

English 9 POR

Content Area: **Language Arts**
Course(s): **English 9 POR**
Time Period: **One Academic Year**
Status: **Not Published**

Statement Of Purpose

The attached English curriculum is intended for ninth grade Special Education students enrolled in a Pull Out Resource classroom setting. Students will begin the curriculum with a unit that focuses on reinforcing necessary skills with a specific focus on literary devices. Students will then apply these skills in future units as they analyze various text types including short stories, drama, poetry, and nonfiction, such as informational text and speeches. In addition to honing students' analytical skills with reading, the curriculum also focuses on writing skills. Students will use RACE and the writing process to produce short writing responses throughout, as well as complete larger written assessments such as narrative writing, a formal research paper in MLA format, argumentative writing, persuasive writing with a focus on rhetoric, and writing a synthesis essay. Additionally, this curriculum will allow students to broaden their thought process about big ideas such as culture, identity, societal influence, and human nature.

Table Of Contents

Unit 1 - Reinforcing Skills Through Literary Text

Unit 2 - Building Background and Analyzing Rhetoric through Informational Text

Unit 3 - The Bonds Between Us: Identity and Culture

Unit 4 - A Matter of Life or Death: Research and Holocaust

Unit 5 - Societal Influence in *The Taming of the Shrew*

Unit 1: Reinforcing Skills through Literary Text

Content Area: **Language Arts**
Course(s): **English 9 POR**
Time Period: **Academic Year**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will study literary text, specifically short stories, to reinforce skills necessary to be successful in the English classroom. Students will (re)learn the literary elements/devices of plot through the use of a plot diagram, conflict, perspective, characterization, how to make inferences, theme, mood, and tone. An emphasis will also be placed on annotation, close reading, and text-rooted responses as students will (re) learn to write concisely with purpose and audience in mind. Students will utilize the writing process of prewriting, drafting, revising, editing, and publishing to produce various writing pieces as well as use the RACE (restate, answer, cite, explain) strategy to respond to text-based questions. An emphasis will be put on formatting dialogue, rewriting a story from an alternate perspective, and continuing a fictional story.

Enduring Understandings

Close reading, text-rooted responses, identifying literary elements/devices, determining plot and theme, analyzing for mood and tone, making inferences, utilizing the writing process and RACE strategy, formatting dialogue; the skills taught in this unit form a foundation for later units

Essential Questions

- How do readers reflect and respond?
- Why is annotation a valuable reading strategy?
- What are the strategies that readers use to connect to and understand text?
- Why is it important to utilize the writing process? Why is RACE a valuable writing response strategy?
- How do authors use literary elements/devices to enhance their writing? How do they contribute to purpose and audience?

Summative Assessment and/or Summative Criteria

1. Literary Terms poster/presentation
2. Perspective Essay: Students will rewrite a story from the perspective of another character, providing an appropriate voice.
3. Narrative Task: Students will write a continuation of a short story following the author's original style and tone.

Resources

“Jack and the Beanstalk” and other fairy tales

“Death by Scrabble” by Charlie Fish

“The Lady or the Tiger” by Frank Stockton

“The Black Cat” by Edgar Allan Poe

“Born Worker” by Gary Soto

Pixar shorts: “One Man Band,” “For the Birds,” “Pigeon Impossible,” and “Geri’s Game”

Secret Life of Bees by Sue Monk Kidd OR *Kindred* by Octavia E. Butler

McGraw Hill StudySync Grade 9 Online Platform and Textbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Pre-assessment and Introduction (1 week)	1. Revisit skills learned in previous years. 2. Identify literary elements/ devices in literature. 3. Create a literary terms poster or presentation.	1. Students will complete a Quizizz which serves as a review and will provide data on their understanding of literary elements and devices. 2. Review short story elements and devices including: setting, mood, tone, suspense, plot, protagonist, antagonist, conflict, perspective, voice theme, and inference. 3. Students will choose one literary term from a teacher provided list and create a poster or digital presentation about the term using examples and visuals. Students will present to the class to reinforce understanding. 4. MLA mini-lesson: teach students the proper way to set up their document according to MLA (font/size, spacing, heading, etc). All written work will be expected to be in this format throughout the year.	1. Quizizz 2. Student notes 3. Literary Terms poster/ presentation.	L.SS.9-10.1 L.VI.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 SL.PI.9-10.4 SL.AS.9-10.6
“Jack and the Beanstalk” or other fairy tale (1 week)	1. Accurately cite strong and thorough textual evidence. 2. Analyze plot through the use of a diagram. 3. Determine two or more central ideas of a text and analyze their	1. Review the elements of plot (exposition, rising action, conflict, climax, falling action, resolution). 2. Read “Jack and the Beanstalk.” 3. Create a plot diagram as a class to foster understanding. 4. Teach mini-lesson on theme; students will complete an exit ticket on a theme they feel	1. Completed plot diagrams/ Storyboard 2. Informal observation 3. Exit ticket	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 L.KL.9-10.2

	development and how they interact.	<p>applies to “Jack and the Beanstalk.”</p> <p>5. Students will be assigned a fairy tale to read (“Cinderella,” “Sleeping Beauty” or “Little Red Riding Hood”) - After reading and annotating, students will have a choice out of the following assessments:</p> <ol style="list-style-type: none"> Complete a traditional plot diagram through use of Google Slides, Google Docs or a small handmade poster. Create a Storyboard That with six boxes: exposition, conflict, rising action, climax, falling action, resolution. Students will write a short summary for each part and design a frame that depicts the scene. Students can also opt to complete the same project artistically on paper. 			
Making Inferences using Pixar shorts (2-3 days)	<ol style="list-style-type: none"> Analyze multimedia sources. Provide strong evidence to support inferences. 	<ol style="list-style-type: none"> Teach mini-lesson on making inferences; students will take notes View 2-3 Pixar shorts and make inferences using a graphic organizer (options for shorts include “One Man Band,” “For the Birds,” “Pigeon Impossible,” and “Geri’s Game”) 	<ol style="list-style-type: none"> Student notes Inference charts/organizers 	RL.CR.9-10.1 SL.PE.9-10.1 W.RW.9-10.7	
“Death by Scrabble” by Charlie Fish (1-2 weeks)	<ol style="list-style-type: none"> Make meaningful annotations to analyze a story. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ol style="list-style-type: none"> Teach mini-lesson on how to annotate a text (Circle unfamiliar words; underline important sentences/ phrases; bracket several lines/ paragraphs; write a question mark for confusing passages, highlight, take notes). Read aloud “Death by Scrabble,” and encourage students to make at least three annotations while reading. When finished, give students a few minutes to look over the short story again and make any additional annotations. Have 	<ol style="list-style-type: none"> Class and student annotations Perspective essay (approximately 1-2 pages double spaced including dialogue). 	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 L.SS.9-10.1 L.VL.9-10.3 W.NW.9-10.3 W.WP.9-10.4 W.RW.9-10.7	

