



ESL
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FINE & PERFORMING ARTS
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HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: English 1/Honors

Grade Level: 9

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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Dr. Leslie Septor, Program Supervisor of Literacy

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Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
English I & Honors English I
Grade 9

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: English I/English I Honors

PACING GUIDE

Unit	Title	Pacing
1	Coming of Age/Shaping Identity and Moral Obligations	10 weeks
2	The American Dream	10 weeks
3	Individual Will vs. Societal Pressure	10 weeks
4	The Power of Culture and Religion	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>MLL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets.

- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English

Unit I Title: Coming of Age/Shaping Identity and Moral Obligations

Target Course/Grade Level: English I/English I Honors/9thGrade

Unit Summary: Students will analyze short stories and novels, focusing on character, plot, theme, and literary devices. They will explore how gender, race, socioeconomic status, and historical context shape identity and societal structures, developing critical analysis and writing skills.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal

writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. 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.PI.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.

LVL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. 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).
- D. 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.
- E. 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.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. 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; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that...

- gender expectations, race and experiences impact an individual’s self-image and shaping identity
- sometimes personal dreams and communal responsibilities clash
- a character’s life journey is shaped by the environment in which they grow, the experiences they have and the individual’s
- internal perspectives and understandings

- authors use literary devices such as diction, repetition and imagery to characterize
- literary devices can be used to create written analytical statements
- there is a social hierarchy created by gender, race and socio-economic concerns
- widespread poverty during the Great Depression era deeply affected daily life
- the social norms of the deep south shape an individual's belief system as it relates to self and the world setting
- literary devices can be used to create written analytical statements and essays

Unit Essential Questions:

- How do gender expectations and social hierarchy imposed by society impact an individual's self-image?
- How does an individual address the conflict between his/her personal dreams and the responsibility he/she has to family, community and society?
- In what ways do environment, experience, culture and internal perspective shape a character's belief and life journey?
- What are the elements of a bildungsroman and how are they explored in a specific literary text?
- How does the setting of a novel function to drive its conflict, plot and themes?
- What are elements of fiction and how are they explored in a specific literary text?

Knowledge and Skills:

Students will know...

- Analyzing characters' choices, motivations, and consequences requires critical thinking.
- Question assumptions, evaluate evidence, and form reasoned judgments.
- Develop close reading skills, focusing on literary devices, symbolism, and character development.
- Identify and analyze key literary elements such as identify and analyze key literary elements such as plot, character, setting, theme, and point of view. and point of view.
- Develop empathy and understand different perspectives
- Gain insights into the physical, emotional, and psychological changes of adolescence
- Understand the complexities of identity formation, including self-discovery, peer pressure, and societal expectations.
- Encounter various moral dilemmas and develop their own sense of right and wrong

Students will be able to...

- Explore how gender expectations, race and experiences impact an individual's self-image and beliefs
- Distinguish between personal dreams and communal responsibility
- Explain how a character's life journey is shaped by environment, experience and internal perspective
- Analyze the elements of a bildungsroman
- Use literary devices to construct analytical sentences
- Explore how social hierarchy creates conflict. Identifying how poverty impacts a community and an individual's daily life
- Explore how the setting of a novel can drive its conflict, plot and themes forward like a character
- Analyze the elements of fiction
- Use literary devices to construct analytical sentences and essays

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Literary Analysis Task (W2, W9): After reading passage(s), students will think about the similarities and differences in how the two authors developed the themes in each text. Students will write an essay in which they identify a theme from each text and analyze how the theme is developed using specific details from both selections.

Read and annotate a psychoanalytic article of child development and investigate how the novel’s main character’s growth exemplifies the standard development of an adolescent.

Literary Analysis Video Essay

Choose a poem that explores the theme of coming of age. The poem should be appropriate for ninth graders and should deal with the challenges and experiences of growing up. Some possible poems to choose from include "Hair" by Elizabeth Acevedo, "Elementary" by Naomi Shihab Nye, or a poem of the student’s choice.

Read the poem aloud and carefully analyze its content. Pay attention to the poem's imagery, symbolism, and figurative language. What does the poem say about the process of coming of age? What challenges and experiences does the speaker face? What lessons does the speaker learn?

Create a video essay analyzing the poem's treatment of the theme of coming of age. Your essay should include the following:

- An introduction that identifies the poem and its author and provides a brief overview of the poem's content.
- A discussion of the poem's imagery, symbolism, and figurative language.
- An analysis of the poem's treatment of the theme of coming of age.
- What challenges and experiences does the speaker face?
- What lessons does the speaker learn?
- A conclusion that summarizes your main points and discusses the poem's overall impact.

