

**Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: English I/Honors English I: Foundations of Literature**

Born On: August, 2024  
Previous Revision: August, 2023  
Current Revision: August, 2024  
Board Approval: 8/26/24

## **COURSE DESCRIPTION: English I/Honors English I: Foundations of Literature**

This course consists of a study of various texts with a focus on the characteristics of literary genres including poetry, drama, short and long fiction, and nonfiction. Students will practice research, presentation skills and composition, with a focus on the interrelationship of these areas. Instruction in library study skills is provided early in the school year in preparation for research assignments throughout the four years. Vocabulary and language studies are related to literary selections and root study. The study of literature encompasses the analysis of major themes and ideas in contemporary and classic works of fiction and nonfiction. Students will have the opportunity to read a wide range of literature from many periods in many genres in order to build an understanding of the texts, of themselves, and of the cultures of the United States and the world.

## **NJ Statutes & Administrative Mandates**

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

[Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections](#) District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

Diversity and Inclusion Law: [\(N.J.S.A.18A:35-4.36a\)](#) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

**Yearly Requirements:** During the course of the year, teachers will select the following to complete:

- 1 whole-class novel (options listed in each unit)
- 1 book club unit
- 1 play
- 3 poems
- 5 nonfiction readings
- 3 short stories

**Pacing:** Every teacher will start with Unit 1. Before starting a whole class text, teachers will complete Unit 2, which will prepare students for reading skills necessary for success in all the subsequent units. The following units can be completed in any order.

## UNIT BOOKMARKS

<a href="#"><u>WRITING</u></a>	<a href="#"><u>READING</u></a>	<a href="#"><u>SPEAKING &amp; LISTENING</u></a>	<a href="#"><u>GRAMMAR</u></a>
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## WRITING UNITS

<p><b>Writing Unit 1: Introduction to Writing</b></p> <p><b>Unit Description/Overview</b>  <i>In this unit, students are introduced to the various elements of a writing situation: speaker, occasion, audience, purpose, and tone. Students consider the relationships between these elements and how they inform a text. Additionally, students study the basic elements of a paragraph and unity and coherence within a paragraph. Throughout, students consider diction, syntax, and punctuation and how these stylistic choices impact a text.</i></p> <p>Approximate time frame: 2 weeks</p>	
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How does an author establish his/her voice and tone?</li> <li>● Why should an author/speaker consider the audience and occasion?</li> <li>● How do the audience and occasion inform a text?</li> <li>● How do subject and purpose inform an author’s choices?</li> <li>● How do an author’s diction, syntax, and punctuation impact a text?</li> <li>● What are the basic elements of a paragraph?</li> <li>● How does an author create unity and coherence within a paragraph?</li> </ul>
<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Define and establish voice, tone, audience, occasion, subject, and purpose</li> <li>● Understand and diversify use of word choice, sentence types, and punctuation</li> <li>● Understand and execute the basic structure of a paragraph</li> <li>● Emphasize unity and coherence when writing</li> <li>● Implement MLA formatting</li> </ul>

<b>Standards</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>
<b>Formative and Summative Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"><li>● SOAPS Chart Analyses</li><li>● My Writing Territories lesson - Nancie Atwell (<a href="#">document</a>)</li></ul>

	<ul style="list-style-type: none"><li>● Answer questions about “Understanding &amp; Interpreting” and “Analyzing Language, Style, and Structure” for any of the chosen readings</li><li>● Quick-write responses to Jimmy Santiago Baca’s essay “Coming into Language” p.28 (full text p.820).</li><li>● Compare &amp; contrast MLK’s tone in “I Have a Dream” p.31 with speeches from JFK, Margaret Thatcher, or Nelson Mandela</li><li>● Create “topic playing cards” for “Activity: Working with Occasion and Audience” p.33 where students role play as either the “audience” or “occasion”</li><li>● Quick-write a response to the excerpt from “I [Heart] the Emoji Revolution” p.31: should emojis be considered a language? Can we ever fully communicate using only pictures? Is anything lost, or is anything gained? How might pictograms and their meanings cross cultural communication boundaries? Or can they?</li><li>● Socratic Seminar — debate the following statements on p.41:<ol style="list-style-type: none"><li>1. Textese could mean the death of the English language as we know it.</li><li>2. Altering language is a natural progression of communication and should be welcomed.</li><li>3. Society should maintain a balance between academic style writing and less formal styles of writing.</li></ol></li><li>● Drafting a Paragraph (pgs. 55-56)</li><li>● Revising a Paragraph (pg. 56)</li></ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"><li>● Single Paragraph Development<ul style="list-style-type: none"><li>○ Suggested: Culminating Activity (pg.57)<ul style="list-style-type: none"><li>■ Write a paragraph that explores your role in a community.</li></ul></li></ul></li></ul> <p><i>*page numbers align with student-copy of text</i></p>
<b>Required/ Suggested Resources</b>	<p>Chapter Two of <i>Foundations of Language &amp; Literature</i></p> <ul style="list-style-type: none"><li>● Voice/Tone (pg. 29)</li><li>● Writing in Context (pg. 31)<ul style="list-style-type: none"><li>○ Excerpts from “I Have a Dream”</li></ul></li><li>● Audience and Occasion (pg. 32)</li><li>● Subject and Purpose (pg. 33)</li><li>● (Visual Vocabulary) in the Digital Age (pg. 37)</li><li>● Word Choice (pg. 38)</li><li>● Bringing Writing to Life (pg. 39)</li><li>● (Language Changes) in the Digital Age (pg. 39)</li></ul>

