

Glen Ridge Board of Education
English College Prep
Grade 9
Required
Full Year
New Jersey Student Learning Standards

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English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever changing world.

Course Description: English 9 CP is a challenging course designed to develop students' reading and writing skills for high school and beyond. A genre approach to literature incorporates the study of short stories, speeches, drama, poetry, and novels into the course. The curriculum focus stresses the importance of critical thinking, personal expression, reading comprehension, and writing skills.

ENGLISH 9 CP	
Unit 1: Introduction to Nonfiction- Summer Reading	
Time Allotted (days of instruction): 15	
New Jersey Student Learning Standards (NJSLS):	
<ul style="list-style-type: none">● 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.● 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.9-10.4. 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).● 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.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).● RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	
<ul style="list-style-type: none">● 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.● 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.● 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.● 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 (e.g., how the language of a court opinion differs from that of a newspaper).

- 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).
- RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented 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. Describe 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 reasoning.
- RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

- 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.9-10.3. 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.
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, 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.
- 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 (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- 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.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- 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 presentations to enhance 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.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- 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.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What causes social inequalities? ● Do you think everyone should have the same opportunities in life? Why? ● How do characters overcome adversity? ● How do stories of others affect our perceptions of ourselves? ● What does it mean to go on a journey? ● How does embarking on a journey shape character? ● What are the defining characteristics of a hero? 	<ul style="list-style-type: none"> ● Understand how to view social inequalities from multiple perspectives (racial, historical, gender). ● Realize how discrimination and prejudices shape people’s lives. ● Draw inspiration from an author’s experiences to forge an understanding of life. ● Make connections with poetry. ● Understand that the environment plays a major role in human development. ● Develop a sense of historical empathy by connecting personal experiences, information, insights, and ideas with the experiences of others. ● Identify and analyze an author’s purpose. ● Identify and explain similes, metaphors, hyperbole, imagery and understanding their contribution to the author’s style and voice. ● Support their claims with textual evidence. ● Decipher the central idea of a text including how it emerges and is shaped by 	<ul style="list-style-type: none"> ● Form discussion groups based on summer reading selections. Options include: <ul style="list-style-type: none"> ○ <i>I Know Why the Caged Bird Sings</i> by Maya Angelou ○ <i>The Life and Times of the Thunderbolt Kid</i> by Bill Bryson ○ <i>Unbroken</i> by Laura Hillenbrand ● Discuss the topic of social identity by considering Richard Jenkins’ philosophy: “the embodied individual’s identity is meaningless in isolation of a social world, in turn, making selfhood into a total social construct, albeit a negotiated one.” <ul style="list-style-type: none"> ○ Consider how much the characters are who they are because of the social situation they find themselves in. ○ Which is dominant, nature or nurture? ● In groups, find examples when the central character is either isolated from society or included in a community/group. What is the impact? ● Read “Days” by Billy Collins. Annotate the poem for symbolism and theme. Identify the poem’s message to its audience, and make text-to-self connections. How does this poem relate to you? ● Compose a thesis that deciphers the message of

	<p>specific details.</p>	<p>Collins' "Days".</p> <ul style="list-style-type: none"> ● In groups, annotate the poem again by making connections to summer reading selection. Include textual evidence. ● Read "Invictus" by WE Henley. Annotate the poem for structure, style, word choice, and meaning. Make text-to-self connections: how can this poem also apply to you? What new personal examples can you connect from your own life? ● In groups, annotate the poem again by making connections to summer reading selection. Include textual evidence. ● Literary Analysis Essay: Choose one of the two poems to connect with your summer reading selection. Carefully analyze how both works explore a similar concept. Be sure to use textual evidence to support your claim.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ○ Biographies, autobiographies, and memoirs that display character growth and how individuals overcome obstacles. Sample texts: <ul style="list-style-type: none"> ■ <i>I Know Why the Caged Bird Sings</i> by Maya Angelou ■ <i>The Life and Times of the Thunderbolt Kid</i> by Bill Bryson ■ <i>Unbroken</i> by Laura Hillenbrand ■ <i>Into the Wild</i> by Jon Krakauer ○ "Days" by Billy Collins ○ "Invictus" by WE Henley 	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. ● Discussion of current issues as they relate to the reading material. ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work. 	
<p>21st Century Life and Careers</p>	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE 	

	Program of Study
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	By providing choice and encouraging text-to-self connections, all students are included. Each of the texts chosen allow students to meet their own fears and consider the injustices we may face. They all teach readers to turn obstacles into opportunities.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Large & small group discussions ● Poetry annotations ● Thesis composition ● Think pair share ● Reflection writing 	<ul style="list-style-type: none"> ● Literary analysis essay 	<ul style="list-style-type: none"> ● Discussion of summer reading ● Discussion and annotations of poetry ● Thesis composition ● Mini-lessons on how to compose a literary analysis essay ● Mini-lessons on infusing textual evidence and including in-text citation 	<ul style="list-style-type: none"> ● Rotate options for summer reading to include other nonfiction selections that may interest students. ● <i>Into the Wild</i> by Jon Krakauer

