

**Glen Ridge Board of Education**  
**English 9 Honors**  
**9th grade**  
***Required***  
***Full Year***

***New Jersey Student Learning Standards***

**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 Honors 9 takes a genre approach to literature. It incorporates the study of the short story, drama, poetry, nonfiction and the novel. Through a rigorous study of these genres and various themes, students will build the foundation for analysis and evaluation of literature. The curriculum stresses the development of critical thinking, personal expression, reading comprehension, analysis, research and writing skills. Students in the honors level course read more extensively, study and discuss in greater depth and write more comprehensive essays. Students who demonstrate a genuine commitment to learning and sensitivity to literature will benefit from this advanced program of study. Teacher recommendation is required.

Name of Course
<b>Unit 1: What Makes A Classic: Summer Reading</b>
<b>Time Allotted (days of instruction): 1 week</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
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.
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.
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. 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.
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>

Essential Questions			Student Learning Objectives			Activities		
<ul style="list-style-type: none"> <li>How might characters in fiction represent a range of values, beliefs, assumptions, biases and cultural norms?</li> <li>Is there a canon that all students must read?</li> <li>How does more modern literature fit into the canon?</li> </ul>			<ul style="list-style-type: none"> <li>Students will be able to...</li> <li>Define the canon</li> <li>Recognize the elements of a piece of literature that might warrant its inclusion into the canon</li> <li>Debate the merits of a particular text in relation to being considered a classic</li> <li>Debate the merits of a particular text in relation to being included in the school curriculum</li> <li>Broaden their perspective on what might be considered a "classic" text</li> </ul>			<ul style="list-style-type: none"> <li>Define and discuss the idea of the literary canon</li> <li>Read and view various texts that discuss the concept of the literary canon</li> <li>Complete a "choice board" that asks students to do various activities on their own in relation to the impact of a book on a person's life</li> <li>Discuss/Socratic Seminar on the value of a literary canon</li> <li>Small group discussion on whether the book(s) you read should be considered in the canon/should be taught in schools</li> </ul>		
<b>Resources/Materials</b>			<a href="#">Why did they make me read this in high school?</a> <a href="#">In Literature, What Makes a Classic?</a> <a href="#">Famous Writers Choose a Classic</a> <a href="#">Can a Canon of Work Ever be Truly Inclusive?</a> Summer Reading Texts					
<b>Interdisciplinary Connections</b>			The principles of composition taught in English 9 Honors can be used as a transferable foundation to writing across all disciplines. Historical context is utilized to help students understand the cultural norms and social mores of the study of literature.					
<b>21st Century Life and Careers</b>			9.2 Career Awareness, Exploration, and Preparation ○ 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.					
<b>Technology Standards</b>			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.					
<b>Diversity/Inclusion</b>			It is important for students to broaden their understanding of what constitutes "classic" literature. The canon can encompass more than the traditional classic novels that students might be used to thinking of as school-worthy.					

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>Socratic Seminar</li> <li>Choice Board reading, discussion and writing</li> </ul>	<ul style="list-style-type: none"> <li>In no more than a page, argue whether one of the books you read should be considered a</li> </ul>	<ul style="list-style-type: none"> <li>Full Class Discussion</li> <li>Small Class Discussion</li> <li>Choice Board Writing (paragraph)</li> </ul>	<ul style="list-style-type: none"> <li>Find your own article(s) about the canon and write a one</li> </ul>

activities	classic. Should it be added to the curriculum and taught in schools?		page response to the author's point of view <ul style="list-style-type: none"> <li>Choose three books that mean something to you and explain it in writing.</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>Cooperative and partner activities</li> <li>Determine key concepts for the unit and define language and content objects for each lesson</li> <li>Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>Display a model of the end product</li> <li>Extended time</li> <li>Allow assessments to be typed</li> <li>Check for understanding at the start of an assignment</li> <li>Provide electronic feedback via comments on google docs for written work</li> </ul>	<ul style="list-style-type: none"> <li>The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>Composition is taught and evaluated at advanced level.</li> </ul>

Name of Course
<b>Unit 2: Heroes</b>
<b>Time Allotted (days of instruction): 5-6 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
9-10.L.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.
9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9-10.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
9-10.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
9-10.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9-10.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9-10.W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● Why must we leave home?</li> <li>● What is more important– fulfilling the quest or making the journey?</li> <li>● When can our strengths also become our weaknesses?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>● Explain the function of structure in a text.</li> <li>● Explain the function of contrasts within a text.</li> <li>● Explain the function of specific words and phrases in a text.</li> <li>● Identify and explain the function of an epic simile.</li> <li>● Identify and explain the function of deus ex machina</li> <li>● Identify and explain the genre of the epic poem</li> <li>● Discuss and analyze various ways that a poem written thousands of years ago still has relevance to our lives today</li> <li>● Understand the different ways that a compare/contrast essay can be organized</li> <li>● Write a compare/contrast essay</li> <li>● Create a visual project representative of a line, stanza or scene from <i>The Odyssey</i></li> </ul>	<ul style="list-style-type: none"> <li>● Characteristics of the Epic: Write at least two Homeric similes. The topic can be anything you want, but you should employ images from nature (as in the definition of epic simile) in your comparison.</li> <li>● Interpret a scene into a visual representation: write a radio script/podcast that tells the events of an assigned scene. In addition to the characters’ lines, be sure to indicate when sound effects should be made. Sound effects may be performed by one student, usually the narrator, or shared by the group. Perform the script for the class.</li> <li>● Complete “study guides” for every four books read to help with understanding plot and character</li> <li>● Listen to a modernized version of <i>The Odyssey</i> <a href="http://www.npr.org/templates/story/story.php?storyId=4663345">http://www.npr.org/templates/story/story.php?storyId=4663345</a> and then write your own podcast and publish it on the web.</li> <li>● Define epithet and create your own</li> <li>● Read articles exploring PTSD and discuss whether Odysseus suffers from this condition.</li> <li>● Conduct close reading exercises of various passages from the text, for instance the way dogs are used in Books 17-20</li> <li>● View images of mythological creatures; conceive of and draw your own mythological creature.</li> </ul>