	<ul style="list-style-type: none"> <li>● Sentences (pg. 42)</li> <li>● Sentence Types (pg. 42)</li> <li>● Building Sentences- Combining Ideas (pg. 45)</li> <li>● Punctuation (pg. 51)</li> <li>● Paragraphs (pg. 53)</li> <li>● Basic Elements of a Paragraph (pg. 53)</li> <li>● Unity and Coherence (pg. 55)</li> </ul> <p><i>*page numbers align with student-copy of text</i></p> <p><i>59 Reasons to Write</i> by Kate Messner Lesson 5: Three-Column Brainstorming Lesson 6: Mining Ideas from Thin Air</p>
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<b>Interdisciplinary Connections</b>	<p>This unit asks students to critically examine their world and how language shapes it, which connects to the study of World Language and to Sociology (Social Studies).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences</li> </ul>

	<p>determined by the student and teacher</p> <ul style="list-style-type: none"> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback when applicable</li> </ul>	<p>assignments</p> <ul style="list-style-type: none"> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<p>opportunities for independent studies</p> <ul style="list-style-type: none"> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>(manipulatives, movement, etc.)</p> <ul style="list-style-type: none"> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in</li> </ul>
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			both written and oral forms
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**Writing Unit 2: Expository Writing**

**Unit Description/Overview**

*In this unit, students draw upon prior knowledge from Writing Unit 1, returning to their consideration of speaker, occasion, audience, purpose, and tone to inform their analyses of mentor texts and writing of their own expository essays. Throughout their analyses and writing, students consider various elements of organization, coherence, and style.*

Approximate time frame: 3-4 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does an author establish a main idea in an expository text?</li> <li>● Why should an author/speaker consider the audience and occasion?</li> <li>● How do the audience and occasion inform a text?</li> <li>● How does an author establish his/her voice and tone?</li> <li>● How do language and style impact a text?</li> <li>● What are some expository strategies/patterns of development?</li> <li>● How do expository strategies/patterns of development aid in an author’s explanation?</li> </ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Recall, identify, and consider voice, tone, audience, occasion, subject, and purpose</li> <li>● Understand and diversify diction, sentence types, &amp; punctuation</li> <li>● Understand and execute the basic structure of paragraphs</li> <li>● Emphasize unity and coherence when writing</li> <li>● Implement MLA formatting</li> </ul>
<b>Standards</b>	<p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>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.</p>
<p><b>Formative and Summative Assessments</b></p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"><li>● Answer questions about “Understanding &amp; Interpreting,” “Analyzing Language, Style, and Structure,” and “Topics for Composing” for any of the chosen readings (listed in <i>Required/Suggested Resources</i>)</li><li>● Entering the Conversation prompt(s) (pgs. 705-706)</li></ul>

	<ul style="list-style-type: none"><li>● SOAPS Charts</li><li>● Four Corners Discussion (pg. 688)</li><li>● Discuss more Wiley paintings (pg. 692)</li><li>● Examine images on stopthebeautymadness.com (pg. 705)</li><li>● Compose a precis (pg. 705)</li><li>● Conduct peer review (pg. 745)</li></ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"><li>● One Expository Essay<ul style="list-style-type: none"><li>○ 500-750 words/2-3 pages</li><li>○ MLA formatting, in-text citations, and Works Cited</li><li>○ <i>Suggested essay types</i><ul style="list-style-type: none"><li>■ <i>Process Analysis (How To)</i></li><li>■ <i>Compare/Contrast</i></li><li>■ <i>Cause/Effect</i></li><li>■ <i>Description</i></li><li>■ <i>Classification</i></li></ul></li></ul></li></ul>
<p><b>Required/ Suggested Resources</b></p>	<p>Chapter Eight in <i>Foundations of Language &amp; Literature</i></p> <ul style="list-style-type: none"><li>● Essential Elements of Exposition (pg. 607 - 618)</li><li>● “Stephen King’s Guide to Movie Snacks” by Stephen King (pg. 620)</li><li>● Excerpt from <i>Trashed</i> by Derf Backderf (pg. 623)</li><li>● “Why Teenage Girls Roll Their Eyes” by Lisa Damour (pg. 630)</li><li>● Excerpt from <i>A Theory of Fun for Game Design</i> by Raph Koster (pg. 633)</li><li>● “Earth Without People” by Alan Weisman (pg. 640)</li><li>● “My Daughter’s Homework is Killing Me” by Karl Taro Greenfeld (pg. 649)</li><li>● Excerpt from <i>Quiet: The Power of Introverts in a World That Can’t Stop Talking</i> by Susan Cain (pg. 661)</li><li>● “What Is Your Life’s Blueprint?” by Martin Luther King, Jr. (pg. 670)</li><li>● “The Politics of the Hoodie” by Troy Patterson (P. 677)</li><li>● “Labels, Clothing, and Identity: Are You What You Wear?” by Michelle Parrinello-Carson (pg. 684)</li><li>● “Women Who Wear Pants: Still Somehow Controversial” by Nora Caplan-Bricker (pg. 688)</li><li>● <i>Officers of the Hussar and Ice-T</i> by Kehinde Wiley (pg. 692)</li><li>● “In Fashion, Cultural Appropriation is Either Very Wrong or Very Right” by Jenni Avins (pg. 695)</li><li>● “From Converse to Kanye: The Rise of Sneaker Culture” by Hugh Hart (pg. 699)</li><li>● “The Battle over Dress Codes” by Peggy Orenstein (pg. 702)</li></ul>