		<p>students elaborate on what they annotated and why. Class discussion on content, guide students to make additional annotations.</p> <p>3. Mini-lesson on perspective and voice; discuss how these elements are used in “Death by Scrabble.”</p> <p>4. Mini-lesson on formatting dialogue in preparation for the perspective essay.</p> <p>5. Students will (re)write the story from the wife’s perspective. Guide students to provide an appropriate “voice” for this silent character. Teacher will review MLA format prior to assigning the writing assignment.</p>			
<p>“Born Worker” by Gary Soto (1 week)</p>	<p>1. Analyze characters providing textual evidence to support analysis.</p> <p>2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>1. Teach mini-lesson on what elements we analyze for characterization (appearance, speech, actions/thoughts, what others say/think about the character)</p> <p>2. Read “Born Worker” and discuss.</p> <p>3. Students will complete a characterization chart for Jose and Arnie.</p> <p>4. Review the RACE strategy (Restate, Answer, Cite, Explain). Students will use the RACE strategy to write constructed responses to the following questions:</p> <ul style="list-style-type: none"> ● The author describes Arnie’s family as one that “had never climbed a telephone pole to size up the future.” What does he mean? What phrase from the text supports your conclusion? ● How do Jose’s values and view of Arnie 	<p>1. Characterization chart</p> <p>2. Reading response questions</p>	<p>RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 L.SS.9-10.1 W.RW.9-10.7</p>	

		change as a result of Mr. Clemens's accident in the pool? Provide textual evidence.		
<p>"The Black Cat" by Edgar Allan Poe (1 week)</p>	<p>1. Work with peers to demonstrate collaboration and decision making.</p> <p>2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices and how it influences the mood of the story.</p> <p>3. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>1. Teach mini-lesson on mood and tone. Define each and give examples. Students will do a partner/group activity where they will view various "remixed" movie trailers from YouTube to analyze how the mood changes through use of imagery and sound.</p> <p>2. Teach mini-lesson on suspense.</p> <p>3. Read "The Black Cat". Students will analyze suspense, mood, and tone in the story through use of a graphic organizer.</p>	<p>1. Movie trailer remix activity</p> <p>2. Graphic organizer</p>	<p>RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 SL.PE.9-10.1 W.RW.9-10.7</p>
<p>"The Lady or the Tiger" by Frank Stockton (1-2 weeks)</p>	<p>1. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>1. Teach mini-lesson on conflict (internal vs. external) and provide examples.</p> <p>2. Read "The Lady or the Tiger." Students will annotate as we read, paying close attention to examples of internal conflict. Discuss.</p> <p>3. Discuss why the author purposely did not provide a conclusion to the story. Students provide their analysis and thoughts through class discussion.</p>	<p>1. Narrative task</p>	<p>RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 L.SS.9-10.1 L.KL.9-10.2 SL.PE.9-10.1 W.NW.9-10.3 W.WP.9-10.4 W.RW.9-10.7</p>

		4. Review the writing process and assign narrative task: students will write a continuation of “The Lady or the Tiger” following the author’s original style and tone.		
<i>Secret Life of Bees</i> by Sue Monk Kidd OR <i>Kindred</i> by Octavia E. Butler	1. Understand literary elements through reading of a novel. 2. Make connections between a novel and short stories. 3. Identify common themes and motifs.	1. Teacher can use one of the novels to align to the short stories within this unit to teach various literary skills (i.e. characters, foreshadowing, theme, motif, mood, tone, etc.) 2. Teacher can choose to cover the entire novel (depending on time) or use excerpts to teach/reinforce certain skills.	1. Teacher created assessments for novel	All standards targeted above

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 2: Building Background and Analyzing Rhetoric through Informational Text

Content Area: **Language Arts**
Course(s): **English 9 POR**
Time Period: **Academic Year**
Length: **3-5 weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will be exposed to Aristotle's three rhetorical appeals (ethos, pathos, and logos) where an emphasis will be placed on annotation and close reading. The appeals will be studied through various advertisements and non-fiction texts where the focus will be on tolerance and diversity. Students will understand the rhetorical terms, how these terms are used in non-fiction, and how they will use them in their own writing. Students will then apply this knowledge to complete a short persuasive writing assignment.

Enduring Understandings

- Writers can use rhetorical appeals to persuade readers.
- Writers use rhetoric to appeal to logic, emotions, and ethics.
- Understanding and using rhetorical skills is necessary to your life.
- Elements of rhetoric are employed in all types of media.
- Rhetorical skills are necessary for speaking and writing.

Essential Questions

- How does an author use rhetoric to accomplish his or her purpose?
- How does the use of rhetoric impact audiences?
- What makes advertising effective?
- How do persuasive techniques enhance writing?
- Where do we see rhetoric in the media?
- How does rhetoric affect people?

Summative Assessment and/or Summative Criteria

1. Persuasive writing assignment: Students will complete a persuasive writing assignment where they must write a letter to a selection committee on why they should survive a Zombie Apocalypse. Each student will be given a character slip with traits of a character from whose perspective they must write. Students must use at least two rhetorical appeals and four persuasive techniques. Their final draft should be typed and students should highlight/make comments to label their appeals and techniques.