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of poetry discussions. ● Provide opportunities for small group work. ● Directly teach certain vocabulary words that may be challenging or unfamiliar. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. 	<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of poetry discussions. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. ● Provide preferential seating ● Offer audio books ● Provide study guides and class notes ● Testing in an alternate setting ● Provide benchmarks for written work and adjust due dates when appropriate 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Invite students to explore different points of view on a topic of study and compare the two. ● Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

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Unit 2: The Short Story

Time Allotted (days of instruction): 3 weeks

New Jersey Student Learning Standards (NJSLS)

- 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.9-10.3. 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 specific effects (e.g. mystery, tension, or surprise).
- 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 work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- 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.9-10.3. 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.
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 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.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does an author use literary devices to develop plot and character? ● How can literary devices enhance the theme of a story? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Understand the basic elements of the short story—plot, character, conflict, setting, theme, symbol, irony, and foreshadowing. ● Learn to read for meaning and to analyze and make connections to short stories. ● Apply understanding of literary 	<ul style="list-style-type: none"> ● Read a variety of short stories together in class as well as independently at home to examine how writers craft stories. ● Define, annotate and discuss exposition, rising action, climax, falling action, and resolution. ● Define imagery, foreshadowing, and suspense. Annotate stories for these devices. ● Define direct and indirect characterization. Complete a graphic organizer to display the difference between

	<p>elements to new contexts.</p> <ul style="list-style-type: none"> ● Discuss literature effectively in small and large groups. ● Present information to the class using effective communication skills. ● Take clear and concise notes during class discussion. 	<p>these types of characterization. Annotate stories accordingly.</p> <ul style="list-style-type: none"> ● Define the three types of irony (verbal, dramatic, and situational). Identify the use of irony in the stories studied. ● Distinguish between static/dynamic characters and round/flat characters. Discuss the characters in the stories along these terms. ● Define symbolism. Locate the use of symbolism in the works studied. ● Define allusion. Locate the use of allusion in the works studied. ● Engage in quick write activities that allow students to emulate the stories studied and develop their own style. ● Isolate vocabulary terms present in the stories and define. ● Consider the author's message and theme for each story. ● Creative Writing: Choose any two characters from the stories we've studied and place them in a new scenario. Practicing experimenting with varied voice, point of view, characterization and figurative language. <ul style="list-style-type: none"> ○ Peer edit student compositions for setting, dialogue, conflict, and fluidity.
Resources/Materials	<ul style="list-style-type: none"> ● "The Secret Life of Walter Mitty" by James Thurber ● "The Scarlet Ibis" by James Hurst ● "The Necklace" by Guy de Maupassant ● "The Gift of the Magi" by O. Henry ● "The Most Dangerous Game" by Richard Connell ● "The Interlopers" by Saki ● "Popular Mechanics" by Raymond Carver ● "A Temporary Matter" by Jhumpa Lahiri (pair with "In the Waiting Room" by Elizabeth Bishop) ● "On Seeing the 100% Perfect Girl One Beautiful April Morning" by Haruki Murakami (pair with "One Today" by Richard Blanco) 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. 	

	<ul style="list-style-type: none"> ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. ● Discussion of current issues as they relate to the reading material. ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	The selections chosen represent writers from around the globe. Lahiri's "A Temporary Matter" delves into Indian food and customs. Saki's "The Interlopers" teaches the lesson of cooperation and acceptance. Blanco's poem celebrates the diversity in America.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class discussions. ● Think pair share ● Graphic organizers for notes ● Quick write exercises. ● Practice crafting thesis statements. 	<ul style="list-style-type: none"> ● Open-ended and multiple choice assessments to test students' comprehension of texts and terms studied. ● Short story composition. 	<ul style="list-style-type: none"> ● Daily homework assignments ● Narrative drafting and peer editing ● Editing check-lists ● Frequent annotation assignments 	<ul style="list-style-type: none"> ● Infusion of audio and video supplements to accompany readings of stories and notes on figurative language and characterization, including Oregon State University's guide to English Literary Terms and Richard Blanco's poetry reading during President Obama's inauguration.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use Google Slides to provide visual and 	<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth

<p>audio accompaniments of short story discussions.</p> <ul style="list-style-type: none"> ● Provide opportunities for small group work. ● Directly teach certain vocabulary words that may be challenging or unfamiliar. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. 	<p>accompaniments of short story discussions.</p> <ul style="list-style-type: none"> ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. ● Provide preferential seating ● Offer audio books ● Provide study guides and class notes ● Testing in an alternate setting ● Provide benchmarks for written work and adjust due dates when appropriate 	<p>and encourage independent studies or investigations.</p> <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Invite students to explore different points of view on a topic of study and compare the two. ● Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
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ENGLISH 9 CP

Unit 3: HOMER’S THE ODYSSEY (EPIC HERO; HERO’S JOURNEY)

Time Allotted (days of instruction): 20

New Jersey Student Learning Standards (NJSLS)

- 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.
- 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.9-10.4. 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).
- 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 specific effects (e.g. mystery, tension, or surprise).
- 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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- 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.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - 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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - W.9-10.6. Use technology, including the Internet, to produce, share, 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.
 - 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.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - 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
 - L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
 - 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How is an epic hero both larger than life and human? ● What are the defining characteristics of an epic hero? ● Why is it important to study epic heroes in our world today? ● How can an understanding of the Greek understanding of hamartia impact our understanding of a character's choices? 	<ul style="list-style-type: none"> ● Identify the central components of the hero's journey and the narrative structure of an epic. ● Identify the role of heroes in our everyday lives. ● Determine the meaning of words in context, including words with multiple meanings. ● Identify an example of the use of figurative language and analyze its impact on a piece of text. ● Use evidence to support an arguable position. ● Write a narrative that demonstrates an 	<ul style="list-style-type: none"> ● Identify the qualities of an epic story, including the use of epic similes. Practice writing epic similes. ● Epic Hero Cycle: Review the epic hero cycle chart and complete with specific examples from Odysseus' journey. ● Interpreting a scene into a visual representation: write a cartoon that tells the events of an assigned scene. In addition to the characters' lines, be sure to indicate when sound effects should be made. ● Isolate, define, and use new vocabulary. ● Examine the effects of post traumatic stress syndrome on soldiers returning from war. Compare their experiences to that of the characters in the text. ● Seminar discussion: Discuss the role that luck plays in

	understanding of the mentor text and builds on its characters, plot, and theme.	<p><i>The Odyssey</i>. To what extent does Odysseus shape his own fate?</p> <ul style="list-style-type: none"> • Writing workshop for teaching and modeling of writing skills, with supervised writing time to check progress. • Watch the film: View selected scenes from the Armand Assante classic and compare to the students' understanding of scenes post reading.
Resources/Materials	<p><i>The Odyssey</i> by Homer (Fitzgerald translation) Hero's Journey: "What Makes a Video" TED-Ed video</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> • Reading and writing skills apply to all subject areas. • Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. • Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. • Discussion of current issues as they relate to the reading material. • The use of MLA format is common in multiple disciplines and provides students preparation for college level work. 	
21st Century Life and Careers	<ul style="list-style-type: none"> • 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ◦ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • 9.3 Career and Technical Education <ul style="list-style-type: none"> ◦ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study 	
Technology Standards	<ul style="list-style-type: none"> • 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. • 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	Epic hero stories enable readers to imagine overcoming nearly unbeatable odds. The story of <i>The Odyssey</i> includes a character who, despite unimaginable loss and hardship, never gives up.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Character chart • Class discussions 	<ul style="list-style-type: none"> • Narrative: Write a story from the perspective of one of the 	<ul style="list-style-type: none"> • Writing workshop with mini-lessons to teach and model 	<ul style="list-style-type: none"> • Read a modern version of a journey story and complete a

<ul style="list-style-type: none"> ● Think pair share ● Visualization of vocabulary words ● Graphic organizer for notes ● Journal reflection writing ● Seminar discussion 	<p>members of Odysseus’s crew.</p> <ul style="list-style-type: none"> ● Paragraph: Use evidence to support a position on Odysseus’s role as a father, leader, or husband. ● Vocabulary quiz 	<p>skills</p> <ul style="list-style-type: none"> ● Daily homework ● Outlining ● Peer conferences ● Writing conferences ● Rubric alignment 	<p>comparative analysis of the stages and themes in the hero’s journey.</p> <ul style="list-style-type: none"> ● Listen to a modernized version of <i>The Odyssey</i> and then write your own podcast and publish it on the web. ● Read a graphic novel version of the epic and compare the storytelling genres of <i>The Odyssey</i>.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments to our study of the epic poem. ● Provide opportunities for small group work. ● Directly teach certain vocabulary words that may be challenging or unfamiliar. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. 	<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments to our study of the epic poem. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. ● Provide preferential seating ● Offer audio books ● Provide study guides and class notes ● Testing in an alternate setting ● Provide benchmarks for written work and adjust due dates when appropriate 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. For example, see Madeline Miller’s <i>Circe</i> and Emily Wilson’s translation of <i>The Odyssey</i>. How do these compare to the Fitzgerald translation we have studied? ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Invite students to explore different points of view on a topic of study and compare the two. ● Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