	<ul style="list-style-type: none"><li>● “How One Stupid Tweet Blew Up Justine Sacco’s Life” by Jon Ronson (<i>pg. 707</i>)</li><li>● Excerpt from <i>Men Explain Things to Me</i> by Rebecca Solnit (<i>pg. 716</i>)</li><li>● “On Chicken Tenders” by Helen Rosner (<i>pg. 721</i>)</li><li>● “Black Bodies in Motion and Pain” by Edwidge Danticat (<i>pg. 726</i>)</li><li>● “On the Decay of Friendship” by Samuel Johnson (<i>pg. 730</i>)</li></ul>
<b>Interdisciplinary Connections</b>	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to</li> </ul>

				students' language proficiency level <ul style="list-style-type: none"> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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<p><b>Writing Unit 3: Narrative Writing</b></p> <p><b>Unit Description/Overview</b>  <i>In this unit, students read various narratives and examine how writers apply the elements of story when crafting fictional texts. Students will consider writers' specific choices in regards to exposition and resolution, and diction and figurative language. At the unit's end, students will construct memoirs/personal narrative essays that incorporate these choices and the elements of story.</i></p> <p>Approximate time frame: 3 weeks</p>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the various elements of a story or myth?</li> <li>• How do the elements of a story lend to the telling of a myth?</li> <li>• What is exposition, and what is its role in a story or myth?</li> <li>• How do diction and figurative language enhance a story or myth?</li> <li>• How do conclusions add to the overall meaning of a story or myth?</li> </ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand &amp; apply the elements of story (plot, characterization, &amp; setting)</li> <li>• Understand &amp; apply the elements of myth (hero's journey and archetypes)</li> <li>• Define and establish exposition at the narrative's beginning</li> <li>• Specify diction and figurative language to add detail to writing</li> <li>• Conclude the narrative with some kind of resolution, observation, or experience</li> </ul>
<b>Standards</b>	W.NW.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	<p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>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.</p> <p>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.</p>
<p><b>Formative and Summative Assessments</b></p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"><li>● Answer questions about “Understanding &amp; Interpreting,” “Analyzing Language, Style, and Structure,” and “Topics for Composing” for any of the chosen readings (listed in <i>Required/Suggested Resources</i>)</li><li>● Free write and prompts for writers’ notebooks/journals</li><li>● Pair-share conversations</li><li>● Padlet responses</li><li>● Canvas discussion board posts &amp; responses</li></ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"><li>● One original myth<ul style="list-style-type: none"><li>○ 500-750 words/2-3 pages</li><li>○ Writing a Mythic Text: pg. 1178 - 1185</li></ul></li></ul>

	<ul style="list-style-type: none"><li>■ Plan and write a myth that conforms to the 3-step hero's journey on pg. 1179 and the classic plot diagram (pg. 1184).</li><li>■ Include archetypal characters (pg. 1181) and two archetypal settings (pg. 1183).</li></ul>
<b>Required/ Suggested Resources</b>	<p>Required:</p> <p>Chapter Two in <i>Foundations of Language and Literature</i></p> <ul style="list-style-type: none"><li>● Essential Elements of Fiction (pg. 151)</li></ul> <p>Choose two of the following readings for plot structure:</p> <ul style="list-style-type: none"><li>● "Once Upon a Time" by Nadine Gordimer (pg. 271)</li><li>● "The Veldt" by Ray Bradbury (pg. 165)</li><li>● "Mirror Image" by Lena Coakley (pg. 184)</li><li>● "What of This Goldfish, Would You Wish?" by Etgar Keret (pg. 192)</li><li>● "The Cask of Amontillado" by Edgar Allan Poe (pg. 198)</li><li>● "Lelah" by Angela Flournoy (pg. 228)</li></ul> <p>Chapter Eleven in <i>Foundations of Language and Literature</i></p> <ul style="list-style-type: none"><li>● Essential Elements of Mythology (pg. 1073)</li><li>● Choose two readings from the following sections:<ul style="list-style-type: none"><li>○ Mythology, Section 1 (P. 1089)</li><li>○ Mythology, Section 2 (P. 1099)</li><li>○ Mythology, Section 3 (P. 1158)</li></ul></li></ul> <p><i>59 Reasons to Write</i> by Kate Messner</p> <ul style="list-style-type: none"><li>● Lesson 6: Mining Ideas from Thin Air</li><li>● Lesson 28: A Place and Five Senses by Kate Messner</li><li>● Lesson 30: Making Sense of Sensory Writing by Donna Gephart</li></ul>
<b>Interdisciplinary Connections</b>	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking</p>



	<p>advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. VPA1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. VPA1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. VPA1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential</li> </ul>

	<p>with peers (Think-Pair-Share, Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Provide immediate feedback when applicable</li> </ul>		<p>seating</p> <ul style="list-style-type: none"> <li>• Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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**Writing Unit 4: Digital Writing and Research Skills**

**Unit Description/Overview**

*In this unit, students learn how to accurately and effectively conduct research. Teachers should invite the school librarians to show students how to conduct searches, use databases, and determine the credibility of sources. At the unit's end, students should produce a multimodal text that examines how people communicate on social media about a student-chosen topic.*