[Video Essay Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction

- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students' individual needs
- Think-Pair-Share
- Socratic Seminar
- Literature Circles
- Poetry Analysis
- Guided reading
- Independent reading
- Post-it Note reading and annotation

RESOURCES

Teacher Resources:

The House on Mango Street vignettes

Supplemental readings:

- “Sure You Can Ask Me A Personal Question”
- [Elementary by Naomi Shihab Nye](#)
- [“Hair” by Elizabeth Acevedo](#)

Equipment Needed:

- Chromebooks, Smartboard, projector, speakers
- [ClassTechTips: Video Essay](#)
- [Microsoft Flip](#)
- [Adobe Express](#)

UNIT OVERVIEW

Content Area: English

Unit II Title: The American Dream

Target Course/Grade Level: English I/English I Honors/9th Grade

Unit Summary: Students will analyze texts focusing on story structure, character development, and thematic elements. They will examine how gender, race, and socioeconomic status influence the pursuit of the American Dream. By studying the author's use of literary devices, students will learn to write analytical essays, exploring the interplay between the American Dream, personal identity, and moral responsibility.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.PI.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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that...

- gender expectations, racial divides and socio-economic status impact an individual's perspective
- sometimes personal dreams and communal responsibilities clash
- a character's life journey is shaped by the environment in which they grow, the experiences they have and the individual's internal perspectives and understandings
- authors use literary devices such as symbolism, dialogue, descriptive details and tone to explore the development of a character and a theme
- literary devices can be used to create written analytical statements
- there is a process to crafting a well-written, sophisticated introduction and body paragraph

Unit Essential Questions:

- How do gender expectations, racial divides and socio-economic status affect a character's view of the world and his/her place in it?
- How does an individual address the conflict between his/her personal dreams and the responsibility he/she has to family, community and society?
- In what ways do environment, experience and internal perspective shape a character's life journey?
- How does an effective writing process aid in the development of well-written essays?

Knowledge and Skills:

Students will know...

- How to recognize and analyze recurring themes and their significance within a text.
- How elements like plot, character, setting, and theme contribute to the overall meaning of a text
- How to construct well-supported arguments about the texts they study, using evidence from the text to support their claims.
- How to use textual evidence effectively to support their arguments.
- How to develop skills in creating a clear and logical structure for their essays.

Students will be able to...

- Explore how gender expectations, race and experiences impact an individual's self-image
- Distinguish between personal dreams and communal responsibility
- Explain how a character's life journey is shaped by environment, experience and internal perspective
- Analyze the elements of a bildungsroman
- Use literary devices to construct analytical sentences

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

END OF UNIT ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

Suggested activities:

Creative Project

Choice A: write an epilogue to the play from Travis' perspective 10 years later

Choice B: re-write a monologue from the play in another character's point of view focusing on the same issue

Newspaper project -- Work with a team to use themes, characters, plot and real-life events from the novel's time period to produce a newspaper set in Maycomb, Alabama.

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

[Change My Mind Carousel Discussion Activity](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller "break-out" groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- Symbolism activity -- select an animal, man-made object or an element of nature that represents yourself and another that represents a relationship you have; illustrate and explain

RESOURCES

Teacher Resources:

- *A Raisin in the Sun* by Lorraine Hansberry
- *To Kill a Mockingbird* by Harper Lee
- Supplemental readings
- “I Have a Dream” Dr. Martin Luther King Jr.
- “American Oxygen” by Rihanna

Suggested Supplemental readings

[Excerpt from Neil Gaiman’s “Credo: What I Believe”](#)

[Discussion Questions for "Credo"](#)

[We Wear the Mask by Paul Laurence Dunbar](#)

[Sympathy by Paul Laurence Dunbar](#)

[Paired Texts for To Kill a Mockingbird Resources](#)

Equipment Needed:

- Chromebooks, Smartboard, projector

UNIT OVERVIEW

Content Area: English

Unit III Title: Individual Will Vs. Societal Pressure

Target Course/Grade Level: English I/English I Honors/9th Grade

Unit Summary: Students will explore elements of a play in terms of story arc, character and theme development. Students will analyze the structure of the Shakespearean sonnet. Students will explore the forcefulness of young love as it conflicts with parental pressure. Students will understand the author's use of literary devices to create meaning and utilize same to create written analytical statements and essays.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.PI.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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.

- C. 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; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Unit Understandings:

Students will understand that...

- the sonnet form of poetry follows a specific structure and themes
- authors use literary devices such as imagery, symbolism, irony, puns and figurative language to create meaning
- literary devices can be used to create written analytical statements and essays
- love is a forceful emotion that motivates individuals to act
- sometimes there is a conflict between the will of the individual and the will of the family, community or society in which he/she lives
- sometimes a character has a flaw that leads to his downfall

Unit Essential Questions:

- How does love motivate and influence people to act?
- What happens when the will of an individual conflicts with the will of others?
- What is a tragic hero and how do his character flaws lead to his downfall?
- How does the structure of the Shakespearean sonnet and play influence meaning and tone?

Knowledge and Skills:

Students will know...

- encounter new words and learn to infer their meaning from context
- develop close reading skills by paying close attention to details in the text, such as word choice, sentence structure, and literary devices.
- follow the plot and understand the cause-and-effect relationships between events.
- analyze texts critically, question assumptions, and form their own interpretations.
- about the historical and social context in which Romeo and Juliet was written (Elizabethan Era).
- explores themes of racism in the United States

Students will be able to...