Resources

- Various advertisements
- "Essay to Cleveland" by LeBron James
- Various video clips to teach rhetorical appeals
- McGraw Hill StudySync Grade 9 Online Platform and Textbook

TED Talks:

- “The Hidden Power of Smiling” by Ron Gutman
- “Everyday Leadership” by Drew Dudley
- “How School Kills Creativity” by Sir Ken Robinson

Speeches:

- “Speech at the March on Washington” by Josephine Baker
- “Woman’s Right to the Suffrage” by Susan B. Anthony
- “Perils of Indifference” by Elie Wiesel
- "A Moment of Truth" United Nations Secretary-General's special address on climate action

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Introduction to the Rhetorical Appeals (5-7 days)	<ol style="list-style-type: none">1. Identify examples of structure, syntax, diction, and tone.2. Define rhetoric.3. Understand and utilize rhetorical and persuasive techniques.4. Write for intended purpose and audience.	<ol style="list-style-type: none">1. Teach mini-lesson on the four elements of style: structure, syntax, diction, and tone. Teacher can choose a text of their choice as a mentor text (possibly from a previous lesson) to point out these elements to students.2. Show one or both of the following speeches:<ol style="list-style-type: none">a. https://www.youtube.com/watch?v=G5AhtTuSnIA (stop at 1:45)b. https://www.youtube.com/watch?v=uiqdA1B3_Nc3. Explain that both of these scenarios are rhetorical and each approach is an example of rhetoric. Ask students to define the possible definition of rhetoric before giving a mini-lesson.4. Mini-lesson on the three rhetorical appeals: ethos, pathos, and logos. Model an analysis of several advertisements with the help of the class. Focus on the three appeals, visual	<ol style="list-style-type: none">1. Mock letter to parents/guardians2. Exit ticket	RI.TS.9-10.4 RI.PP.9-10.5 W.WP.9-10.4 SL.ES.9-10.3 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3

		<p>elements, and style. Students will fill out a corresponding notes sheets that aligns with the lesson.</p> <p>5. Now that the students have gone over the three appeals, we will draft a class list of rhetorical techniques they saw in the speeches (i.e. personal stories, allusions, facts/statistics) as well as persuasive techniques.</p> <p>6. To gauge understanding, give the students a hypothetical situation (i.e. Convincing their parents they should get an allowance). Students will write a mock letter to their parents/guardians using techniques we previously discussed.</p> <p>7. Exit ticket: What techniques did you use in your letter? What rhetorical appeal(s) did you use?</p>		
<p>Group Analysis (1 week)</p> <p>“Speech at the March on Washington” by Josephine Baker</p> <p>OR</p> <p>“Woman’s Right to the Suffrage” by Susan B. Anthony</p> <p>OR</p>	<p>1. Collaborate with peers.</p> <p>2. Analyze a famous speech.</p> <p>3. Create a presentation to show understanding.</p>	<p>1. Break students into 2-3 groups depending on class size. Each group will get one of the following speeches:</p> <ul style="list-style-type: none"> a. “Speech at the March on Washington” by Josephine Baker b. “Woman’s Right to the Suffrage” by Susan B. Anthony c. “Perils of Indifference” by Elie Wiesel d. "A Moment of Truth" United Nations Secretary-General's special address on climate action <p>2. Students are to analyze their speech with their group members, annotating and highlighting their speeches. Then students will work</p>	<p>1. Group presentation</p>	<p>RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.CT.9-10.8 W.IW.9-10.2 W.RW.9-10.7 SL.PE.9-10.1 SL.UM.9-10.5 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3</p>

<p>“Perils of Indifference” by Elie Wiesel</p> <p>OR</p> <p>"A Moment of Truth" United Nations Secretary-General's special address on climate action (Link to article)</p>		<p>together to create a presentation where they will “teach” the class about their speech. The presentation should include the following:</p> <ol style="list-style-type: none"> a. A summary/ explanation of the speech. b. The structure, syntax, diction, and tone of the speech. c. The rhetorical appeals used in the speech with specific examples/quotes. d. Overall opinion of the author’s message. <p>3. Students will present to the class.</p>		
<p>Individual Analysis (1 week)</p> <p>“The Hidden Power of Smiling” by Ron Gutman</p> <p>“Everyday Leadership” by Drew Dudley</p> <p>“How School Kills Creativity” by Sir Ken Robinson</p> <p>“Essay to Cleveland” by LeBron James</p>	<ol style="list-style-type: none"> 1. Complete a graphic organizer to show understanding. 2. Make thoughtful annotations. 3. Collaborate and share analyses with a partner. 	<ol style="list-style-type: none"> 1. Teacher will show one of the TEDTalk videos to reinforce understanding before the next activity. 2. Students will complete a Rhetorical Analysis in the form of a graphic organizer, for the TEDTalk (see OnCourse for resources). When finished, students will participate in a turn and talk with a classmate. 3. Introduce the next activity by giving background information about LeBron James and his career moves (some students may be aware; if so, let them explain to the class). 4. Read and annotate “Essay to Cleveland” as a class. 5. After reading, students will be required to write a written response: receive a What were LeBron James’ most effective rhetorical choices? Provide specific examples/quotes from his letter. 	<ol style="list-style-type: none"> 1. Graphic organizer 2. Written response 	<p>RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 W.RW.9-10.7 SL.PE.9-10.1 SL.ES.9-10.3 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3</p>

		6. Review and discuss.		
Final Project (1 week)	<p>1. Show understanding of rhetorical appeals and persuasive techniques.</p> <p>2. Utilize the writing process to produce a persuasive writing assignment.</p> <p>3. Collaborate with classmates and participate in discussion.</p>	<p>1. Review rhetorical appeals and persuasive techniques from previous lessons.</p> <p>2. Introduce Zombie Apocalypse project: students will complete a persuasive writing assignment where they must write a letter (revisiting skills from earlier in the unit) to a selection committee on why they should survive the apocalypse.</p> <p>3. Each student will be given a character slip (see OnCourse for resource) with traits of a character from whose perspective they must write. Students must use at least two rhetorical appeals and four persuasive techniques. Their final draft should be typed and students should highlight/make comments to label their appeals and techniques.</p> <p>4. Once students complete their final draft, the teacher will copy all letters with only the character names (should be kept anonymous throughout the activity). The class will be divided into two groups. Each group will get a copy of all character letters. As a group, they must decide who is the sole survivor of the apocalypse.</p> <p>5. Groups must give a rationale for why they chose this character based on the rhetorical appeals and persuasive techniques they used.</p> <p>6. Wrap up activity with a class discussion.</p>	<p>1. Letters</p> <p>2. Group rationales</p>	<p>RI.TS.9-10.4 RI.PP.9-10.5 RI.AA.9-10.7 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 SL.ES.9-10.3 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3</p>

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

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- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
 - 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
 - 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 3: The Bonds Between Us

Content Area: **Language Arts**
Course(s): **English 9 POR**
Time Period: **Academic Year**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will explore culture and identity through various mediums. This unit focuses on the study of culture-specific literature with a concentration on the effects of culture on the individual identity, both as a liberating and as a prohibiting factor in the development of the individual. Particular attention also is paid to the protagonist depicted as the minority fighting against the majority in his/her attempt to develop individuality and yet gain acceptance. We will also focus on the bonds between varying cultures/backgrounds in order to showcase diversity and acceptance. Author's writing style is examined via the study of language, particularly diction and its effects on the authenticity of the story, as is the importance of language as a significant element in both cultural and literary study.