Approximate time frame: 3 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we effectively and accurately conduct research?</li> <li>• How do we determine what sources are credible?</li> <li>• How do we run efficient searches?</li> <li>• How do we read critically and objectively?</li> <li>• How do we consider multiple perspectives before determining our own opinion?</li> </ul>
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	<ul style="list-style-type: none"><li>● What is plagiarism and how do we avoid it?</li></ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Understand how to perform effective searches</li><li>● Identify legitimate sources of research</li><li>● Use online databases to conduct research</li><li>● Distinguish types of sources</li><li>● Evaluate sources for relevancy, currency, and credibility</li><li>● Understand that authority, accuracy, and objectivity lend to credibility</li><li>● Analyze sources by reading critically but objectively</li><li>● Create informed opinions after considering multiple sources</li><li>● Use sources in their own writing, providing context and integrating paraphrasing and various forms of quotations</li><li>● Understand the various purposes for using sources in writing</li><li>● Understand what constitutes plagiarism</li></ul>
<b>Standards</b>	<p>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.</p> <p>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>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.</p> <p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p>

	<p>Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
<b>Formative and Summative Assessments</b>	<p><u>Required:</u> Contact the librarian for a lesson on accessing and using the PV library’s database subscriptions.</p> <p><u>Formative:</u></p> <ul style="list-style-type: none"><li>● Opening Activity: Getting Informed/Reflection (<i>pg. 114</i>)</li><li>● <i>Sources as Conversation</i> Activity: Conducting an Interview/Reflection (<i>pg. 115</i>)</li><li>● <i>Types of Sources</i> Activity: Using a Source in Response/Reflection (<i>pg. 118</i>)</li><li>● <i>Evaluating Sources</i> Activity: Finding and Evaluating Sources/Reflection (<i>pg. 119</i>)</li><li>● <i>Credibility (in the Digital Age)</i> Activity: Evaluating Credibility/Reflection (<i>pgs. 123-124</i>)</li><li>● <i>Analyzing Sources</i> Activities<ul style="list-style-type: none"><li>○ Analyzing Sources/Reflection (<i>pg. 128</i>)</li><li>○ Supporting Your Opinion/Reflection (<i>pg. 129</i>)</li></ul></li><li>● <i>Using Sources in Your Own Writing</i> Activities<ul style="list-style-type: none"><li>○ Using Quotations in Your Own Writing/Reflection (<i>pg.135</i>)</li><li>○ Three Purposes for Using Sources/Reflection (<i>pgs. 137-139</i>)</li></ul></li><li>● <i>Avoiding Plagiarism</i> Activities<ul style="list-style-type: none"><li>○ Thinking About Plagiarism/Reflection (<i>pgs. 141-142</i>)</li><li>○ Identifying Plagiarism/Reflection (<i>pgs. 143-144</i>)</li></ul></li></ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"><li>● Culminating Activity (<i>pgs. 144-147</i>)<ul style="list-style-type: none"><li>○ Read and respond to “...three different views on the impact of social media on social skills and our sense of community” (Shea et. al.).</li><li>○ Directions and texts provided in the textbook</li></ul></li><li>● Construct infographics or other multimodal texts that include citations of their sources<ul style="list-style-type: none"><li>○ The infographics and multimodal texts should thematically relate to the topic above.</li><li>○ Students select an area of personal interest and determine how to find credible sources about their topic.</li><li>○ Students examine how people communicate about it on social media and the internet by visiting Twitter, TikTok, Instagram, YouTube, Twitch, comment sections on articles, etc..</li></ul></li></ul>

	<ul style="list-style-type: none"><li>○ Students conduct research using online databases and search engines identifying the varying perspectives about their selected topic.</li><li>○ Students then explain in their digital texts what sources are most credible for their topics and what sources are questionable.</li><li>○ Students' infographics/web pages/blogs/social media pages will include citations of all their sources.</li></ul>
<b>Required/ Suggested Resources</b>	<p>Chapter Four in <i>Foundations of Language and Literature</i></p> <ul style="list-style-type: none"><li>● <i>We Wouldn't Segregate Workplaces by Gender—So Why Schools?</i> By Barbara Speed (pg. 123)</li><li>● Excerpt from <i>The Myth of Pink and Blue Brains</i> by Lisa Eliot (pg. 128)</li><li>● Excerpt from <i>The Downside of "Grit"</i> by Alfie Kohn (pg.138)</li><li>● Excerpt from <i>"Why 'Grit' May Be Everything for Success"</i> by Amy Rosen (pg. 138)</li><li>● <i>Alone in the Crowd (An Interview with Sherry Turkle)</i> by Michael Price (pg. 145)</li><li>● <i>The Positive Impact of Social Networking Sites on Society</i> by Dave Parrack (pg. 146)</li><li>● Excerpt from <i>Internet and American Life Survey Data</i> by Pew Research Center (pg. 147)</li></ul> <p>Mentor Texts</p> <ul style="list-style-type: none"><li>● <a href="#">"How a Visual Language Evolves as Our World Does" by Amanda Morris</a></li><li>● <a href="#">"The Ancient Art of Falconry at the Jersey Shore" by Andrew S. Lewis</a></li></ul>

