounds, etc) rather than focusing on his warnings regarding the impact of such technological advances on both individuals and society as a whole.</li> </ul>
<p><b>Differentiation through <i>Universal Design for Learning</i></b></p>	
<p><b>UDL Indicator</b></p> <ul style="list-style-type: none"> <li>Consideration 7.2 Optimize relevance, value, and authenticity</li> </ul>	<p><b>Teacher Actions</b></p> <ul style="list-style-type: none"> <li>Have students track their own technology use for 24 hours. Use these personal data points to authentically evaluate Montag’s society, shifting the text from speculative fiction to a critique of their lived reality.</li> <li>Connect the "Allegory of the Cave" and Vonnegut’s letter to modern debates over book bans or "shadow-banning" on social media. Task students with arguing whether society is currently moving toward Bradbury's vision of intellectual decline, and whether government authority, personal choices, or something else is to blame..</li> </ul>

## Supporting Multilingual/English Learners

### **Related CELP standards:**

- 9-12.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

### **Learning Targets:**

- Level 1: I can respond verbally and nonverbally to simple yes/no and "wh-" questions about characters and their situations.
- Level 2: I can present basic information about the characters and society in Fahrenheit 451 and respond to wh questions using academic vocabulary.
- Level 3: I can express my own ideas about character's actions or the impact of technology, and ask relevant questions to my peers during class discussions.
- Level 4: I can express my own ideas about how characters resist/submit to systemic control, support my points with evidence from the text, and build on the ideas of my classmates to deepen the conversation.
- Level 5: I can persuasively express my own ideas about the impacts of technology on society, supporting my points with specific evidence, and asking questions that probe the thinking of my classmates

## Unit 3: Fahrenheit 451

### Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<a href="#">Allegory of the Cave</a> , by Plato  <a href="#">"Plato's Allegory of the Cave"</a> , Video Ted-Ed	<ul style="list-style-type: none"> <li>I can analyze how Plato uses symbolism to convey ideas about ignorance and knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>Allegory</li> <li>Symbol</li> </ul>
2.	"The Pedestrian"	<ul style="list-style-type: none"> <li>I can analyze how Bradbury uses characterization and imagery to convey his central message about technology in the short story "The Pedestrian."</li> </ul>	<ul style="list-style-type: none"> <li>Ceaseless</li> <li>Pedestrian</li> <li>Regressive</li> </ul>	<ul style="list-style-type: none"> <li>Characterization</li> <li>Imagery</li> </ul>
3	Fahrenheit 451, pp 1-7	<ul style="list-style-type: none"> <li>I can analyze how Bradbury uses characterization of Montag and Clarisse to introduce larger ideas about this society.</li> </ul>	<ul style="list-style-type: none"> <li>Venomous</li> <li>Gorge</li> </ul>	<ul style="list-style-type: none"> <li>Dystopia</li> </ul>
4	Fahrenheit 451, pp 8-28	<ul style="list-style-type: none"> <li>I can analyze how the characterization of Mildred introduces Bradbury's theme of technology.</li> </ul>	<ul style="list-style-type: none"> <li>Pulverize</li> <li>Conjure</li> </ul>	
5	CFA: Mildred and Clarisse as foils	<ul style="list-style-type: none"> <li>I can explain how and why Bradbury uses both Mildred and Clarisse as foils in Montag's life.</li> </ul>		<ul style="list-style-type: none"> <li>Foil</li> </ul>
6	Fahrenheit 451, pp 29-49	<ul style="list-style-type: none"> <li>I can analyze how events and descriptive details show a development in Montag's character.</li> </ul>	<ul style="list-style-type: none"> <li>Odious</li> <li>Probing</li> <li>Proclivity</li> </ul>	<ul style="list-style-type: none"> <li>Allusion</li> </ul>
7	Fahrenheit 451, pp 50-65	<ul style="list-style-type: none"> <li>I can identify the main arguments about communication, censorship, and happiness in Beatty's speech and what his ideas reveal about his character.</li> </ul>	<ul style="list-style-type: none"> <li>Censor</li> <li>Passive</li> <li>Apathetic</li> </ul>	
8	"I Am Very Real"	<ul style="list-style-type: none"> <li>I can analyze how Vonnegut uses rhetorical appeals to advance his central argument on censorship.</li> </ul>	<ul style="list-style-type: none"> <li>Consigned</li> <li>Coarse</li> </ul>	<ul style="list-style-type: none"> <li>Ethos</li> <li>Pathos</li> <li>Logos</li> </ul>
9	CFA: Agree w/Beatty's claims	<ul style="list-style-type: none"> <li>I can evaluate Beatty's claims regarding who is ultimately responsible for the censorship of the society in Fahrenheit 451.</li> </ul>		
10	Fahrenheit 451,	<ul style="list-style-type: none"> <li>I can analyze how Bradbury uses imagery and figurative</li> </ul>	<ul style="list-style-type: none"> <li>Insidious</li> </ul>	<ul style="list-style-type: none"> <li>Imagery</li> </ul>