Enduring Understandings

- Cultural differences must be respected for a society to exist peacefully and fully.
- A person's self-awareness of cultural identity is a key part of that person's growth and development as an individual.
- An author employs various types of diction to add authenticity to a text.
- Language is a defining component of a culture, both racially and socially.

Essential Questions

- How does culture play a role in defining the persona of an individual?
- To what extent is assimilation into a dominant culture necessary for success in a given society? Do culture and gender, either personal or as a subject, influence or contribute to an author's writing style?
- What are some elements that bond various cultures/backgrounds together?

Summative Assessment and/or Summative Criteria

1. Synthesis essay: Students will choose three texts we have read to synthesize focusing on the following writing prompt: How does our cultural background contribute to our identity? Is assimilation a positive or negative thing when considering someone's cultural background? Students will be required to write a 3-4 paragraph essay, citing at least one piece of evidence from each chosen source. Essay must be in MLA format.

Resources

Short stories/excerpts:

- "Everyday Use" by Alice Walker
- "How to Eat a Guava" from *When I Was Puerto Rican* by Esmerelda Santiago
- McGraw Hill StudySync Grade 9 Online Platform and Textbook

Poetry:

- "Sure, You Can Ask Me a Personal Question" by Diane Burns

- “I, Too, Sing America” by Langston Hughes
- “America” by Richard Blanco
- “Earth Eyes” by Amanda Gorman
- “Break Free” by Xiuhtezcatl Martinez (rap song)

Nonfiction:

- “The Dialogue” from National Geographic (video)
- NewsELA: “Study: Language – not religion or birthplace – defines national identity”
- *Daily Orange* interview with Xiuhtezcatl Martinez (to be accompanied by “Break Free”)

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Introduction to Unit: Identifying and Understanding Cultural Self-Awareness (1 week)	1. Reflect on identity and what makes a person who they are.	1. What is self-awareness? What does it mean to be aware of something? In our world today, what are some things we should be aware of in terms of ourselves and other cultures/groups?	1. “Earth Eyes” Analysis Response	RL.CR.9–10.1 RI.CR.9–10.1 RL.MF.9–10.6 RL.CI.9-10.2 RI.PP.9-10.5 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9–10.1 SL.AS.9–10.6 L.SS.9-10.1 L.VI.9-10.4 RI.CT.9-10.8
“The Dialogue” from National Geographic (video)	2. Create a visual representation of personal identity.	2. Read the poem “Earth Eyes” by Amanda Gorman. Analyze the poem and identify present day issues of racism and climate change. Discuss the assumptions that people have about the younger generation.		
	3. Collaborate with peers to find similarities and differences in life experiences.	3. After discussing, students will answer the following questions in a well constructed response using textual evidence from the poem: “Is it true that young people care more about the earth than older people? What can be done about that? How can we be more self-aware in order to make sure our earth/home does not deteriorate?”	2. “I am” Statements and Posters	
		4. Journal Entry: What are some things that make you who you are? (Teacher can give some examples to get students thinking)		

		<p>5. “I am” statements: students will take the items listed in their journal entry to create “I am” statements (including, but not limited to, cultural, personal, public, i.e. “teenager,” “son,” “Asian,” “Catholic, etc.). Then, students will take the statements and make a poster (I am in the middle and all the things that make them who they are surrounding it). Turn in posters.</p> <p>6. Students will be divided into small groups and each will take turns sharing aloud one of their statements with an accompanying personal story in which they experienced this incorrect stereotype.</p> <p>7. Groups will discuss similarities and differences in their experiences. Groups will write a “We are” statement.</p> <p>8. The group responses (1-2 sentences) will be written on the board and be discussed as class.</p> <p>9. Show “The Dialogue” National Geographic video which shows American and Chinese students talking openly about how their different communication styles and personalities create barriers to communication. Relate to identity and lead into stereotypes for the next reading.</p>	<p>3. Group “We are” statements</p>	
<p>“Study: Language – not religion or birthplace – defines national identity” Article from NewsELA (2-3 days)</p>	<p>1. Identify stereotypes of various cultures.</p> <p>2. Participate in class discussion.</p>	<p>1. Discuss identity and stereotypes. Students will identify stereotypes that they are aware of or have faced themselves.</p> <p>2. On NewsELA, students will read “Study: Language – not religion or birthplace – defines national identity” and make connections with the National Geographic video from a</p>	<p>1. Poem analysis chart</p> <p>2. NewsELA questions</p>	<p>RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.PP.9-10.5 RI.CT.9-10.8 RL.CR.9-10.1 RL.CI.9-10.2 RL.PP.9-10.5 RL.CT.9-10.8 SL.PE.9-10.1 W.WP.9-10.4 W.WR.9-10.5 W.RW.9-10.7</p>