<b>Interdisciplinary Connections</b>	<p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p> <p>8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p> <p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>VPA12adv.Cr1a: Visualize and generate art and design that can affect social change.</p>
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<p><b>Career Readiness, Life Literacies, and Key skills</b></p>	<p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p> <p>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).</p>
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<p><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b></p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and</li> </ul>

	<p>with peers (Think-Pair-Share, Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Provide immediate feedback when applicable</li> </ul>		<p>distinctly and delivered in both written and oral forms</p>
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**Writing Unit 5: Introduction to Argumentative Writing**

**Unit Description/Overview**

*In this unit, students are introduced to the essential elements of argument, studying their impact upon the writing and reading of a text. Students consider various aspects of style and how they contribute to the tone of a text and the reader's subsequent understanding of it. In addition to written texts, students consider arguments established by visual texts. Additionally, students are introduced to the rhetorical appeals and how they affect an audience's receptivity to a text. At the end of this unit, students will write essays where they construct clear central claims with supporting sub-claims and substantiate the arguments with reasoning and evidence, including the acknowledgement and rebuttal of counterarguments.*

Approximate time frame: 4 weeks

<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the essential elements of argument and how do they affect the writing of text and the text itself?</li> <li>• How do the speaker, occasion, audience, purpose, and subject of a text inform a reader's understanding and analysis of the text?</li> <li>• How does style affect the tone and the reader's understanding of a text?</li> <li>• How can visual texts establish arguments?</li> <li>• What are the rhetorical appeals?</li> <li>• How do rhetorical appeals affect an audience's receptivity to a text?</li> </ul>
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<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Understand the essential elements of argument (rhetorical situation, claim, counterargument, evidence, rhetorical appeals, style, and visual arguments)</li><li>● Identify and consider the speaker, occasion, audience, purpose, and subject of a text</li><li>● Consider how and why style (namely diction, syntax, imagery, and figurative language) affect a text</li><li>● Recognize the essential elements of argument in visual arguments</li><li>● Identify and consider the use of rhetorical appeals in texts</li><li>● Construct a clear central claim with supporting sub-claims and substantiate them with reasoning and evidence, acknowledging and refuting a counterargument</li></ul>
<b>Standards</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>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.</p> <p>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information</p>



	<p>into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>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.</p>
<b>Formative and Summative Assessments</b>	<p><u>Formative</u></p> <ul style="list-style-type: none"><li>● Answer questions about “Understanding &amp; Interpreting,” “Analyzing Language, Style, and Structure,” and “Topics for Composing” for any of the chosen readings (listed in <i>Required/Suggested Resources</i>)</li><li>● Entering the Conversation prompt(s) (pgs. 419-420)</li><li>● SOAPS Charts</li></ul> <p><u>Summative</u></p> <ul style="list-style-type: none"><li>● One Argumentative Essay<ul style="list-style-type: none"><li>○ Essay must include a strong thesis, supporting sub-claims, and an acknowledgement/rebuttal of a counterargument</li><li>○ 500-750 words/2-3 pages</li><li>○ MLA formatting, in-text citations, and Works Cited</li><li>○ <i>Suggested topics:</i> Select a topic from any of the readings referenced in <i>Required/Suggested Resources</i></li></ul></li></ul>
<b>Required/Suggested Resources</b>	<p>Chapter Six in <i>Foundations of Language and Literature</i></p> <ul style="list-style-type: none"><li>● Lisa Lewis <i>Why School Should Start Later in the Day</i> (pg. 349)</li><li>● New York Times Editorial Board <i>End of the Gun Epidemic in America</i> (pg. 352)</li><li>● Thomas Sewell <i>History Shows the Folly of Disarming Lawful People</i> (pg. 354)</li><li>● Marc Bekoff <i>Why Was Harambe the Gorilla in a Zoo in the First Place?</i> (pg. 357)</li><li>● Steve Almond <i>Is It Immoral to Watch the Super Bowl?</i> (pg. 362)</li><li>● Ta-Nehisi Coates <i>The Paranoid Style of American Policing</i> (pg. 370)</li><li>● Tina Rosenberg <i>Labeling the Danger in Soda</i> (pg. 374)</li><li>● Leonard Pitts <i>September 13, 2001: Hatred Is Unworthy of Us</i> (pg. 380)</li><li>● Barack Obama <i>Hiroshima Speech</i> (pg. 383)</li><li>● Central Text: Peggy Orstein <i>What’s Wrong with Cinderella?</i> (pg. 389)</li><li>● Madeline Messer <i>I’m a Twelve-Year-Old Girl, Why Don’t the Characters in My Apps Look</i> (pg. 399)</li><li>● Terryn Hall <i>When I Saw Prince, I Saw a Vital New Black Masculinity</i> (pg. 401)</li><li>● Vanessa Friedman <i>Don’t Ban Photos of Skinny Models</i> (pg. 404)</li></ul>

	<ul style="list-style-type: none"> <li>● Geena Davis Institute on Gender in the Media from <i>Gender Bias Without Borders</i> (pg. 408)</li> <li>● Kali Holloway <i>Toxic Masculinity Is Killing Men: The Roots of Male Trauma</i> (pg. 414)</li> <li>● Jack O'Keefe <i>How Master of None Subverts Stereotypical Masculinity by Totally Ignoring It</i> (pg. 416)</li> <li>● Daniel Engber <i>Let's Kill All the Mosquitoes</i> (pg. 421)</li> <li>● Sarah Kessler from <i>Why Online Harassment Is Still Ruining Lives — and How We Can Stop It</i> (pg. 429)</li> <li>● Mark Twain <i>Advice to Youth</i> (pg. 437)</li> <li>● Cesar Chavez <i>Letter from Delano</i> (pg. 443)</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. • 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback when applicable</li> <li>● Space for movement and breaks</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>