ENGLISH 9 CP
Unit 4: INDEPENDENT READING
Time Allotted (days of instruction): 1 marking period (to be completed concurrently with reading drama in class)
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none"> ● 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. ● 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.9-10.4. 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).
- 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 specific effects (e.g. mystery, tension, or surprise).
- 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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

- 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.
- 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.
- 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.
- 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- 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).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

- 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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, 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.
- 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 (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- 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.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10

topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- 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 presentations to enhance 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.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- 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.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are my reading preferences, and what influenced these preferences? ● How do I change as a reader when I read different books? ● How can reading make me happy? How can reading enrich a person's life outside of school? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Develop independent strategies to help them improve and enjoy reading. ● Recognize literary features that help in appreciating literature. ● Discuss personal reading choices with peers. 	<ul style="list-style-type: none"> ● Students will choose a fiction or nonfiction text of choice from a wide array of options to read independently over the course of the marking period. ● Find something (article, op-ed, picture, or video) published in <i>The New York Times</i> in the last twelve months that you think connects to your chosen book in some interesting, meaningful way, and explain how. (400-500 words) <ul style="list-style-type: none"> ○ Students will be encouraged to think about the following questions: What relevance does your chosen book have to our world today? What does the book have to do with your life and the lives of those around you? What parallels do you see between the book and something happening in our culture or the news? What lessons does the book offer for us today? ● Reading group discussions

Resources/Materials	<ul style="list-style-type: none"> ● Students will check out a book from the school or public library. Below are some options for consideration: <ul style="list-style-type: none"> ○ <i>-The Power</i> by Naomi Alderman (dystopian fiction) ○ <i>-Station Eleven</i> by Emily St. John Mandel (dystopian fiction) ○ <i>-Life of Pi</i> by Yann Martel (fiction; fantasy) ○ <i>-The Help</i> by Kathryn Stockett (historical fiction) ○ <i>-The Secret Life of Bees</i> by Sue Monk Kidd (fiction) ○ <i>-Outliers</i> by Malcolm Gladwell (nonfiction) ○ <i>-Where the Crawdads Sing</i> by Delia Owens (fiction; mystery) ○ <i>-Everything I Never Told You</i> by Celeste Ng (fiction; mystery) ○ <i>-The Lüneburg Variation</i> by Paolo Maurensig (fiction; Holocaust) ○ <i>-The Call of the Wild</i> by Jack London (fiction; adventure; dogs) ○ <i>-Under the Banner of Heaven</i> by Jon Krakauer (nonfiction) ○ <i>-Anne Frank: The Diary of a Young Girl</i> by Anne Frank (nonfiction) ○ <i>-In Cold Blood</i> by Truman Capote (nonfiction) ○ <i>-Furious Hours: Murder, Fraud, & the Last Trial of Harper Lee</i> by Casey Cep (nonfiction) ○ <i>-Circe</i> by Madeline Miller (fiction; Greek tragedy) ○ <i>-The Night Circus</i> by Erin Morgenstern (fiction) ○ <i>-The Hitchhiker’s Guide to the Galaxy</i> by Douglas Adams (fiction) ○ <i>-Kindred</i> by Octavia Butler (science fiction) ○ <i>-The Ocean at the End of the Lane</i> by Neil Gaiman (fantasy) ○ <i>-The Art of Racing in the Rain</i> by Garth Stein (fiction)
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. ● Discussion of current issues as they relate to the reading material. ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and

	<p>communicate knowledge.</p> <ul style="list-style-type: none"> 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	This unit allows students to select from a wide range of reading options. Students have the freedom to choose what they wish to read and make connections to themselves and the world around them.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Periodic check-ins on reading progress. Essay drafts. Small-group discussions of the independent reading selection. 	<ul style="list-style-type: none"> 400-500 word essay Podcast: Using iMovie, students will pair up to create a podcast of ten minutes in which they interview a classmate who has not read the same book. 	<ul style="list-style-type: none"> Submission of news article selection. Periodic check-ins on reading progress. Guided time to work on essay and podcast. 	<ul style="list-style-type: none"> Students will be provided with additional information regarding their selection in the form of literary criticism and reviews. To aid in the composition of the essay, we will review sample winning submissions to <i>The New York Times</i>. Students who choose to interview a family member instead of a classmate for the podcast will have the option to do so.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide opportunities for small group work. Directly teach certain vocabulary words that may be challenging or unfamiliar. Provide sentence frames – partially completed sentences – when working on thesis composition. Provide model writing during essay composition. Assist in choosing appropriate current events to make valuable connections. 	<ul style="list-style-type: none"> Provide sentence frames – partially completed sentences – when working on thesis composition. Provide model writing during essay composition. Provide preferential seating Offer audio books Provide benchmarks for written work and adjust due dates when appropriate Assist in choosing appropriate current events to make valuable connections. 	<ul style="list-style-type: none"> Encourage students to choose challenging selections based on Lexile levels. Encourage creative expression and thinking by allowing students to choose how to approach the essay and podcast assignments. Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Unit 5: SHAKESPEAREAN DRAMA