<p>“Sure, You Can Ask Me a Personal Question” by Diane Burns (1 week)</p> <p><i>Daily Orange</i> interview with Xiuhtezcatl Martinez (to be accompanied by “Break Free”) (1-2 days)</p>	<p>3. Analyze a poem for structure, speaker, occasion, audience, subject, and tone.</p>	<p>previous lesson through discussion.</p> <p>3. Read and annotate "Sure, You Can Ask Me a Personal Question" by Diane Burns.</p> <p>4. Students will be given a chart with the following headings: speaker, occasion, audience, subject, and tone (SOAPSTone). Students will fill out the chart based on their analysis of the poem, providing textual evidence.</p> <p>5. Read the article “Rapper, climate change activist Xiuhtezcatl Martinez to perform in Syracuse” which contains an interview with rapper, author, and activist Xiuhtezcatl Martinez.</p> <p>6. Listen to Martinez’s rap song “Break Free” and provide lyrics to annotate (Link: https://www.youtube.com/watch?v=8xZHw4_-OPc)</p> <p>7. Pose the question: “How does Martinez connect his Indigenous identity with his climate justice fight?” and discuss it as a class. Make connections to Diane Burns’s poem regarding her cultural background and self awareness.</p> <p>8. Creative writing assignment</p> <p>Option A: Students will take on the speaking role of Diane Burns and write an original poem in which they respond to stereotypical questions about their own identified culture. Poem structure should imitate Burns’ poem.</p> <p>Option B: Students can write a rap (or any genre song) about their heritage/stereotypes or a</p>	<p>3. SOAPSTone Analysis</p> <p>4. Creative Writing Assignment</p>	
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		current issue using Martinez’s “Break Free” as a guide. Students can either submit lyrics or a recorded audio version.		
<p>“How to Eat a Guava” from <i>When I Was Puerto Rican</i> by Esmerelda Santiago (2-3 days)</p> <p>“America” by Richard Blanco (1 day)</p>	<ol style="list-style-type: none"> 1. Understand symbolism. 2. Analyze quotes from an excerpt to foster understanding. 3. Cite strong textual evidence to support analysis. 4. Make connections between texts. 	<ol style="list-style-type: none"> 1. Mini-lesson on symbolism 2. Read and annotate "How to Eat a Guava" by Esmerelda Santiago (teacher may need to explain what an excerpt is). 3. Students will complete an analysis of the excerpt (See OnCourse for resources). and 4. Review analyses and discuss symbolism of the guava in relation to the speaker's childhood and then adulthood. 5. Distribute “America” by Richard Blanco. Students will annotate and make connections to “How to Eat a Guava.” 	1. Analysis activity	RL.CR.9-10.1 RL.CI.9-10.2 RL.PP.9-10.5 W.RW.9-10.7 SL.PE.9–10.1 L.VI.9-10.4
<p><i>Everyday Use</i> by Alice Walker (1 week)</p> <p>“I, Too, Sing America” by Langston Hughes (1 day)</p>	<ol style="list-style-type: none"> 1. Define assimilation 	<ol style="list-style-type: none"> 1. Journal Entry: What is assimilation? What does it mean to assimilate? If you don’t know, look up a definition and then put it into your own words. 2. Students will share definitions via Google Jamboard or similar application (i.e Padlet) which will be displayed on the board. As a class, we will then come up with one definition of the term. 3. Mini-lesson on diction: slang, colloquial, dialect, formal, and informal. 4. Read and annotate <i>Everyday Use</i> by Alice Walker. Student will analyze the diction Walker uses through use of a chart (See OnCourse for resources). Upon completion of reading, teacher 	<ol style="list-style-type: none"> 1. Diction chart 2. Discussion 	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 W.RW.9-10.7 SL.PE.9–10.1 L.VL.9-10.3 L.VI.9-10.4

		<p>can show the film adaptation (Link: https://www.youtube.com/watch?v=HA1GJypq7gO&list=PLmNFaNJfqPuTxBv-15xod0d3MgxUt2POd&index=3&t=1360s)</p> <p>5. Discussion: Is assimilation a bad thing? What about individuality? How can one “fit in” while still being an individual? How important is it for someone to fit in to this society? What about in the story? Examples? Is the protagonist more of an individual or an assimilationist? Teacher can opt to do this as formal response questions.</p> <p>6. Distribute “I, Too, Sing America.” Students will read and annotate. Ask students to make connections between the poem and the story, looking specifically at the character of Maggie and how she could relate to the speaker of the poem.</p>		
<p>Synthesis Essay (summative assessment) (1 week)</p>	<p>1. Synthesize three sources.</p> <p>2. Provide textual evidence</p>	<p>1. Introduce and explain the synthesis essay, providing students with an outline of how to structure a synthesis essay. Essay must be in MLA format.</p> <p>2. Students will choose three sources out of all the texts/media covered in this unit in order to answer the following writing prompt: How does our cultural background contribute to our identity? Is assimilation a positive or negative thing when considering someone’s cultural background?</p>	<p>1. Final product of essay</p>	<p>RL.CR.9-10.1 RL.CI.9-10.2 RL.PP.9-10.5 RI.PP.9-10.5 W.IW.9-10.2 W.WP.9-10.4 W.WR.9-10.5 W.RW.9-10.7 SL.PE.9-10.1 SL.AS.9-10.6 L.SS.9-10.1 L.KL.9-10.2</p>

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

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- Modifications for any individual student's IEP plan must be met.
 - Alter assignment lengths if necessary.
 - Provide additional examples of annotation and the signposts.
 - Allow additional time when in full class discussing for processing and discussion.
 - Students should be provided with graphic organizers during annotations and discussions.
 - Check for understanding by conferencing with the teacher.
 - Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
 - Repeat and clarify any directions given.
 - Allow for preferential seating within groups and the whole class.
 - Modify the amount of vocabulary words used.
 - Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

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- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 4 - A Matter of Life or Death: Research and Holocaust

Content Area: **Language Arts**
Course(s): **English 9 POR**
Time Period: **Academic Year**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will have the opportunity to conduct independent research on a topic that falls under the umbrella of the Holocaust. Through their research, they will gain a foundational understanding of this historical tragedy. Students will learn how to quote and cite information from sources in MLA format, complete note cards, create outlines, and use the writing process to produce a final essay. The research paper will serve as an introduction to reading Elie Wiesel's firsthand account of the Holocaust in his memoir, *Night*. Students will also read various poems related to the memoir. By reading these texts, students will be able to have a different view of the Holocaust, and the catastrophic events that transpired during this periods. Students will have the opportunity to showcase what they have learned in a final project.

Enduring Understandings

- The research process requires the use of a variety of resources to ensure validity.
- Organization is critical to the acquisition, application, and evaluation of information.
- Writers must give credit to authors through the use of citations and Works Cited page.
- An author's narrative technique can drive the events of a novel.
- Conflicts faced in life can shape an individual's identity and their understanding of the world.