## READING UNITS

### Unit 1: Starting the Conversation

#### Unit Description/Overview

*In this unit, students will be introduced to fundamentals of reading and discussing literature. Using their summer reading books and selections from Chapter 1 of Foundations of Language and Literature, students will learn how to engage with their classmates and texts effectively in an academic setting.*

Approximate time frame: 2 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"><li>● How do we interact in an academic setting?</li><li>● How do we discuss literature?</li><li>● How can we best utilize the media center?</li><li>● What strategies can we use to respond to reading in writing?</li></ul>
<b>NJSLA Standards</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>

<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Students will understand <i>voice</i> in terms of written and verbal communication.</li> <li>● Students will learn strategies for <i>active listening</i>.</li> <li>● Students will engage in <i>academic conversation</i> and <i>debate</i>.</li> <li>● Students will understand skills and strategies specific to <i>digital conversation</i>.</li> <li>● Students will learn <i>public speaking</i> and <i>presentation</i> strategies.</li> </ul>
<p><b>Formative and Summative Assessments</b></p>	<p>Socratic Seminar on summer reading <b>(S)</b> activities and questions from the textbook <b>(F)</b> mini-presentations <b>(F/S)</b> public speaking practice activities <b>(F)</b></p>
<p><b>Required/ Suggested Resources</b></p>	<p>Summer reading books Readings from Ch. 1 of <i>Foundations of Language and Literature</i></p>
<p><b>Interdisciplinary Connections</b></p>	<p>The readings and speeches included in this unit cover subjects such as digital technologies and society (Social Studies/Sociology) and sports. Preparing and delivering an oral presentation encompasses skills that support every other academic subject area.</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>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.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p>

<p><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling of</li> </ul>	<p><b>Struggling/At-Risk Students</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Provide</li> </ul>	<p><b>Multilingual Learners</b> Using images and other visual aids to support understanding of concepts</p>
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	<p>skills/techniques to be mastered</p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Preferential seating to be determined by the student and teacher</li> <li>• Provide oral reminders and monitor student work during independent work time</li> <li>• Assist students with long and short term planning of assignments</li> <li>• Posts and reviews clear criteria for proficient work</li> <li>• Restate, reread, and clarify directions/questions</li> <li>• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>repetition and practice</p> <ul style="list-style-type: none"> <li>• Teacher modeling of skills/techniques to be mastered</li> <li>• Extended me to complete assignments</li> <li>• Provide copy of class notes</li> <li>• Preferential seating to be determined by the student and teacher</li> <li>• Provide oral reminders and monitor student work during independent work</li> <li>• Small group instruction</li> <li>• Maintain a consistent routine/schedule</li> <li>• Flexible grouping</li> <li>• Provide student exemplars to communicate expectations</li> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>opportunities for project based learning</p> <ul style="list-style-type: none"> <li>• Provide opportunities for independent studies</li> <li>• Flexible Grouping</li> <li>• Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>• Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>• Teacher made adaptations, outlines, study guides</li> <li>• Use of varied leveled texts to present content</li> <li>• Sentence frames and starters</li> <li>• Extended time to complete assignments</li> <li>• Use of concrete examples</li> <li>• Provide immediate feedback</li> <li>• Preferential seating</li> <li>• Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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## Unit 2: Pre-Reading Mini Unit

**Unit Description/Overview:** *This unit will be completed prior to any whole class text. Grounded in Chapter 3 of textbook "Reading," focusing on skills including: active reading, reading for understanding, reading for interpretation, reading for style, and reading visual texts.*

Approximate time frame: 1-2 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"><li>● What does active reading "look like"?</li><li>● What do active readers do?</li><li>● What is annotation and how does one annotate?</li><li>● How does one read any text for understanding?</li><li>● What does it mean to interpret?</li><li>● What is the difference between interpreting nonfiction and fiction?</li><li>● How does style and tone affect understanding?</li></ul>
<b>NJSLA Standards</b>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>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).</p>
<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Students will employ both fiction and nonfiction reading strategies to navigate and summarize short texts.</li> <li>● Students will read actively, as evidenced by annotations.</li> <li>● Students will be able to articulate the main idea and theme in the class texts.</li> <li>● Students will explain how style and tone impact their understanding of character, plot and theme.</li> </ul>
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes (F), socratic seminars (F/S), book talks (F), unit exams (S), projects (S), presentations (F/S), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)</p>
<p><b>Required/ Suggested Resources</b></p>	<p>Summer reading books Readings from Ch. 3 of <i>Foundations of Language and Literature</i></p>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● Close reading and annotation skills are key skills used in all content areas; this unit directly translates to performance in all other academic subjects that involve reading and annotating.</li> <li>● Readings covered in this unit include topics such as: technology, science and poetry.</li> <li>● Visual arts connection—paintings and photographs are ‘texts’ to be analyzed in this unit.</li> </ul> <p>VPA 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. VPA 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.</p>



	<p>VPA 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VPA 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p> <p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share,</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in</li> </ul>