		<ul style="list-style-type: none"> <li>● Seminar: Compare and contrast how related themes may be treated in different genres (here, epic poetry, modern poetry and contemporary nonfiction). For instance, read the poem "Ulysses" by Alfred Tennyson. Discuss how this piece is or is not faithful to Homer's characterization of Odysseus.</li> <li>● Define and discuss the use of deus ex machina</li> <li>● Seminar: Is Odysseus brave, smart or lucky? Or What is more important– fulfilling the quest or making the journey?</li> <li>● Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book</li> <li>● Compare and contrast two or more different translations of the original Greek. Which do you prefer? Why?</li> <li>● Write an essay comparing/contrasting Odysseus with a hero from the modern world (student choice)</li> <li>● Create a visual project in the students' chosen medium that captures one scene from the text. Present your project to the class.</li> <li>● Watch <i>O, Brother, Where Art Thou?</i> and write a paper exploring it as a modern-day retelling of <i>The Odyssey</i>.</li> </ul>
<b>Resources/Materials</b>		<ul style="list-style-type: none"> <li>● <i>The Odyssey</i>, translated by Robert Fitzgerald</li> <li>● "Ulysses" by Alfred Lord Tennyson, "Siren Song" by Margaret Atwood, "Ithaca" by Constance Cavafy, "An Ancient Gesture" by Edna St. Vincent Millay and various other poems reinterpreting the text</li> <li>● <a href="http://www.npr.org/templates/story/story.php?storyId=4663345">http://www.npr.org/templates/story/story.php?storyId=4663345</a></li> <li>● Various articles highlighting different elements of the epic (<a href="#">The Oldest Intact Shipwreck, A Ship Turned to Stone</a>, <a href="#">Where is Ithaca (with Nicholas Kristoff)</a>, <a href="#">Sisyphus Instagram</a>, <a href="#">Did Ancient Troy Really Exist?</a>, <a href="#">Miniature Archaeology</a> and more.</li> <li>● View an interactive map of Odysseus's journey at <a href="http://www.classics.upenn.edu/myth/content/homer/multimap.html">http://www.classics.upenn.edu/myth/content/homer/multimap.html</a></li> </ul>
<b>Interdisciplinary Connections</b>		<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> </ul>

	<ul style="list-style-type: none"> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>
<b>21st Century Life and Careers</b>	9.2 Career Awareness, Exploration, and Preparation ○ 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.
<b>Technology Standards</b>	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.
<b>Diversity/Inclusion</b>	Although the main text being studied in this unit is thousands of years old, our exploration will supplement it with modern articles from a diverse range of authors. For instance, we will look at the experience of a soldier returning home regardless of what war was being fought. Or we will look at the story of Odysseus from the perspective of Penelope, his wife.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Reading Check Quizzes</li> <li>● Class Discussion/Socratic Seminar</li> <li>● Vocabulary Quizzes</li> <li>● Describe and draw your own mythological creature</li> <li>● Write your own epic similes</li> </ul>	<ul style="list-style-type: none"> <li>● Comparison/Contrast Essay</li> <li>● Mosaic Project</li> </ul>	<ul style="list-style-type: none"> <li>● Reading check quizzes</li> <li>● Class discussion and small group discussion</li> <li>● Writing workshops/Peer editing</li> <li>● Thesis Statement analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Read <i>Mythology</i>, by Edith Hamilton</li> <li>● Read a graphic novel version of <i>The Odyssey</i> at <a href="http://www.bigheadpress.com/otr?page=1">http://www.bigheadpress.com/otr?page=1</a></li> <li>● Read <i>Middlesex</i>, by Jefferey Eugenides</li> <li>● Watch <i>Star Wars</i> for an example of a modern epic; write a comparison/contrast paper</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Cooperative and partner activities</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Display a model of the end product</li> <li>● Extended time</li> <li>● Allow assessments to be typed</li> </ul>	<ul style="list-style-type: none"> <li>● The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>● Composition is taught and evaluated at an</li> </ul>

<ul style="list-style-type: none"> <li>● Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding at the start of an assignment</li> <li>● Provide electronic feedback via comments on google docs for written work</li> <li>● Provide rubrics and outline ahead of time for written work</li> </ul>	<p>advanced level.</p> <ul style="list-style-type: none"> <li>● <i>The Odyssey</i> is a complex epic poem, worthy of advanced analysis and discussion.</li> </ul>
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<b>Name of Course</b>
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<b>Unit 3: The Short Story</b>
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<b>Time Allotted (days of instruction): 3 weeks</b>
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<b>New Jersey Student Learning Standards (NJSLS)</b>
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- 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.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.
- 9-10.RL.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 9-10.W.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.
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.L.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.
- 9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>
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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● Why and how do we tell stories?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe what specific textual details reveal about a character,</li> </ul>	<ul style="list-style-type: none"> <li>● Read a variety of short stories together in class and independently at home to examine how writers craft</li> </ul>