Essential Questions

- Why do we research?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- Why do we learn about the Holocaust each year?
- How can sharing experiences with others transform relationships and deepen understanding among people?
- How does one voice inform our understanding of a historical event?
- What can history teach about human nature?

Summative Assessment and/or Summative Criteria

Research Paper: Students will choose a topic related to WWII or the Holocaust from a teacher provided list and conduct research via the Internet. Students will be required to utilize MLA format when quoting and citing information, including a Works Cited page. Writing activities for the research paper include: source/note cards, quote sandwiches, outlines, and using the writing process to produce a final essay.

1. *Night* Final Test: Upon completion of the memoir, students will take a final, teacher-created test on *Night* to show what they learned.
2. Eye Project OR StoryboardThat: The eye project requires students to gather all of the information that they have learned about the Holocaust. Using that information, students will create an art piece from the perspective of the victims. The other option requires students to create a comic strip that uses imagery and textual evidence to showcase themes, motifs, or symbols from the memoir, *Night*.

	<p>regarding the Holocaust.</p>	<p>5. Mini-lesson on MLA in-text citations and how they work with the Works Cited page; teach students how to create in-text citations</p> <p>6. Lesson on ICE (introduce, cite explain) and "quote sandwiches" - students will practice creating 1 quote sandwich with one of their direct quotes from their note cards</p> <p>7. Introduction paragraph - teacher will go over attention grabbers, transitions, and thesis statements in great detail. Students will work on intro drafts and conference with the teacher</p> <p>8. Teacher will provide an outline for students to complete where they can plug in their introduction paragraphs, quote sandwiches, and add any other important information to be included in their paper.</p> <p>9. Once a student's outline is approved, they will create a Doc for the research paper; students will be instructed to copy and paste the information from their outlines - most students will be surprised at how seamlessly their paper comes together. All papers are required to be in MLA format.</p> <p>10. Students will add their Works Cited page (created during a previous lesson) to the last page of their document</p> <p>11. Teacher will review and advise students to make any necessary changes or to add more information.</p> <p>12. Students will submit their papers.</p>	<p>3. Outlines</p> <p>4. Final copy of research paper</p>	
<p>Introduction to <i>Night</i> by Elie Wiesel (1-2 days)</p>	<p>1. Use the Internet to complete a WebQuest.</p> <p>2. View a biography</p>	<p>1. Students will complete a WebQuest about Elie Wiesel using the following link: http://www.ushmm.org/wlc/en/article.php?ModuleId=10007176</p> <p>2. Review answers as a class</p>	<p>1. WebQuest</p>	

	<p>video about Elie Wiesel.</p> <p>3. Discuss thoughts, reactions, and feelings to learning about Wiesel's life.</p>	<p>3. Show biography video on Elie Wiesel as a visual (https://www.youtube.com/watch?v=PkKm5f_aRp4); teacher will add information from their own knowledge to further discussion</p> <p>4. Exit ticket: In the video, they quote Elie Wiesel: "We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented." What does this quote mean to you? How does it apply to our study of the Holocaust?</p>	<p>2. Exit ticket</p>	
<p>Chapters 1 & 2 of <i>Night</i> by Elie Wiesel (1 week)</p> <p>"First They Came" by Pastor Martin Niemoller</p> <p>OR</p> <p>"The Butterfly" by Pavel Freidmann</p> <p><i>The Terrible Things</i> by Eve Bunting</p>	<p>1. Comprehend Elie Wiesel's memoir <i>Night</i>.</p> <p>2. Discuss important elements of the Holocaust.</p> <p>3. Ask and discuss difficult questions about intolerance and inequality.</p> <p>4. Write journals, responses, letters, and various other forms of written work.</p> <p>5. Answer comprehension questions to gauge understanding.</p> <p>6. Read and annotate poems.</p>	<p>1. Read chapters 1 and 2 of <i>Night</i>. While reading, students will complete questions to assess comprehension.</p> <p>2. Throughout reading, provide students with journal prompts to practice reflective writing. Students will practice making text-to-self and text-to-world connections (see Oncourse for journal prompt list).</p> <p>3. Show videos about the Hungarian Jews and discuss/relate to Elie's experience/memoir: <ul style="list-style-type: none"> a. Ghetto experience: https://www.youtube.com/watch?v=i4cpSH_dMJY b. Last Victims of the Holocaust: https://www.youtube.com/watch?v=acIzQXf2d80 </p> <p>4. After completing chapters 1 and 2, students will read and annotate "First They Came" by Pastor Martin Niemoller OR "The Butterfly" by Pavel Friedmann.</p> <p>5. Discuss the meaning of the poem and how it relates to Elie and the Hungarian Jews' experience during the Holocaust, relating "The Butterfly" specifically to the ghetto experience. Teachers can also touch</p>	<p>1. Comprehension questions and journals</p> <p>2. Journals</p> <p>3. Poetry analysis activities</p> <p>4. <i>Terrible Things</i> graphic organizer</p>	<p>RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.MF.9-10.6 RI.CT.9-10.8 RL.CI.9-10.2 RL.IT.9-10.3 W.RW.9-10.7 SL.PE.9-10.1 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3</p>