	<p>Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback when applicable</li> </ul>			<p>both written and oral forms</p>
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**Unit 3: Book Clubs**  
**Unit Description/Overview:** *In this unit, students will work collaboratively to engage with a chosen book. They will closely read and discuss the book in order to explore themes, style, point of view, and other aspects of the writing. Students will respond in writing to demonstrate their thought processes and understanding of the text, as well as examine how the book provides insight into a marginalized group.*

Approximate time frame: 4-6 weeks

<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How does fiction act as a window and/or a mirror for readers?</li> <li>● Why read nonfiction?</li> <li>● Why do people create fiction?</li> <li>● How do we identify <i>themes</i>?</li> <li>● How does <i>style</i> affect the telling of the story?</li> <li>● Why does <i>point of view</i> matter in storytelling?</li> <li>● How do we connect to the themes, conflicts and characters in the book group texts?</li> <li>● How does reading about a peripheral/marginalized group/people/perspective give us insight into the past, the present and the future?</li> </ul>
<p><b>NJSLA Standards</b></p>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p>

	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>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.</p> <p>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.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>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).</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>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.</p>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Students will understand how to read actively and engage with their book club text.</li><li>● Students will use model Reader’s Responses to help them craft close-reading responses to their book club texts.</li><li>● Students will engage in student-driven book discussions in their book clubs.</li><li>● Students will read closely and comprehend what the text says explicitly and make logical inferences.</li><li>● Students will assess how point of view or purpose shapes the content and style of a text.</li></ul>

	<ul style="list-style-type: none"> <li>Students will expand their knowledge of topics explored in their book club selections through reading non-fiction articles, viewing video clips, and reading poems with similar themes.</li> </ul>
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes (F), socratic seminars (F/S), book talks (F), unit exams (S), projects (S), presentations (F/S), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)</p>
<p><b>Required/ Suggested Resources</b></p>	<p><i>Crossover</i> by Kwame Alexander  <i>Brown Girl Dreaming</i> by Jacqueline Woodson  <i>They Called Us Enemy</i> by George Takei &amp; Eisinger Scott Becker  <i>The Unwanted: Stories of the Syrian Refugees</i> by Don Brown  <i>American Born Chinese</i> by Gene Luen Yang  <i>Honor Girl</i> by Maggie Thrash  <i>This One Summer</i> by Mariko Tamaki &amp; Jillian Tamaki  <i>I Am Not Your Perfect Mexican Daughter</i> by Erika L. Sánchez  <i>Darius the Great is Not Okay</i> by Adib Khorram  <i>Don’t Ask Me Where I’m From</i> by Jennifer DeLeon  <i>The Hate U Give</i> by Angie Thomas  <i>Flowers for Algernon</i> by Daniel Keyes  <i>If I Was Your Girl</i> by Meredith Russo  <i>Cemetery Boys</i> by Aiden Thomas  <i>Just Mercy</i> by Bryan Stevenson  <i>Shout</i> by Laurie Halse Anderson  <i>Being Jazz: My Life as a (Transgender) Teen</i> by Jazz Jennings  <i>Stamped from the Beginning</i> by Ibram X. Kendi</p>
<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.          RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.          RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to</p>

	<p>determine whether earlier events caused later ones or simply preceded them. RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 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.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>communicate expectations</p> <ul style="list-style-type: none"> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>		<p>that is appropriate to students' language proficiency level</p> <ul style="list-style-type: none"> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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### Unit 4: Mythology / Heroes \*

**Unit Description/Overview:** *This unit will be anchored by Chapter 11: Mythology in the textbook, making sure to hone skills and learn content-specific language and key concepts including: mythic archetypes, plot archetypes, hero's journey, trickster tales, archetypal characters, archetypal settings, Jungian concepts of the collective unconscious, allusion.*

Approximate time frame: 3-5 weeks

<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What role do myths play in cultures of the past?</li> <li>• How are modern stories influenced by archetypal characters and settings from ancient myths?</li> <li>• What makes someone a hero?</li> <li>• How do heroes affect people around them?</li> <li>• Are some heroes more heroic than others?</li> <li>• How are heroes in the past the same as or different from heroes today?</li> </ul>
<p><b>NJSLA Standards</b></p>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including</p>

determining where the text leaves matters uncertain.

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.

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.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• Students will understand different types of heroes (antihero, tragic hero, traditional hero).</li> <li>• Students will understand the literary conventions and characteristics of various epics.</li> </ul>			
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes (F), socratic seminars (F/S), book talks (F), unit exams (S), projects (S), presentations (F/S), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)</p>			
<p><b>Required/ Suggested Resources</b>  **must choose ONE play per year as whole class text**</p>	<p><b>Plays/Novels</b></p> <p><i>Oedipus Rex</i> by Sophocles <i>The Penelopiad</i> by Margaret Atwood <i>Elektra</i> by Jennifer Saint</p>	<p><b>Short Stories</b></p> <p>“Demeter and Persephone”  “The Treasures of the Gods”  Myths of Sisyphus, Prometheus, Atlas</p>	<p><b>Poetry</b></p> <p>Excerpts from <i>The Odyssey</i>  “We Were All Odysseus in Those Days” by Amorak Huey  “Siren Song” by Margaret Atwood</p>	<p><b>Nonfiction</b></p> <p>“Heroic Acts to Protect the Word Hero” “Is Anyone Watching My Do-Gooding?” “Joining the Military Doesn’t Make You a Hero” “Why Wonder Woman Is the Hero We Need Today”</p>