- identify elements of drama, such as plot, character, setting, conflict, theme, and stage directions
- analyze how Shakespeare uses these elements to create a dramatic and suspenseful story.
- identify the structure of the sonnet form of poetry and explore the tragic hero and the characteristics that lead to his downfall
- explore the theme of love as a forceful emotion and examine how it motivates an individual to act

- examine the conflict between the will of the individual and the will of the family, community or society in which he/she lives
- explore the tragic hero and the characteristics that lead to his downfall

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

West Side Story vs. Romeo and Juliet Comparison -- create a Google slide presentation that compares and analyzes the characters, plot, setting, themes and conflicts of each work.

[Found Poetry: Romeo and Juliet](#): In this activity, students will create a found poem that conveys the idea of individual will vs. societal pressure. They will choose a text or piece of media that they are interested in, and then identify words, phrases, and sentences that they find interesting or meaningful in terms of this theme. They will then rearrange these words and phrases to create a new poem that has its own unique meaning.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- Found poem -- analysis of text
- One-on-one instruction
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs
- Think-Pair-Share
- Socratic Seminar
- Literature Circles
- Guided Reading
- Independent Reading
- Post-it Note Reading

RESOURCES

Teacher Resources:

- *Romeo and Juliet*
- *If You Come Softly*, Jacqueline Woodson
- Supplemental readings
- “After Turkey Day”
- Sonnets 1, 18, 29, 46, 58, 80, 116, 130
- [“Afghanistan’s Romeo and Juliet: Teenage couple jailed and faces being stoned for falling in love”](#)
- *West Side Story*
- [Found Poetry Resources](#)

Equipment Needed:

- Chromebooks, Internet, Smartboard, Lcd projector

UNIT OVERVIEW

Content Area: English

Unit IV Title: The Power of Culture and Religion

Target Course/Grade Level: English I/English I Honors/9th Grade

Unit Summary: Students will examine the intricate relationship between power, culture, and religion. By analyzing this graphic memoir, students will delve into the personal experiences of Marjane Satrapi as she navigates a society undergoing significant political and religious upheaval. The text illuminates how cultural and religious forces shape individual lives, impacting education, opportunities, and personal growth. Students will explore these themes while developing critical thinking and writing skills through the process of crafting sophisticated essays.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.PI.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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. 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; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that...

- the graphic novel contains specific structural elements that are equally important to the development of meaning, plot and theme
- a memoir is a form of writing that contains biographical and historical information
- culture and religion are important influences on the lives of individuals
- authors use literary devices such as mood, allusion and figurative language to create meaning
- literary devices can be used to create written analytical statements and essays

Unit Essential Questions:

- Why is childhood an important time of life and how do one's childhood experiences impact adulthood?
- How does the structure of a graphic novel and memoir influence meaning and highlight the story's conflicts?
- How do culture and religion serve as powerful forces that affect an individual's opportunities?
- How do people cope when their lives are changed by societal forces they cannot control?
- Why is the revision process essential to crafting well-written, sophisticated essays?

Knowledge and Skills:

Students will know...

- the motivations behind revolution, the social and political changes it brings, and the personal struggles people face during such upheavals.
- how religion shapes culture
- how religious beliefs influence everyday practices, social norms, and even fashion choices (like wearing the veil)
- explore the concept of cultural identity, how it's formed, and the challenges of navigating conflicting cultural messages.
- the importance of dissent in a society and the sacrifices people make to fight for their beliefs.

Students will be able to...

- identify the structural elements of the graphic novel examine the elements of a memoir effectively to understand its historical and biographical significance
- explore how culture and religion serve as important influences on the lives of individuals
- use literary devices such as mood, allusion and figurative language to create meaning and to write and revise analytical statements and essays.
- analyze the role of religion and culture in shaping a society's values and laws
- develop empathy for those experiencing cultural clashes or living under oppressive regimes.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Narrative Writing Task (W3): After reading a short story or passage from a novel, students will compose a narrative story describing as noted below. Students should include what obstacles a character may face and what actions s/he will take to overcome them.

Graphic Short Story -- create an original graphic short story about a personal experience or event

Panel Re-interpretation -- select an important panel or series of panels from the novel and recreate it from a different character's point of view.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students' individual needs

- Think-Pair-Share
- Socratic Seminar
- Literature Circles
- Guided Reading
- Independent Reading
- Post-it Note Reading

RESOURCES

Teacher Resources:

- Persepolis
- [Persepolis Exclusive Interview with Marjane Satrapi](#)

Supplemental readings

- [Britannica: Iranian Revolution Background](#)
- “Behind the Veil”
- “Why the War in Iraq was fought for Big Oil”
- Iran Hostage Crisis video
- [CommonLit Book Pairings for Persepolis](#)
- [Canva Design School: Digital Storytelling Through Storyboards](#)

Equipment Needed:

- Chromebooks, Internet, Smartboard, Lcd projector