	<p>7. Analyze an allegory of the Holocaust, <i>The Terrible Things</i>, and make a connection between the text and the historical event.</p>	<p>upon symbolism if choosing to use “The Butterfly.”</p> <p>6. Students will then read <i>The Terrible Things</i> and analyze it as an allegory for the Holocaust (teacher may need to implement a mini-lesson on allegory) as well as for theme and author’s purpose. Teacher can provide a graphic organizer for this activity.</p>		
<p>Chapters 3-5 of <i>Night</i> by Elie Wiesel (1-2 weeks)</p>	<p>1. Comprehend Elie Wiesel's memoir <i>Night</i>.</p> <p>2. Discuss important elements of the Holocaust.</p> <p>3. Ask and discuss difficult questions about intolerance and inequality.</p> <p>4. Write journals, responses, letters, and various other forms of written work.</p> <p>5. Answer comprehension questions to gauge understanding.</p>	<p>1. Read chapters 3-5 of <i>Night</i>. While reading, students will complete questions to assess comprehension.</p> <p>2. Throughout reading, provide students with journal prompts to practice reflective writing. Students will practice making text-to-self and text-to-world connections (see Oncourse for journal prompt list).</p> <p>3. Students will complete a flow chart by listing in chronological order the major events that occur from the arrival of the trains at Birkenau to the evacuation of Buna.</p> <p>4. Discuss Elie’s relationship with his God and with his father and how it has changed from the beginning of the memoir.</p>	<p>1. Comprehension questions and journals</p> <p>2. Journals</p> <p>3. Timelines/flow charts</p>	<p>RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.MF.9-10.6 RI.CT.9-10.8 W.RW.9-10.7 SL.PE.9-10.1 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3</p>
<p>Chapters 6-9 of <i>Night</i> by Elie Wiesel (1 week)</p>	<p>1. Comprehend Elie Wiesel's memoir <i>Night</i>.</p> <p>2. Discuss important elements of the Holocaust.</p>	<p>1. Read chapters 6-9 of <i>Night</i>. While reading, students will complete questions to assess comprehension.</p> <p>2. Throughout reading, provide students with journal prompts to practice reflective writing. Students will practice making text-to-self and</p>	<p>1. Comprehension questions and journals</p> <p>2. Journals</p>	<p>RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.MF.9-10.6 RI.CT.9-10.8 W.RW.9-10.7 SL.PE.9-10.1 L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3</p>

<p>“We are the Shoes” by Moshe Szulzstein</p>	<p>3. Ask and discuss difficult questions about intolerance and inequality.</p> <p>4. Write journals, responses, letters, and various other forms of written work.</p> <p>5. Answer comprehension questions to gauge understanding.</p> <p>6. Read and annotate poems.</p>	<p>text-to-world connections (see Oncourse for journal prompt list).</p> <p>3. Discuss the meaning of hope and hopelessness. Students will complete a graphic organizer where they will record examples of events that create a sense of hopelessness and events that provide hope in this section.</p> <p>4. Upon completion of the memoir, students will view the Oprah Winfrey and Elie Wiesel interview (can be found online). Students will write a summary of the interview. Additionally, students will be asked to come up with four questions they would have asked if they were given the opportunity to interview Wiesel. Go over in a discussion; ask for students to react to the interview.</p> <p>5. While watching the video, when Elie and Oprah view the shoes of the victims, read “We are the Shoes” by Moshe Szulzstein. Annotate and discuss.</p>	<p>3. Graphic organizers</p>	
<p>Final project (1 week)</p>		<p>1. Students will have a choice of two final projects:</p> <ol style="list-style-type: none"> a. Eye Project: Gather all of the information that you have learned about the Holocaust. Using that information, create an art piece from the perspective of the victims. Try to see the Holocaust through their eyes. What types of things did they witness and endure? b. Themes/motifs/symbols comic strip: Using StoryboardThat or making a paper comic (for artistic students); students will create 3-4 sections of the comic that cover either a theme, motif, or symbol from <i>Night</i>. Imagery in the comic should reflect the overall tone/mood of the memoir. 		<p>RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.MF.9-10.6 W.WP.9-10.4 W.RW.9-10.7 L.VL.9-10.3 SL.PE.9-10.1 SL.PI.9-10.4</p>

Suggested Modifications for Special Education, ELL and Gifted Students

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- Allow additional time when in full class discussing for processing and discussion.
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- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

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- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
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 - 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 5: Societal Influence in *The Taming of the Shrew*

Content Area: **Language Arts**
Course(s): **English 9 POR**
Time Period: **Academic Year**
Length: **3-4 weeks**
Status: **Not Published**

Summary of the Unit

In this unit students will read a Shakespearean comedy, *The Taming of the Shrew*. Students will learn about William Shakespeare and the features of the drama genre. When reading the play, students will explore the idea of desirability and what makes a person desirable (looks, attitude, personality, etc), specifically when studying the character of Katherina. Students will also discuss how Shakespeare uses comedy to share his views/comments on society and societal standards. Student learning will focus on close reading of select sections, determining theme/motif, dialogue, and character development. We will also analyze how reading a play is different from watching a live performance, considering plays are meant to be acted out.

Enduring Understandings

- William Shakespeare's influence on classical, popular, and modern culture.
- The influence that modern culture has on how Shakespeare is interpreted.
- Quote analysis, close reading, theme/motif, dialogue, character development.
- A writer must support their claims with evidence.

Essential Questions

- How has Shakespeare's work influenced our time?
- In what ways are Shakespeare's themes universal?
- Who or what decides who is romantically or socially desirable?
- How does Shakespeare use comedy to comment on society?

Summative Assessment and/or Summative Criteria

1. Sexism debate: Students will be split into two separate teams; teacher should try to make these as even as possible. The teams will be assigned to argue whether the play is sexist or not. Students are to use at least two of the quotes from the critics that were provided to them and find at least three quotations from the story that support their argument. Students should also come up with counter arguments, and points for their debate. Additionally, students should find at least one outside source to help their argument. Students will have 1-2 class periods to prepare, and be given an entire class period to debate. Teacher can use their own discretion to allow for extended time.
 2. Argumentative essay: Students will have a choice between three essay topics where they must compose a 3-4 paragraph essay arguing their stance. Students must support their claims with evidence from the play. Possible essay questions include: 1. Do you believe in arranged marriages? 2. Should a person ever be "tamed" or have aspects of their personality changed by another person? 3. How much influence should a father have on his daughter's choice of mate?
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Resources

McGraw Hill StudySync Grade 9 Online Platform and Textbook

Play:

- *The Taming of the Shrew* by William Shakespeare

Articles:

- “Why Do We Still Care About Shakespeare?” (Link: <https://www.utsa.edu/ovations/vol8/story/shakespeare.html>)

Poems:

- Teacher selected Shakespearean sonnets and poems
- "Still I Rise" by Maya Angelou

Media:

- Live version of *The Taming of the Shrew* (Teacher preference):
 - <https://www.youtube.com/watch?v=tccWM8wK2Mo>
 - <https://www.youtube.com/watch?v=ZMdXHoZD6Ag>
- Modern adaptation for comparison with *10 Things I Hate About You* (1999)
- Various informational videos linked in unit plan