Time Allotted (days of instruction): 25

New Jersey Student Learning Standards (NJSLS)

- 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.
 - 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.9-10.4. 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).
 - 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 specific effects (e.g. mystery, tension, or surprise).
 - 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.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
 - RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
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- 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - 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.
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- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
 - SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
 - SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
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- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - 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.
 - L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions

Student Learning Objectives

Activities

<ul style="list-style-type: none"> ● Are we governed by fate or free will? ● How can societal conflicts be prevented or resolved? ● What are the essential features of an effective drama and/ or dramatic performance? ● How does drama differ from other literary genres? 	<ul style="list-style-type: none"> ● Explain what makes a classic piece of literature relatable and enduring. ● Identify key differences between the genre of a drama and other fictional genres. ● Use context clues to guess the meaning of new words. ● Explain the essential components of a tragedy and a tragic hero. ● Identify how writers use dialogue for characterization. ● Identify the use of dramatic irony to create tension and suspense in a play. 	<ul style="list-style-type: none"> ● Learn the building blocks of drama, including such elements as monologue, soliloquy, and stage directions. ● Isolate, define, and use new vocabulary. ● Examine the elements of a tragic hero's rise and fall and discuss the extent to which he could control the outcome of the story. ● Role Play: Assign each student a role and act out scenes from each play, figuring out what each actor would be doing according to the text of the play. ● Study the language, style, and tone of famous monologues and soliloquies from the play. Record detailed notes explaining the author's choices. ● Discuss the interaction between teens and adults, and examine the problems that could have been avoided. ● Watch different film versions of the play <i>Romeo and Juliet</i>. Discuss how each director interprets the language, characters, and meaning through his or her artistic choices.
Resources/Materials	<p><i>ROMEO & JULIET</i> BY WILLIAM SHAKESPEARE <i>ROMEO + JULIET</i> film adaptation (Baz Luhrmann; 1996) <i>ROMEO & JULIET</i> film adaptation (Franco Zeffirelli; 1968)</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. ● Discussion of current issues as they relate to the reading material. ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and 	

	<p>synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <ul style="list-style-type: none"> 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	The central characters of this drama are adolescents who do not feel accepted by their society and their families. As a result, they take drastic measures at the end of the play. Our discussions will focus on what caused them to feel so desperate, and how the outcome of the play could have been avoided.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Class discussions Close reading Role playing of parts in the drama Think pair share Vocabulary practice Graphic organizer for notes Journal reflection writing 	<ul style="list-style-type: none"> In-class essay providing analyzing the mistakes made by a character in the play. Group creative project. Options will include a film project of a scene, an artistic portfolio of costumes, props, and sets, or a graphic novel version of a scene. 	<ul style="list-style-type: none"> Writing workshop with mini-lessons to teach and model skills Group work on project completion. Project proposals Rubric alignment 	<ul style="list-style-type: none"> Read or watch additional Shakespearean dramas, either in person or on film. Review each version for accuracy and effectiveness. Read a modern twist on <i>Romeo and Juliet</i> and compare to the original version of the story.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Use Google Slides to provide visual and audio accompaniments. Provide opportunities for small group work. Directly teach certain vocabulary words that may be challenging or unfamiliar. Provide sentence frames – partially completed sentences – when working on thesis composition. Provide model writing during essay composition. Isolate and discuss specific passages to ascertain meaning. 	<ul style="list-style-type: none"> Use Google Slides to provide visual and audio accompaniments. Provide sentence frames – partially completed sentences – when working on thesis composition. Provide model writing during essay composition. Provide preferential seating Offer audio books Provide study guides and class notes Testing in an alternate setting Provide benchmarks for written work and adjust due dates when appropriate Isolate and discuss specific passages to ascertain meaning 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Invite students to explore different points of view on a topic of study and compare the two. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

ENGLISH 9 CP

Unit 6: POETRY / THE SONNET

Time Allotted (days of instruction): 15 days

New Jersey Student Learning Standards (NJSLS)