<ul style="list-style-type: none"> <li>● How does an author portray purpose and meaning in literature?</li> </ul>	<p>that character’s perspective, and that character’s motives.</p> <ul style="list-style-type: none"> <li>● Identify and describe specific textual details that convey or reveal a setting.</li> <li>● Identify and describe how plot orders events in a narrative</li> <li>● Explain the function of a particular sequence of events in a plot.</li> <li>● Identify and describe the narrator or speaker of a text.</li> <li>● Identify and explain the function of irony in a text</li> <li>● Identify and explain the function of point of view in a narrative.</li> <li>● Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective/theme</li> <li>● Identify narrative in various forms, including short stories, poetry and video</li> </ul>	<p>stories.</p> <ul style="list-style-type: none"> <li>● Vocabulary: Students will study challenging vocabulary chosen from the works studied and/or an SAT prep book</li> <li>● Literary Devices: Complete a guided notes sheet to define all applicable devices</li> <li>● Essay: Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least three pieces of evidence to support the thesis.</li> <li>● Groupwork: Read “Popular Mechanics” as a group. Discuss form, tone, exposition, imagery, symbolism, and more. Debate the characterization and/or guilt in the story.</li> <li>● Read “The Scarlet Ibis” and identify the use of symbolism to promote character development in the story.</li> <li>● Identify character types in “The Secret Life of Walter Mitty”. Apply concept of static/dynamic and flat/round characterization.</li> <li>● Small Group Creative Writing: Write one more daydream for Walter Mitty</li> <li>● Identify the use of foreshadowing and suspense in “The Most Dangerous Game”, as well as how the two devices play a role in the structure of the story.</li> <li>● Read “The Gift of the Magi”, “The Necklace”, and “The Interlopers” to identify as a class the use and effect of irony.</li> <li>● Discussion: “Is Montresor [from Poe’s “The Cask of Amontillado”) a reliable narrator?”</li> <li>● Seminar: Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combine these to suggest a narrative.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Written Response: Select a short story and an artwork and write a thoughtful response in which you discuss the use of symbolism in each. State thesis clearly and include at least three pieces of evidence to support the thesis.</li> <li>● Poetry: Read several narrative poems and analyze for use of narrative techniques and literary elements.</li> <li>● Film: View Ken Burns’s documentary on the Brooklyn Bridge and analyze it for narrative technique and literary elements.</li> </ul>
<b>Resources/Materials</b>	<p>“Popular Mechanics” by Raymond Carver; “The Cask of Amontillado” by Edgar Allen Poe; “The Gift of the Magi” by O.Henry; “The Necklace” by Guy de Maupassant; “The Most Dangerous Game” by Richard Connell; “The Man to Send Rain Clouds” by Leslie Marmon Silko; “The Rules of the Game” by Amy Tan; “The Interlopers” by Saki; “The Scarlet Ibis” by James Hurst; “The Flowers” by Alice Walker; “The Secret Life of Walter Mitty” by James Thurber; “Where are you Going? Where Have you Been?” by Joyce Carol Oates; “Phonecall” by Dorothy Parker; “Thank You, Ma’am” by Langston Hughes; “The Veldt” by Ray Bradbury and more . . .</p>	
<b>Interdisciplinary Connections</b>	<p><b>9.1 21st-Century Life &amp; Career Skills</b></p> <ul style="list-style-type: none"> <li>● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> </ul> <p><b>Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century</b></p> <ul style="list-style-type: none"> <li>● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>21st Century Life and Careers</b>	<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>	
<b>Technology Standards</b>	<p>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.</p>	
<b>Diversity/Inclusion</b>	<p>Students will read a range of stories from a diverse selection of authors.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative

<ul style="list-style-type: none"> <li>● Setting description</li> <li>● Discussion Questions</li> <li>● Character creation</li> <li>● Vocabulary Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Extra daydream for Walter Mitty</li> <li>● Short Story Test</li> </ul>	<ul style="list-style-type: none"> <li>● Paragraph drafting</li> <li>● Peer editing</li> <li>● Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Independent selection and analysis for author study.</li> <li>● Original short story composition.</li> <li>● View a film adaptation of a short story (for instance, <i>The Shawshank Redemption</i>) and analyze variations needed in style and form to create a full narrative</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Cooperative and partner activities</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson</li> <li>● Providing texts in native language if possible</li> <li>● Directly teach certain vocabulary words that may be challenging or unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>● Display a model of the end product</li> <li>● Extended time</li> <li>● Allow assessments to be typed</li> <li>● Check for understanding at the start of an assignment</li> <li>● Provide electronic feedback via comments on google docs for written work</li> <li>● Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>● The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>● Composition is taught and evaluated at an advanced level.</li> <li>● Literary analysis is taught and evaluated at an advanced level.</li> </ul>

Name of Course
Unit 4: Life of Pi
<b>Time Allotted (days of instruction): 4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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).</li> <li>● 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.,</li> </ul>

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.

- 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"> <li>● What is the author saying about man’s determination to survive?</li> <li>● How does the presence of an unreliable narrator impact the meaning of the novel?</li> <li>● How might one use psychology to explain conflicting realities?</li> <li>● What is the author saying about the role of religion in society?</li> <li>● What is the author saying about man’s relationship to the natural world? How are animals depicted in the book and how does this depiction contribute to understanding their relationship to the human characters?</li> <li>● How does the novel function as an allegory?</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast heroic journeys (Odysseus &amp; Pi)</li> <li>● Identify and analyze the use of allegory</li> <li>● Identify and analyze the use of allusion</li> <li>● Identify and analyze the use of anthropomorphism and personification</li> <li>● Identify and analyze the use of foreshadowing</li> <li>● Identify and analyze the use of a frame narrative as a structure for the novel</li> <li>● Identify and analyze the use of symbolism</li> <li>● Analyze the use of an unreliable narrator on the events of the text</li> <li>● Analyze why an author would strive to make a fictional account seem like nonfiction</li> <li>● Understand new vocabulary words</li> <li>● Write descriptive pieces utilizing figurative language (copying the style of the author)</li> </ul>	<ul style="list-style-type: none"> <li>● Metaphor exploration: Think, “If I were an animal, what kind of animal would I be?” For three of the items, write the general label and then your specific comparison. Be realistic, be honest, and be able to explain your choices. Don’t say you are a rose, if you’re really a daisy.</li> <li>● Poetry comparison: Read “Tyger, Tyger” by William Blake and or “Sailing to Byzantium” by Yeats; discuss the imagery in the poems in relation to the novel.</li> <li>● Seminar: What comfort does Piscine find from each of the religions individually, Islam, Christianity, and Hindu?</li> <li>● Seminar: Pi’s story from pages 303-311 is a disturbing, traumatic account of a violent journey with human characters taking the place of animals. Discuss the author’s spiritual growth in relation to his “possibly” fabricated story. What does the author want you to believe?</li> <li>● Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book</li> <li>● “Jigsaw” Cooperative Activity: Students will participate in a jigsaw to research the symbolism of</li> </ul>