	pp 67-89	language to characterize Faber and his relationship with Montag.	<ul style="list-style-type: none"> <li>● Contemptable</li> <li>● Perish</li> </ul>	<ul style="list-style-type: none"> <li>● Figurative Language</li> </ul>
11	Fahrenheit 451, pp 89-106	<ul style="list-style-type: none"> <li>● I can analyze how two key scenes reveal Montag's dual personality at the end of Part 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Ruinous</li> <li>● Displace</li> <li>● Beatific</li> </ul>	
12	Fahrenheit 451 pp 106-130	<ul style="list-style-type: none"> <li>● I can analyze Montag's thoughts, feelings, and behavior during the climatic scenes in the novel.</li> </ul>	<ul style="list-style-type: none"> <li>● Perpetual</li> <li>● Anesthetized</li> <li>● Obscure</li> </ul>	<ul style="list-style-type: none"> <li>● Anti-hero</li> </ul>
13	Fahrenheit 451, pp 130-148	<ul style="list-style-type: none"> <li>● I can analyze how Bradbury uses symbolism and imagery to convey important ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Incite</li> <li>● Incriminate</li> </ul>	
14	Fahrenheit 451, pp 148-158	<ul style="list-style-type: none"> <li>● I can analyze how the imagery and symbolism Bradbury uses at the end of the novel contribute to important themes.</li> </ul>	<ul style="list-style-type: none"> <li>● Flourish</li> <li>● Desolate</li> </ul>	<ul style="list-style-type: none"> <li>● Tree of Ecclesiastes</li> <li>● Symbolism</li> <li>● Imagery</li> </ul>
15	Suggested Texts: "The Way We Read" "Screen Time Up" "Social media and Mental health."	<ul style="list-style-type: none"> <li>● I can engage effectively in a seminar discussion to evaluate Bradbury's warnings regarding technology in light of modern developments.</li> <li>● I can build on the ideas of my peers and support my claims with relevant textual evidence from both the novel and recent nonfiction articles.</li> </ul>		
16	Assessment (Flex)			
17	Summative Writing	<ul style="list-style-type: none"> <li>● I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them..</li> <li>● I can draft complete body paragraphs for my summative essay.</li> </ul>		
18	Summative Writing	<ul style="list-style-type: none"> <li>● I can write an introduction and brief conclusion to the draft of my essay.</li> <li>● I can revise my writing based on feedback from my peers and/or teacher</li> </ul>		
19	Summative Writing	<ul style="list-style-type: none"> <li>● Finalize essay through revision and editing process</li> </ul>		
20	Flex			
21	Flex			

# Unit 4: Capstone

## Overview

### Relevant Standards: **Bold indicates priority**

#### Reading

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
- **RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

#### Writing

- W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Speaking & Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of power in society. These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