- 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.
 - 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).
 - 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 specific effects (e.g. mystery, tension, or surprise).
 - 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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- 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.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented.
 - W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the characteristics of a sonnet? ● Why do poets use sonnet form? ● What purpose can poetry serve in our daily lives? 	<ul style="list-style-type: none"> ● Identify a poet’s overall theme, and trace the development of that theme throughout a poem. ● Create an arguable position using evidence from a text. ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● Recite a sonnet from memory to an audience of teachers and peers. ● Analyze the effectiveness of a performance using criteria from a rubric. 	<ul style="list-style-type: none"> ● Annotate sonnets by marking unfamiliar vocabulary, tone, structure, figurative language, and meaning. ● Watch videos of sonnet recitations from the English Speaking Union. Discuss the strategies used to convey the meaning of the sonnet to the audience. ● Practice sonnet recitations in small groups. ● Read model essays in preparation for writing about sonnet structure and theme. ● Use illustrations to capture a poet’s meaning.
Resources/Materials	Shakespeare’s sonnets, including, but not limited to, Sonnet 12, 18, 29, 116, 130, and 141 “Love is not all” by Edna St. Vincent Millay “How do I love thee?” by Elizabeth Barret Browning Example recitation videos from the English Speaking Union	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. 	

	<ul style="list-style-type: none"> ● Discussion of current issues as they relate to the reading material. ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	Shakespeare is known as a writer who saw gender and love as fluid rather than fixed. Many of his sonnets are celebrated as examples of same-sex admiration. In addition, many of the sonnets celebrate a real, working-class woman as the object of beauty and love as opposed to a woman of high birth.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class notes ● Close reading ● Think, pair, share ● Vocabulary practice ● Class discussion ● Sonnet practice groups 	<ul style="list-style-type: none"> ● Essay on sonnet theme and structure. ● Sonnet recitation: Select a Shakespeare sonnet to recite to the class. 	<ul style="list-style-type: none"> ● Class notes ● Group work to practice recitation ● Writing workshop with model and practice writing ● Outlines ● Rubric alignment 	<ul style="list-style-type: none"> ● Participate in the school wide recitation contest hosted by the English speaking union. ● Select music to go with each stanza of the sonnet, and write an explanation of how the sonnet's language supports your choice of music for each of the four main sections of the poem. ● Write your own sonnet.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented

<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of poetry discussions. ● Provide opportunities for small group work. ● Directly teach certain vocabulary words that may be challenging or unfamiliar. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. 	<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of poetry discussions. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. ● Provide preferential seating ● Provide annotated guides of poems and class notes. ● Testing in an alternate setting ● Provide benchmarks for written work and adjust due dates when appropriate. 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Invite students to explore different points of view on a topic of study and compare the two. ● Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
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Name of Course
Unit 7: Civil Rights
Time Allotted (days of instruction): 20
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none"> ● 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. ● 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.9-10.4. 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). ● 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 specific effects (e.g. mystery, tension, or surprise). ● 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.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). ● RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
<ul style="list-style-type: none"> ● 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. ● 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. ● 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.

- 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).
- RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

- 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.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, 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.
- 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 (MLA or APA Style Manuals).

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- 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.

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What forces prevent progress from occurring? ● How is progress achieved? ● What are civil rights? How are civil rights obstructed or advanced in our society? 	<ul style="list-style-type: none"> ● Understand the meaning of the term civil rights and be able to identify civil rights in our society. ● Identify the use of dialogue for distinct characterization in a drama. ● Determine how conflict can be resolved and progress can be made, despite obstacles. ● Connect the plot, characters, and theme from a fictional work to the ideas of historical figures from the same time period. ● Connect the plot, characters, and themes from a fictional work to the civil rights work occurring in our nation today. ● Create a scene from a drama that reflects the student’s concerns and questions about civil rights in the past, present, and future. 	<ul style="list-style-type: none"> ● Read scenes from the play in reading groups. Take turns reading dialogue aloud and responding to topics on the conflicts and themes in the play. ● Isolate, define, and use new vocabulary. ● Watch clips from two different film versions of <i>A Raisin in the Sun</i>. Discuss which version portrays the characters and setting more accurately. ● Watch speeches of both Malcolm X and Martin Luther King, Jr. from the Civil Rights Era. Compare and contrast their ideas about how to achieve greater equality within America. ● Study the use of the term civil rights. Generate a list of civil rights and understand what it means for civil rights to be endangered. ● Research and present an article from a trusted news source on a current civil rights issue. ● Apply an understanding of the civil rights era to the characters in the play. Where do they stand on the issues of civil rights?
Resources/Materials	<p><i>A RAISIN IN THE SUN</i> BY LORRAINE HANSBERRY Excerpts of speeches by Malcolm X and Martin Luther King, Jr. including both Martin Luther King, Jr. “I Have a Dream” and Malcolm X “The Ballot or the Bullet” A RAISIN IN THE SUN film adaptation (Daniel Petrie, 1961) A RAISIN IN THE SUN film adaptation (Kenny Leon, 2008)</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. ● Discussion of current issues as they relate to the reading material. ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation 	