		<p>each of the animals remaining on the lifeboat with Pi (hyena, orangutan, zebra, tiger): each student will be assigned a number from 1 to 4 in a group, individually research on the computer the animals associated with the numbers they have been assigned, and then form groups according to their numbers to share the research they found (e.g. if the tiger is assigned to number 1, then all number 1's would group to share their findings about tiger symbolism). Next, students will reconvene in their original groups of 1-4 in order to, first, share their research findings with each other and, second, relate what they found in their research to the sequence of events concerning the animals on the boat (i.e. the hyena kills the zebra, then the orangutan, then is killed by the tiger). Students will research an animal that represents their character and write a brief piece explaining how that animal is their avatar.</p> <ul style="list-style-type: none"> <li>● Make a list of all the places the author tries to make this fictional book seem like nonfiction. Discuss why the author would want to achieve that effect. Watch an interview with the author where he discusses his intent.</li> <li>● Close reading activities with various excerpts from the text</li> <li>● Use figurative language to craft a paragraph that describes a time you felt fear</li> <li>● Explain the symbolic purpose of the carnivorous island</li> <li>● Write an analytical essay</li> </ul>
<b>Resources/Materials</b>	<p><i>Life of Pi</i>, by Yann Martel  “Tyger, Tyger” by William Blake, “Sailing to Byzantium” by William Butler Yeats  <a href="#">Interview with the author</a></p>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>
<b>21st Century Life and Careers</b>	9.2 Career Awareness, Exploration, and Preparation ○ 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.
<b>Technology Standards</b>	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.
<b>Diversity/Inclusion</b>	This novel is written by a Canadian author about an Indian family. The teenage protagonist is a member of three religions. Its themes explore the nature of being human and what it means to be a good person.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Reading Check Quizzes</li> <li>● Class Discussion</li> <li>● Vocabulary Quiz</li> <li>● Close Reading analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Analytical Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Paragraph writing</li> <li>● Class discussion</li> <li>● Peer editing</li> <li>● Writing workshop</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct research on the three religions highlighted in the text</li> <li>● View the film version and write an essay</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Cooperative and partner activities</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson</li> <li>● Providing texts in native language if possible</li> <li>● Provide opportunities for small group work.</li> <li>● Directly teach certain vocabulary words that may be challenging or unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>● Use Google Slides to provide visual and audio accompaniments. Display a model of the end product</li> <li>● Extended time</li> <li>● Allow assessments to be typed</li> <li>● Check for understanding at the start of an assignment</li> <li>● Provide electronic feedback via comments on google docs for written work</li> <li>● Offer audio books</li> <li>● Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>● The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>● Composition is taught and evaluated at an advanced level.</li> </ul>

**Name of Course**

**Unit 5: Responsibility (Romeo and Juliet)**

**Time Allotted (days of instruction): 4-5 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.9-10.2. 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.
- 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.
- 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.



(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>• Can we control our own fate? Are we governed by fate or free will?</li> <li>• How can societal conflicts be prevented or resolved?</li> <li>• What are the essential features of an effective drama and/ or dramatic performance?</li> <li>• How does drama differ from other literary genres?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the “art of love” in different time periods, including our own</li> <li>• Identify, define and analyze the use of various literary elements, including aside, oxymoron, couplet, epithet, foil, foreshadowing, pun, iambic pentameter</li> <li>• Analyze actor’s choices in relation to interpreting the play</li> <li>• Determine their own choices as actors in a play</li> <li>• Read several sonnets, analyze them for word choice and structure</li> <li>• Write your own sonnet</li> <li>• Identify how authors use dialogue to develop character</li> <li>• Determine blame on either a particular character or on fate itself</li> <li>• Read, define and understand new vocabulary</li> <li>• Compare this famous story as told in various iterations and genres</li> <li>• Compare and contrast different versions of the play (Baz Luhrmann, Franco Zeffirelli, BBC, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud the play with different students taking differing parts</li> <li>• Comparing/contrasting: Explore 17th century pick-up lines by reading from a 17th century text. Brainstorm modern pick-up lines; compare the art of love in each time period.</li> <li>• Group Work: Define, discuss and find examples of Shakespeare’s use of the following literary elements: aside, oxymoron, couplet, epithet, foil, foreshadowing, pun, iambic pentameter.</li> <li>• Role Play: Assign each student a role and act out scenes from the play, figuring out what each actor would be doing according to the text of the play. The initial fight scene and the party scene work particularly well for this activity.</li> <li>• Seminar: Do you feel sympathy for Lord and Lady Capulet?</li> <li>• Creative Writing: After reading several sonnets from both Shakespeare’s time and modern times, write your own sonnet.</li> <li>• Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book</li> <li>• Compare the same story as told in various genres (See “Romeo and Juliet” by Dire Straits, “Romeo and Juliet” by Indigo Girls, “Romeo and Juliet” by The Killers, “Love Story” by Taylor Swift)</li> <li>• Class Discussion: “Some shall be pardon’d and some punished”. Who shall be pardoned? Who punished? Defend your answer with textual evidence.</li> </ul>
<b>Resources/Materials</b>	<p><i>Romeo and Juliet</i>, by William Shakespeare  <i>Romeo &amp; Juliet</i> film adaptation (Baz Luhrmann; 1996)  <i>Romeo and Juliet</i> film adaptation (Franco Zeffirelli; 1968)</p>	