## Essential Question(s):

<ul style="list-style-type: none"> <li>• How are our choices, both good and bad, shaped by the setting/environment (time and place) in which we exist?</li> <li>• How do we as individuals shape society versus how much are we shaped by society's norms?</li> <li>• In what ways can individuals fight a corrupt or unjust system?</li> </ul>	
<b>Enduring Understanding(s):</b>	
<ul style="list-style-type: none"> <li>• The relationship between individuals and society is a continuous, reciprocal cycle. Environmental contexts and cultural norms shape the boundaries of human choice and deeply influence human behavior, but individuals, including those marginalized by the system, also possess the agency to challenge and reshape those very structures through resistance and collective action.</li> </ul>	
<b>Demonstration of Learning:</b>	
Summative Writing Prompts <ul style="list-style-type: none"> <li>• To be designed by teachers, based on the specific content of their capstone unit.</li> </ul>	
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students will have completed similar capstone units in grades 6-10, although the specific texts and experiences will have varied by teacher.</li> <li>• Texts and lessons should focus on drawing connections to prior texts throughout the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete similar capstone units in grade 12, although the specific texts and experiences will vary by teacher.</li> </ul>
<b>Family Overview (link below)</b>	<b>Pacing for Unit</b>
	<ul style="list-style-type: none"> <li>• Quarter 4</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Fostering Civil Discourse</a></li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Students will have studied mass culture, consumption, and social divisions (traditional vs. modern) of the 1920s in Modern American History the prior year in 10th grade.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may view the year's reading as a series of random, disconnected stories rather than a unified exploration of similar themes. Teachers must actively guide students to synthesize how different authors across different time periods tackled the shared concepts of American values and their relevance to citizens' lives.</li> </ul>

## Differentiation through *Universal Design for Learning*

### UDL Indicator

- UDL Indicator: Checkpoint 3.4 Maximize transfer and generalization

### Teacher Actions:

- Have students build a year-end thematic chart or concept map that explicitly traces how power and environmental influence evolve across multiple anchor texts before introducing a new text
- Require students to apply a specific analytical tool mastered earlier in the year to their independent Capstone texts. For example, students might use Zimbardo's framework from Unit 2 or The Allegory of the Cave from Unit 3 to evaluate the power dynamics within their self-selected research topics or newly encountered fictional texts.
- Prompt students to take one of the course's overarching essential questions, and answer it by examining a contemporary real-world issue. This requires students to transfer their analysis of fictional "outcasts" (like Dana or Montag) to their own lived reality, connecting literary themes to modern systemic challenges.

## Supporting Multilingual/English Learners

### Related *CELP standards:*

- 9-12.5: conduct research and evaluate and communicate findings to answer questions or solve problems.

### Learning Targets:

- Level 1: I can gather information from a few provided sources and label key facts about social norms or resisting injustice.
- Level 2: I can gather information from provided sources and summarize what it says about social norms or resisting injustice.
- Level 3: I can gather information from multiple sources and paraphrase key details to answer a question about social norms or resisting injustice.
- Level 4: I can gather and synthesize information from multiple sources into an organized report answering an essential question about social norms and power.
- Level 5: I can analyze and synthesize information from multiple credible sources into a clearly organized text that thoroughly answers an essential question about social norms or fighting injustice.

<b>Standard Matrix</b>	<b>Unit 1: Of Mice and Men</b>	<b>Unit 2: Kindred</b>	<b>Unit 3: Fahrenheit 451</b>	<b>Unit 4: Capstone</b>
Language				
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S
L.9-10.3 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.	S	S	S	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	S	S	S	
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	S	S	P	
L.9-10.6 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.	P	P	P	
Reading Informational Texts				
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	S	S	S
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;	S	S	P	S

provide an objective summary of the text.				
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	S		S	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	S	S	S	S
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	S	S	P	
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			S	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.				
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			S	
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance.	S			
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Reading Literature				
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2 Determine a theme or central idea of a text and	P	P	P	P

analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text				
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	P	S
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).	S	S	P	S
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	P	P	P	S
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.				
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	S			
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		S	S	
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Speaking and Listening				

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P	P	P	S
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	S	S	S	P
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	S	S	S	S
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	P	P	P	S
SL.9-10.5 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.				
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	S	S	S	S
Writing				
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	P	P	S
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P	P	P	S
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.9-10.4 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.)	P	P	P	S
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P	P	P	S
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	S	S	S	S
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.				P
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				P
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	S	S	S	S