	<ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<p>This unit includes the landmark dramatic work <i>A Raisin in the Sun</i> by Lorraine Hansberry, the celebrated African American writer. In addition, we will study two essential thinkers in the American Civil Rights Movement and attempt to understand their points of agreement and disagreement on how to achieve progress. This unit should enable our students to connect the writing and thinking from the Civil Rights Movement to current issues with civil rights in American society.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class discussions on civil rights issues ● Think pair share ● Vocabulary practice ● Graphic organizer for notes on civil rights ● Journal reflection writing 	<ul style="list-style-type: none"> ● Write a new scene based on the play <i>A Raisin in the Sun</i>. The scene can reflect a more contemporary setting or conflict, including recent events in our nation's history. 	<ul style="list-style-type: none"> ● Article presentations ● Class discussions ● Group work reading the play aloud. ● Writing workshop with modeling, instruction, and guided work. ● Rubric alignment. 	<ul style="list-style-type: none"> ● Read an additional play by the playwright Lorraine Hansberry. Compare and contrast the two works. ● Research current writers and cultural critics whose work echoes the ideas of the writers in the unit.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of discussions. ● Provide opportunities for small group work. ● Directly teach certain vocabulary words that may be challenging or unfamiliar. ● Provide sentence frames – partially 	<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of discussions. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Invite students to explore different points of view

<p>completed sentences – when working on thesis composition.</p> <ul style="list-style-type: none"> ● Provide model writing during essay composition. 	<ul style="list-style-type: none"> ● Provide preferential seating ● Offer audio books ● Provide study guides and class notes ● Testing in an alternate setting ● Provide benchmarks for written work and adjust due dates when appropriate 	<p>on a topic of study and compare the two.</p> <ul style="list-style-type: none"> ● Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
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ENGLISH 9 CP

Unit 8: The Novel

Time Allotted (days of instruction): 50 days

New Jersey Student Learning Standards (NJSLS)

- 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.
- 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.9-10.4. 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).
- 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 specific effects (e.g. mystery, tension, or surprise).
- 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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

- 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.
- 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.
- 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.
- 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- 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).
- RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

- 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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, 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.
- 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 (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- 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.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- 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 presentations to enhance 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.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- 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.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● Why is it important for people and cultures to construct narratives about their 	Students will be able to... <ul style="list-style-type: none"> ● Cite strong and thorough textual 	<ul style="list-style-type: none"> ● Introduce each novel study with background knowledge about the author and relevant historical

<p>experience?</p> <ul style="list-style-type: none"> ● How do authors use the resources of language to impact an audience? ● What are the elements of a "good" story? ● Can literature serve as a vehicle for social change? ● How are belief-systems represented and reproduced through literature? ● How does the study of literature help individuals construct an understanding of reality? ● Are there universal themes in literature that are of interest or concern to all cultures and societies? 	<p>evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> ● 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. ● 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 and informal tone). ● 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. ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<p>background.</p> <ul style="list-style-type: none"> ● Discuss characterization in each novel, including flat vs. round characters, static vs. dynamic characters, and direct vs. indirect characterization. ● Identify the use of symbolism in each work. ● Isolate, define, and use new vocabulary. ● Consider the importance of setting. ● Identify verbal, dramatic, and situational irony. ● Articulate the theme and select textual evidence to display theme. ● Define and find examples of internal and external conflict. ● Discuss and find examples of foils, characters whose role and function is opposite to, or provides a significant contrast with, that of another character. ● Define and find examples of foreshadowing in each work. ● Students will participate in Socratic seminars and fishbowl discussions to discuss character, plot, theme, and symbolism.
<p>Resources/Materials</p>	<p><i>LORD OF THE FLIES</i> BY WILLIAM GOLDING <i>KINDRED</i> BY OCTAVIA BUTLER <i>STATION ELEVEN</i> BY EMILY ST. JOHN MANDEL <i>ONE FLEW OVER THE CUCKOO'S NEST</i> KEN KESEY</p>	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. ● Discussion of current issues as they relate to the reading material. 	