	<p><i>Romeo and Juliet</i>, BBC  <i>The Mysteries of Love &amp; Eloquence, Or the Arts of Wooing and Complementing</i>  Various sonnets by William Shakespeare, Edna St. Vincent Millay, Billy Collins and others  Net text version of the play  <a href="http://laughterthebestmedicine.blogspot.com/2007/04/romeo-and-juliet-text-essageversion_3395.html">http://laughterthebestmedicine.blogspot.com/2007/04/romeo-and-juliet-text-essageversion_3395.html</a></p>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>● 9.3 Career and Technical Education <ul style="list-style-type: none"> <li>○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
<b>Diversity/Inclusion</b>	The protagonists of this play are teenagers. They are dealing with parents who dislike their friends/love interests, family dysfunction and societal strife.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Acts 1-V Quizzes</li> <li>● Class Discussion</li> <li>● Vocabulary Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Analytical Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Paragraph writing</li> <li>● Class discussion</li> <li>● Peer editing</li> </ul>	<ul style="list-style-type: none"> <li>● Go see the play performed in a local production</li> <li>● View the film version and write an essay</li> </ul>

**Modifications**

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Cooperative and partner activities</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson</li> <li>● Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>● Display a model of the end product</li> <li>● Extended time</li> <li>● Allow assessments to be typed</li> <li>● Check for understanding at the start of an assignment</li> <li>● Provide electronic feedback via comments on google docs for written work</li> <li>● Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>● The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>● Composition is taught and evaluated at an advanced level.</li> </ul>

Name of Course
<b>Unit 6: Responsibility (The Glass Menagerie)</b>
<b>Time Allotted (days of instruction): 2-3 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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).</li> <li>● 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).</li> <li>● 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.</li> </ul>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> </ul>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</li> </ul>
<ul style="list-style-type: none"> <li>● L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>

- 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.

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● Obligation and Individual Freedom: If an individual attempts to escape, what is the impact on his or her family and other obligations? Which is more important, our individual freedom or our responsibilities to others?</li> <li>● Reality: Is it possible to escape reality? Temporarily? Permanently? What is the impact on others when one person decides to avoid reality?</li> <li>● What does it mean to be a memory play?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, define and analyze the use of various literary elements, including foreshadowing, symbolism, euphemism and irony</li> <li>● Identify, define and analyze the use of elements such as setting, characterization and point of view</li> <li>● Analyze the use of an unreliable narrator, especially when he is made to be a character in the play</li> <li>● Explore the meaning of a “memory” play</li> <li>● Read and understand a poem and discuss how it relates to the play</li> <li>● Read and analyze how an author may use stage directions to reveal character</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud the play with different students taking parts</li> <li>● Poetry Comparison: Read “The Ladies of Yore” and discuss why Williams would have used an excerpt from the poem in the play</li> <li>● Full Class Discussion: Complete reading questions and discuss findings</li> <li>● Seminar: Discuss symbolism (the fire escape, Laura’s limp, Amanda’s Blue Mountain) in <i>The Glass Menagerie</i></li> <li>● Writing: In a complete paragraph or two, discuss the issue of responsibility vs. selfishness. You should refer to the play AND your own experiences to illustrate your ideas.</li> <li>● Language Study--Euphemism. Read William Safire’s article “Tarnation Heck”; define and discuss euphemism; students will create their own euphemism “quiz”. Students will then write a letter explaining something through euphemism</li> <li>● Read the stage directions and sketch a picture of what the apartment looks like to you</li> <li>● Creative Writing: In small groups or pairs, write Scene 8 for <i>The Glass Menagerie</i></li> </ul>
<b>Resources/Materials</b>	“The Ladies of Yore” by Francois Villon <i>The Glass Menagerie</i> , by Tennessee Williams “Tarnation Heck”, by William Safire	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>● 9.3 Career and Technical Education <ul style="list-style-type: none"> <li>○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
<b>Diversity/Inclusion</b>	This play explores the relationship between personal desires and the responsibility to family and the larger society (Individual vs. Society). The family at the center of the story is plagued by poverty, a refusal to face reality, and an inability to communicate. At the heart of the story is the question whether you should pursue your dreams at the expense of those you love and who love you.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Reading questions</li> <li>● Class notes</li> <li>● Close reading</li> <li>● Vocabulary practice</li> <li>● Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Write "Scene 8"</li> <li>● Responsibility v. Selfishness writing response</li> </ul>	<ul style="list-style-type: none"> <li>● Writing workshop with model and practice writing</li> <li>● Class discussions</li> <li>● Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>● Write your own play</li> <li>● Watch a movie or stage version of the play and write an essay in response</li> <li>● Create a soundtrack that could be used at all of the times that the play calls for music</li> <li>● Pick one theme from the play <i>The Glass Menagerie</i> and write a short story with the same theme.</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>Cooperative and partner activities</li> <li>Determine key concepts for the unit and define language and content objects for each lesson</li> <li>Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>Display a model of the end product</li> <li>Extended time</li> <li>Allow assessments to be typed</li> <li>Check for understanding at the start of an assignment</li> <li>Provide electronic feedback via comments on google docs for written work</li> <li>Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>Composition is taught and evaluated at an advanced level.</li> </ul>

Name of Course
<b>Unit 7: The Novel (Life on the Periphery)</b>
<b>Time Allotted (days of instruction): 4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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).</li> <li>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).</li> <li>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.</li> <li>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).</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> </ul>

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.9-10.4. 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.