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Shakespeare Background information (1-2 days)	<ol style="list-style-type: none">1. View a video about William Shakespeare.2. Read and annotate a nonfiction article.3. Reflect on learning and come up with further questions.	<ol style="list-style-type: none">1. View Biography video on William Shakespeare (Link: https://www.youtube.com/watch?v=geev441vbMI); Teacher can also show video on Shakespeare’s influence today (Link: https://www.youtube.com/watch?v=lv4fWhObaTM).2. Review “10 Facts About William Shakespeare” (see resource on OnCourse)3. Read “Why Do We Still Care About Shakespeare?” (Link: https://www.utsa.edu/ovations/vol8/story/shakespeare.html). Students will highlight and annotate.4. Exit ticket: Write 1-2 things you learned about Shakespeare and 1-2 questions you still have about him, his life, or his writing.	<ol style="list-style-type: none">1. Annotations2. Exit ticket	RI.CR.9-10.1 RI.CI.9-10.2 SL.PE.9-10.1 SL.II.9-10.2 W.RW.9-10.7

<p>Introduction to the play (3-4 days)</p>	<p>1. Understand the plot of <i>The Taming of the Shrew</i>.</p> <p>2. Decipher between the different characters.</p> <p>3. Understand the concept of a framing device.</p> <p>4. Define theme and motif</p> <p>5. Collaborate with peers.</p>	<p>1. Introduce the play by showing the following summary (Link: https://www.youtube.com/watch?v=LpvivhesjI). Students must understand that the play is a play-within-a-play (framing device). Teacher will explain this concept to students.</p> <p>2. Hand out or post a “Who’s Who” flowchart (see resource on OnCourse) to help students keep track of the characters. Display and refer to throughout the reading of the play.</p> <p>3. Mini-lesson on theme/motif before reading the Induction as a class.</p> <p>4. Break students into groups of 2-3 (depending on class size). Each group will get a different question out of the following:</p> <ol style="list-style-type: none"> Cite textual evidence to support this theme in the Induction: The lower class can serve as entertainment for the upper class. Cite textual evidence to support the motif of trickery/ deceitfulness in the Induction. Our group thinks the theme of the Induction is ___ and an example of how this theme develops is ___. <p>After the groups have read the card, give them some time to discuss the question and develop a response. One student from each group will share with the class.</p> <p>5. Teacher will collect group responses and wrap up the introduction by reiterating</p>	<p>1. Group activity</p>	<p>RL.CR.9-10.1 RL.IT.9-10.3 RL.TS.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 L.VI.9-10.4</p>
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		the plot of the play before beginning the reading.		
<i>The Taming of the Shrew</i> by William Shakespeare (2 weeks)		<p>1. Read Acts I-V as a class, dissecting specific scenes. Teacher will show the live adaptation of their choice to strengthen understanding.</p> <p>2. Teacher will monitor students' understanding of the play by having basic reading comprehension questions for each Act and scene.</p> <p>3. After Acts I and II, students will write a five sentence objective summary of what they have read so far (Link to instructional video: https://www.youtube.com/watch?v=CXgdXzu6wXg). Tell students to include the main characters and the person he or she is up against, where the story takes place, and the conflict.</p> <p>4. After finishing Act III, mini-lesson on dynamic and static characters. Students will select one of the following characters and write a response showing that the character is either dynamic or static: Kate, Bianca, Petruchio, Lucentio, Baptista, Trainio. Students must support their response with textual evidence from the play. Upon the conclusion of the play, students will revisit their response, and explain the change the character has made. Their addition to the response must include another piece of textual evidence to provide support.</p> <p>5. After finishing Act IV, students will read Maya Angelou's poem "Still I Rise" and make connections between the narrator of the</p>	<p>1. Reading comprehension packets</p> <p>2. Objective summaries</p> <p>3. Dynamic and static characters written response</p> <p>4. Poem analysis/ connection</p>	<p>RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RL.MF.9-10.6 RL.CT.9-10.8 SL.PE.9-10.1 SL.II.9-10.2 SL.AS.9-10.6 L.VI.9-10.4 W.SE.9-10.6 W.RW.9-10.7</p>

		<p>poem and Katherineina from <i>The Taming of the Shrew</i>. The teacher can provide a graphic organizer, such as a t-chart, for students to compare and contrast. Then, students may work independently or in groups to answer the following questions:</p> <ol style="list-style-type: none"> a. What does this poem reveal about the narrator’s character? (Is she sad/ pessimistic, pragmatic, honest/ dishonest, view life in a negative or positive way, etc.) b. How is this poem similar to Katherine in <i>The Taming of the Shrew</i>? Cite specific lines from the poem and play to support your opinion. c. How is the dialogue in the play similar to the lines in the poem? <p>6. Upon completion of the play, the teacher can choose to show clips from <i>10 Things I Hate About You</i> (1999), which is a modern take on the play, in order for students to compare/contrast. Teacher may provide a graphic organizers for this activity.</p>		
Final essay (1 week)	<ol style="list-style-type: none"> 1. Use the writing process to produce a strong argumentative essay. 2. Provide textual evidence to support claims. 	<p>Argumentative Essay (choose one):</p> <ol style="list-style-type: none"> a. Do you believe in arranged marriages? Write a 3-4 paragraph argumentative essay which you argue for (or against) arranged marriages. Be sure to acknowledge competing views, and support your position with 	1. Argumentative Essay	RL.CR.9-10.1 RL.IT.9-10.3 W.AW.9-10.1 W.WP.9-10.4 W.RW.9-10.7 SL.PE.9-10.1 L.VI.9-10.4

		<p>evidence from the text.</p> <p>b. Should a person ever be “tamed” or have aspects of their personality changed by another person? Write a 3-4 paragraph argumentative essay in which you argue the cause(s) of Katherine’s shrew personality and explain the effect(s) of Petruchio’s efforts to tame Katherine. Support your discussion with evidence from the play.</p> <p>c. How much influence should a father have on his daughter’s choice of mate? Write a 3-4 paragraph argumentative essay in which you argue your stance. Include at least one direct quotation from the play that supports your claim.</p>		
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Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used.
- Read chapter tests aloud/test orally.

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Padlet or similar websites
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.