	<ul style="list-style-type: none"> ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<p>The novel choices allow for varied discussions about nature versus nurture (<i>Lord of the Flies</i>), race relations (<i>Kindred</i>), and formation of community and friendships (<i>Station Eleven & One Flew Over the Cuckoo's Nest</i>). We will analyze these novels from various literary lenses, including feminist, ethnic/postcolonial, and psychoanalytical.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Reading checks. ● Large and small group discussions. ● Fishbowl discussions and Socratic seminars. ● Close reading. ● Graphic organizer for class notes 	<ul style="list-style-type: none"> ● Final essay on the theme of each novel. ● Research-based group presentation. 	<ul style="list-style-type: none"> ● Drafting workshop. ● Breakout sessions for peer-to-peer discussions. ● Journaling and quick writes. 	<ul style="list-style-type: none"> ● When studying <i>Lord of the Flies</i>, discuss The Cold War and view "Duck & Cover" Civil Defence film. ● When studying <i>Lord of the Flies</i>, review allegory and discuss how Golding's novel is allegorical. ● Consider the differing viewpoints of John Locke and Thomas Hobbes and apply to the novel: <ul style="list-style-type: none"> ○ Hobbes argues that so strong is "a perpetual and restless desire for power after power, that ceases

			<p>only in death” that “man is a wolf to his fellow man,” and that the true state of nature for man is at war.</p> <ul style="list-style-type: none"> ○ Locke had a different view. He argued “All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty or possessions.” ● Include nonfiction texts to connect with the novel studies. ● Include art and music to connect with the novel studies.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of poetry discussions. ● Provide opportunities for small group work. ● Directly teach certain vocabulary words that may be challenging or unfamiliar. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. 	<ul style="list-style-type: none"> ● Use Google Slides to provide visual and audio accompaniments of poetry discussions. ● Provide sentence frames – partially completed sentences – when working on thesis composition. ● Provide model writing during essay composition. ● Provide preferential seating ● Offer audio books ● Provide study guides and class notes ● Testing in an alternate setting ● Provide benchmarks for written work and adjust due dates when appropriate 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Invite students to explore different points of view on a topic of study and compare the two. ● Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

ENGLISH 9 CP
Unit 9: PUBLIC SPEAKING
Time Allotted (days of instruction): 20
New Jersey Student Learning Standards (NJSLS)

- 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.
- 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.
- 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.
- 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).
- RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. Integration of Knowledge and Ideas
- RI.9-10.7. Analyze various perspectives as presented 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. Describe 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 reasoning.
- RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

- 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.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented.
- 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.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- 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 (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- 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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What makes an effective public speaker? ● How have great public speakers influenced their time? ● How can speeches be structured, written, and delivered to maximize effect? 	<ul style="list-style-type: none"> ● Understand common strategies used by speakers to reach an audience. ● Identify and create an engaging hook at the opening of a speech. ● Distinguish between an unfounded opinion and a supported, reasoned argument. ● Develop a position on a topic that matters to an audience. ● Conduct independent research using print or digital sources to support a claim. ● Identify a quality outside source. ● Use MLA format to document use of outside sources. 	<ul style="list-style-type: none"> ● Tell a joke to the class. When delivering the joke, maintain eye contact, speak clearly and loudly, and make only necessary body movements to enhance the joke. ● Bring in a favorite children’s book. Read the book to a small group. Practice the use of emphasis, tone, and rate as you read to your group. ● Learn the types of rhetorical strategies used by great public speakers. Examine the use of these rhetorical strategies in several speeches. What makes those speeches effective? ● Discussion: Study the structure of speeches to learn about the difference between a good written argument and a good rhetorical argument. Then, apply strong rhetorical argument structure to your own written speech. ● Examine the rhetorical strategies of great speeches. How does the message relate to the audience? What makes a great speech have an effective message? ● Brainstorm and discuss important topics appropriate for persuasive speeches. ● Use of the library to learn about effective internet and print resources for speeches. ● Practice delivering speeches in small groups.
Resources/Materials	<ul style="list-style-type: none"> ● Famous speeches by past presidents, such as Abraham Lincoln’s “The Gettysburg Address” and Ronald Reagan’s “Remarks at the Brandenburg Gate”. ● TED talks 	

	<ul style="list-style-type: none"> ● Original oratory finalists from the National Speech and Debate Association
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Reading and writing skills apply to all subject areas. ● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas. ● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development. ● Discussion of current issues as they relate to the reading material. ● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.
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Diversity/Inclusion	This unit includes the opportunity for students to develop an original argument on a topic that matters to them as well as to their generation. The individual nature of the assignment enables students to voice opinions that are supported by evidence and that arise from their own concerns about the world around them.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class discussion of rhetorical strategies and example speeches ● Outlines ● Think pair share ● Writing conferences ● Speech practice 	<ul style="list-style-type: none"> ● Write and deliver a persuasive speech to the class that addresses the question, "How can my generation make the world a better place?" 	<ul style="list-style-type: none"> ● Speech outlines ● Rubric alignment ● Writing workshop ● Small group practice for speech delivery 	<ul style="list-style-type: none"> ● Participate in a tournament with the National Forensics League ● Go to an event to listen to a public figure deliver a speech. Evaluate the speaker's use of rhetoric.

Modifications

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