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What is life like on the periphery of society?</li> <li>● How do our dreams shape who we are?</li> <li>● What does the sequencing of the plot do to alter the way a reader interprets a story?</li> <li>● How might a particular sequence of events illuminate a pattern present throughout the novel?</li> <li>● What does the passage of time do to alter the effect a particular setting has on both characters and readers?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>● Explain the function of contrasting characters.</li> <li>● Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</li> <li>● Identify and describe how plot orders</li> </ul>	<ul style="list-style-type: none"> <li>● Students will read these novels within the context of Literature Circles. Groups of no more than five will read a different novel. Students will be given different tasks for each meeting date and students will rotate among tasks. The jobs will be:               <ul style="list-style-type: none"> <li>❖ Discussion Director</li> <li>❖ Literary Luminary</li> <li>❖ Relevance Connector</li> <li>❖ Characterizer</li> <li>❖ Allusion Investigator</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>How can a writer interlace disparate times within a plot in order to establish a clear argument about an overarching meaning in a work of fiction?</li> </ul>	<p>events in a narrative.</p> <ul style="list-style-type: none"> <li>Explain the function of a particular sequence of events in a plot.</li> <li>Explain the function of contrasts within a text.</li> <li>Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</li> <li>Explain how a narrator’s reliability affects a narrative.</li> <li>Identify and explain the function of a symbol.</li> <li>Develop a thesis statement that conveys a defensible claim about an interpretation of literature</li> <li>Demonstrate control over the elements of composition to communicate clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Analytical Essay</li> <li>Group discussion</li> <li>Close Reading Activities</li> <li>Group Project and Presentation--students will need to choose one aspect of the novel to turn into some kind of visual (from a wide range of choices from painting to puppetry to Minecraft to movie trailer, etc.). They will also have to address whether this book should be incorporated into the curriculum (continuing the discussion from the opening week)</li> </ul>
<b>Resources/Materials</b>	<i>Dear Martin</i> , by Nic Stone; <i>Purple Hibiscus</i> , by Chimamanda Ngozi Adichie; <i>Bless Me Ultima</i> , by Rudolfo Anaya; <i>The Joy Luck Club</i> , by Amy Tan; <i>KrikKraK</i> by Edwidge Danticat; <i>The Bean Trees</i> , by Barbara Kingsolver; <i>The Flight Girls</i> , by Noelle Salazar; <i>Long Way Down</i> by Jason Reynolds; <i>The Absolutely True Diary of a Part-Time Indian</i> , by Sherman Alexie	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>Reading and writing skills apply to all subject areas.</li> <li>Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>Discussion of current issues as they relate to the reading material.</li> <li>The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li>9.3 Career and Technical Education <ul style="list-style-type: none"> <li>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	



	<p>communicate knowledge.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Diversity/Inclusion</b>	The modern novel choices for this unit are written by a broad range of authors and they feature protagonists from all walks of life. Students are given their choice of books to read from a list of novels.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>Small Group Discussion</li> <li>"Job" reports each week</li> </ul>	<ul style="list-style-type: none"> <li>Analytical Essay</li> <li>Group Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Small Group Discussion</li> <li>Progress meeting with teacher</li> <li>Writing workshop</li> <li>Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>Read a book of your own choosing about a person on the margins of society</li> <li>Watch a film that tells the story of someone living on the margins of society</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>Cooperative and partner activities</li> <li>Determine key concepts for the unit and define language and content objects for each lesson</li> <li>Providing texts in native language if possible</li> <li>Provide correction for language errors by modeling, not overt correction</li> </ul>	<ul style="list-style-type: none"> <li>Display a model of the end product</li> <li>Extended time</li> <li>Allow assessments to be typed</li> <li>Check for understanding at the start of an assignment</li> <li>Provide electronic feedback via comments on google docs for written work</li> <li>Give students a job in a group. Monitor that they are participating</li> <li>Instructional Groups (e.g., peer partners, buddy systems)</li> <li>Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>Composition is taught and evaluated at an advanced level.</li> <li>Literary analysis is taught and evaluated at an advanced level</li> </ul>

<b>Name of Course</b>
<b>Unit 8: Nonfiction</b>
<b>Time Allotted (days of instruction): 4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>

- 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.9-10.4. 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.

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do we understand what we read?</li> <li>● How do personal experiences shape identity?</li> <li>● How do writers convey purpose, position, and meaning in their work?</li> <li>● How do I express who I am and what I think in writing?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and analyze the various types of nonfiction writing (journals, pamphlets, advertising, memoirs, etc.)</li> <li>● Students will be able to identify key vocabulary related to nonfiction</li> <li>● Analyze a reading and determine the tone, audience, point of view, and</li> </ul>	<ul style="list-style-type: none"> <li>● As a whole class, read and discuss various pieces of nonfiction (essays, TED talks, podcasts, etc.)</li> <li>● Form small groups (no more than five) and then choose a book to read from the list provided</li> <li>● Break the book into chunks and set a reading schedule</li> <li>● Meet regularly (twice a week) with your group to</li> </ul>

<ul style="list-style-type: none"> <li>How do we read nonfiction text to become aware and empathetic to the needs of our community?</li> </ul>	<p>influence of bias.</p> <ul style="list-style-type: none"> <li>Evaluate and discuss the choice of nonfiction v. fiction to tell a story</li> <li>Students will be able to reflect on the nonfiction readings using personal feelings and show an awareness of how they might respond differently than another person.</li> <li>Students will be able to create their own nonfiction writing.</li> <li>Students will create a podcast</li> </ul>	<p>discuss elements of the book</p> <ul style="list-style-type: none"> <li>Watch a documentary that tells a story</li> <li>Generate reading questions and answers with your small group-</li> <li>Respond to writing prompts throughout the reading of the book</li> <li>Give a podcast or TED talk about some aspect of your book</li> <li>Write your own nonfiction piece</li> </ul>
<p><b>Resources/Materials</b></p>	<p><i>A Long Way Gone</i>, by Ismael Beah; <i>Stiff: The Curious Life of Human Cadavers</i>, by Mary Roach; <i>Outliers</i>, by Malcolm Gladwell; <i>Killers of the Flower Moon</i>, by David Grann; <i>Hidden Figures</i>, by Margot Lee Shetterly; <i>The Boy Who Harnessed the Wind</i>, by William Kamkwamba and Bryan Mealer; <i>The Boys in the Boat</i>, by Daniel James Brown; <i>The Boys Who Challenged Hitler</i>, by Phillip Hoose; <i>The 57 Bus</i>, by Dashka Slater  “The Biggest Little Farm” (documentary)</p>	
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>Reading and writing skills apply to all subject areas.</li> <li>Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>Discussion of current issues as they relate to the reading material.</li> <li>The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>	
<p><b>21st Century Life and Careers</b></p>	<ul style="list-style-type: none"> <li>9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>	
<p><b>Technology Standards</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	
<p><b>Diversity/Inclusion</b></p>	<p>The modern book choices for this unit are written by a broad range of authors and they feature narratives that cover a diverse range of the human experience. Students are given their choice of books to read.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>Small Group Discussion</li> <li>“Job” reports each week</li> </ul>	<ul style="list-style-type: none"> <li>Analytical Essay</li> <li>Group Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Small Group Discussion</li> <li>Progress meeting with teacher</li> </ul>	<ul style="list-style-type: none"> <li>Read a nonfiction book of your own choosing</li> </ul>

		<ul style="list-style-type: none"> <li>● Writing workshop</li> <li>● Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>● Watch a documentary that tells the story of someone living on the margins of society</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Cooperative and partner activities</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson</li> <li>● Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>● Display a model of the end product</li> <li>● Extended time</li> <li>● Allow assessments to be typed</li> <li>● Check for understanding at the start of an assignment</li> <li>● Provide electronic feedback via comments on google docs for written work</li> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> <li>● Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>● The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>● Composition is taught and evaluated at an advanced level.</li> <li>● Literary analysis is taught and evaluated at an advanced level</li> </ul>

Name of Course
<b>Unit 9: One Flew Over the Cuckoo's Nest (Theme in a Novel)</b>
<b>Time Allotted (days of instruction): 4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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).</li> <li>● 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).</li> <li>● 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 <i>Landscape with the Fall of Icarus</i>)</li> </ul>

- 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.
- 9-10.L.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.

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● Why do anti-heroes exist in literature?</li> <li>● What is the responsibility of an individual to follow society's rules?</li> <li>● How does an author carry out a theme throughout a novel?</li> </ul>	<ul style="list-style-type: none"> <li>● Learn and use correctly new vocabulary</li> <li>● Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</li> <li>● Explain the function of contrasting characters.</li> <li>● Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</li> <li>● Identify and describe how an author orders events in a narrative.</li> <li>● Explain the function of a particular sequence of events in a plot.</li> <li>● Explain the function of contrasts within a text.</li> <li>● Identify and describe details, diction, or syntax in a text that reveal a narrator's</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary quiz</li> <li>● Creative Writing/Point of View of Unreliable Narrator: Write a description of the classroom through Chief's eyes.</li> <li>● Graphic Organizer: Use a log to trace the development of themes throughout a novel.</li> <li>● Creative Writing: Assign chapter titles throughout the book</li> <li>● Small Group Discussion: Examine the pressures that exist to conform to popular culture and the effect on the life of a young person.</li> <li>● Literary Terms: Define, discuss and locate examples in the text for literary elements such as symbolism, alliteration, hyperbole, internal rhyme, irony, metaphor, metonymy, paradox, parallelism, personification, repetition, simile</li> </ul>

	<p>or speaker’s perspective.</p> <ul style="list-style-type: none"> <li>● Explain how a narrator’s reliability affects a narrative.</li> <li>● Identify and explain the function of a symbol.</li> <li>● Develop a thesis statement that conveys a defensible claim about an interpretation of literature</li> <li>● Explore how an author carries out a theme throughout a work</li> <li>● Demonstrate control over the elements of composition to communicate clearly.</li> </ul>	<ul style="list-style-type: none"> <li>● Group Presentation: Each small group will lead a class discussion about an assigned topic threaded throughout the work</li> <li>● Class Discussion: Explore other works (songs, poems, etc) influenced by <i>Cuckoo’s Nest</i> (See “Comfortably Numb” by Pink Floyd, “Head Like a Hole” by Nine Inch Nails, “If 6 was 9” by Jimi Hendrix, Sylvia Plath’s “The Bee Meeting” and Paul Laurence Dunbar’s “We Wear the Mask,”</li> <li>● Literary Essay: Theme</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● “Comfortably Numb” by Pink Floyd, “Head Like a Hole” by Nine Inch Nails, “If 6 was 9” by Jimi Hendrix</li> <li>● Sylvia Plath’s “The Bee Meeting” and Paul Laurence Dunbar’s “We Wear the Mask”</li> <li>● <i>One Flew Over the Cuckoo’s Nest</i> by Ken Kesey</li> <li>● <i>One Flew Over the Cuckoo’s Nest</i>--film version</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>	
<b>21st Century Life and Careers</b>	<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>	
<b>Technology Standards</b>	<p>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.</p>	

<b>Diversity/Inclusion</b>	This book was written by one of the leaders of the counterculture movement. It explores the relationship between the individual and society. A product of its time, it can be quite sexist and so sets the class up for interesting discussion about women's roles in society. What happens when a woman gets power? Why is that such a scary proposition for men?
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<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Chapter questions/reading checks</li> <li>● Title the chapter activity</li> <li>● Write a description of the classroom through Chief's eyes</li> <li>● Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Literary Essay on Theme</li> <li>● Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Small Group Discussion</li> <li>● Chapter questions</li> <li>● Progress meeting with teacher</li> <li>● Writing workshop</li> <li>● Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>● Read a different novel that came from the Beat movement</li> <li>● Watch the film and write an essay</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Cooperative and partner activities</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson</li> <li>● Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>● Display a model of the end product</li> <li>● Extended time</li> <li>● Allow assessments to be typed</li> <li>● Check for understanding at the start of an assignment</li> <li>● Provide electronic feedback via comments on google docs for written work</li> <li>● Preferential seating</li> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> <li>● Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>● The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>● Composition is taught and evaluated at an advanced level.</li> <li>● Literary analysis is taught and evaluated at an advanced level</li> </ul>

## Unit 10: The Poet X (Slam Poetry)

**Time Allotted (days of instruction): 2-3 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.9-10.2. 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.9-10.7. 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*).
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- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - NJSLSA.W10. 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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- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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- 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.
    - 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.



- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- 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.
- 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.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How does a person go about finding themselves?</li> <li>● How can poetry give a person the words to express themselves?</li> <li>● Can a novel be structured unconventionally and still be successful?</li> </ul>	<ul style="list-style-type: none"> <li>● Trace a character's development as she finds her voice in pursuit of slam poetry.</li> <li>● Analyze several of the main character's poems as standalone works.</li> <li>● Identify and discuss themes involving religion, family, sexuality, and shame.</li> <li>● Interpret key symbols in the text, including apples, the baby bracelet, and Xiomara's burning journal.</li> <li>● Explain the effect the novel's structure has on the reader's empathy toward the main character.</li> <li>● Discuss the novel's structure as an effective (or ineffective) way to tell a story</li> <li>● Define and identify foils.</li> <li>● Identify and analyze the use of literary elements such as allusion, metaphor, simile, free verse, imagery and more</li> <li>● Identify and explain the use of a caesura, enjambment, repetition, and other poetic devices</li> <li>● Write their own slam poem</li> <li>● Perform their own slam poem</li> </ul>	<ul style="list-style-type: none"> <li>● Ask students to choose a passage or "model poem." Analyze the voice and literary devices utilized. Then ask them to write their own poems mimicking the style of writing in that passage.</li> <li>● Choose one of Xiomara's poems in <i>The Poet X</i>. What is the structure of the poem? What poetic devices is she using? (repetition, rhyme, onomatopoeia, metaphor, praise, haiku, etc.)? Write your own poem using the same poetic device and/or structure found in the poem you chose.</li> <li>● Choose any of Ms. Galiano's assignments in <i>The Poet X</i>. Write your own answer in response.</li> <li>● In <i>The Poet X</i>, Acevedo uses the list poem format to explore different concepts. Where can you find examples of this in the text? What is the difference between a list and a list poem? What do you think makes a poem a poem?</li> <li>● Write your own list poem</li> <li>● Find poems in both novels that have repeating phrases, words, or lines. What is the purpose of this repetition? What is it meant to emphasize? How does it make you feel? Read it aloud. Does the repetition make you read it differently?</li> <li>● Find poems in <i>The Poet X</i> where there are intentional</li> </ul>

		<p>spaces left between the words. What do these spaces between words on the page—called caesuras—do for the reader? Why do you think the author chose to arrange the poems like this? How does the structure of a poem change the way you read, hear, or understand a story?</p> <ul style="list-style-type: none"> <li>● Discussion: Why does Xiomara call poetry club a prayer circle? Do you think that writing can be healing? Do you think art can be healing? How can different artistic expressions work to heal various wounds?</li> <li>● What is it about writing that makes Xiomara feel brave? What makes you feel brave? How can you use an activity or creative outlet to inspire bravery in yourself or in others? Discuss the different ways that art can be brave. (Show Brayden Harrington speech)</li> <li>● Journal/Free Write: How does silence protect Xiomara? How does Xiomara’s silence harm the people she is closest to? How do her words free her? Reflect on times in your own life when silence has protected you or someone else. Now, think about times when silence has harmed you or others. Does the intent always match the impact?</li> <li>● Write and perform your own slam poem</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Elizabeth Acevedo discusses the inception of <i>The Poet X</i> in this video</li> <li>● Elizabeth Acevedo performance on SlamFind</li> <li>● Elizabeth Acevedo performs “Night Before First Day of School” from <i>The Poet X</i></li> <li>● Slam poetry starter lesson from Teacher Off Duty</li> <li>● Book review from teenage rap and spoken word artist Eben Roddis</li> <li>● <i>The Poet X</i></li> <li>● Brayden Harrington DNC <a href="#">speech</a></li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>
<b>21st Century Life and Careers</b>	<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>
<b>Technology Standards</b>	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.
<b>Diversity/Inclusion</b>	This novel is written by a Latinx author. The female protagonist lives in Harlem and the story features themes involving sexuality, religion, family, and identity that intersect in interesting ways.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Discussion questions from novel</li> <li>● Vocabulary quiz</li> <li>● Short poems written in the style of an author</li> </ul>	<ul style="list-style-type: none"> <li>● Written slam poem</li> <li>● Performed slam poem</li> </ul>	<ul style="list-style-type: none"> <li>● Practice in a mirror</li> <li>● Practice before a peer</li> <li>● Class discussion</li> <li>● Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>● Videotape yourself delivering your slam poem</li> <li>● Study another type of poetry (ode, haiku, etc.)</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Cooperative and partner activities</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson</li> <li>● Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>● Display a model of the end product</li> <li>● Extended time</li> <li>● Allow assessments to be typed</li> <li>● Check for understanding at the start of an assignment</li> <li>● Provide electronic feedback via comments on google docs for written work</li> <li>● Preferential seating</li> <li>● Allow presentations to be taped beforehand</li> <li>● Provide rubrics and outline ahead of time for written work</li> </ul>	<ul style="list-style-type: none"> <li>● The English 9H curriculum is such that G&amp;T students can be more directly prepared for college level education standards and practices.</li> <li>● Composition is taught and evaluated at an advanced level.</li> <li>● Literary analysis is taught and evaluated at an advanced level</li> </ul>