<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
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<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
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<p><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b></p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>

	<p>arrangement</p> <ul style="list-style-type: none"> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>			
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<p><b>Theme 1: Law &amp; Justice</b></p> <p><b>Unit Description/Overview:</b> <i>In this unit, students explore the principles of fairness, the role of laws in society, and the pursuit of justice through a variety of literary works. By examining these classic texts alongside contemporary stories and real-life scenarios, students will gain a deeper understanding of how justice is sought and upheld in our world.</i></p> <p>Approximate time frame: 2-4 weeks</p>	
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• How does morality apply to law?</li> <li>• What are good and evil?</li> <li>• Is the law always just?</li> <li>• What is justice and what does it look like?</li> <li>• What is power and where does power to govern come from?</li> <li>• Why do we need laws?</li> <li>• What is the responsibility of those with rights towards those deprived of rights?</li> </ul>
<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the conventions of the selected literary genres.</li> <li>• Students will analyze the setting and theme.</li> <li>• Students will analyze characters and their growth over time.</li> <li>• Students will understand the plot.</li> <li>• Students will understand and analyze literary devices.</li> </ul>

<p><b>NJSLA Standards</b></p>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>				
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes (F), socratic seminars (F/S), book talks (F), unit exams (S), projects (S), presentations (F/S), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)</p>				
<p><b>Required/ Suggested Resources</b></p> <p><b>**must choose ONE play per year as whole class text**</b></p>	<p><b>Novels</b></p> <p><i>To Kill a Mockingbird</i> <i>A Tale of Two Cities</i> <i>A Lesson Before Dying</i></p>	<p><b>Plays</b></p> <p><i>12 Angry Men</i> <i>Julius Caesar</i> <i>Antigone</i></p>	<p><b>Short Stories</b></p> <p>“The Lottery” (CL) Sisyphus, Prometheus, Atlas "The Man in the Well" by Ira Sher</p>	<p><b>Poetry</b></p> <p>“American sonnet for my past and future assassin”</p>	<p><b>Nonfiction</b></p> <p><i>Just Mercy</i> excerpts (Chapters 1-2 and film)</p>

<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual</li> </ul>

	<ul style="list-style-type: none"> <li>• Posts and reviews clear criteria for proficient work</li> <li>• Restate, reread, and clarify directions/questions</li> <li>• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a consistent routine/schedule</li> <li>• Flexible grouping</li> <li>• Provide student exemplars to communicate expectations</li> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>		<p>aids</p> <ul style="list-style-type: none"> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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## Theme 2: Identity / Coming of Age

**Unit Description/Overview:** *In this unit, students will explore the journey of self-discovery and personal growth through a variety of literary works that highlight the challenges and triumphs of adolescence. By delving into these stories, they will gain insight into the universal experiences of growing up and finding one's place in the world.*

Approximate time frame: 6-8 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do you present yourself to the world?</li> <li>• Does the way others perceive you match who you truly are? What comprises our identity?</li> <li>• How do you present yourself to the world?</li> <li>• Does the way others perceive you match who you truly are?</li> <li>• How does my identity change and evolve?</li> <li>• How does family affect one's beliefs and behaviors?</li> <li>• How does making connections between text and self deepen my understanding of my own identity?</li> </ul>
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	<ul style="list-style-type: none"><li>• How does understanding my own identity help me to connect and empathize with others?</li><li>• What does it mean to be an adult?</li><li>• How do our childhood experiences shape our adult lives?</li><li>• How do we make and keep friends?</li><li>• How do our families impact our adult lives and choices?</li></ul>
<b>NJSLA Standards</b>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>• Students will understand the conventions of the selected literary genres.</li><li>• Students will analyze the setting and theme.</li><li>• Students will analyze characters and their growth over time.</li><li>• Students will understand the plot.</li><li>• Students will understand and analyze literary devices.</li></ul>

<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes (F), socratic seminars (F/S), book talks (F), unit exams (S), projects (S), presentations (F/S), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)</p>				
<p><b>Required/ Suggested Resources</b></p> <p><b>**must choose ONE play per year as whole class text**</b></p>	<p><b>Novels</b></p> <p><i>Of Mice and Men</i> <i>The House on Mango Street</i> <i>To Kill a Mockingbird</i> <i>Great Expectations</i> <i>The House on Mango Street</i> <i>The Girl with the Louding Voice</i> <i>The Old Man and the Sea</i></p>	<p><b>Plays</b></p> <p><i>Taming of the Shrew</i> <i>Twelfth Night</i> <i>A Midsummer Night’s Dream</i> <i>Brighton Beach</i> <i>Memoirs</i></p>	<p><b>Short Stories</b></p> <p>“Eleven” by Sandra Cisneros “Cheboygan Day” (CL) “The Man Who Was Almost a Man” “The Red Dress” “The Scarlet Ibis” “Evil Mother” by Margaret Atwood “The White Heron” by Sarah Orne Jewett</p>	<p><b>Poetry</b></p> <p>“We Wear the Mask” by Paul Laurence Dunbar “We Real Cool” by Gwendolyn Brooks “Tuesday, 9 am” by Denver Butson “On Turning Ten” Billy Collins</p>	<p><b>Nonfiction</b></p> <p>excerpts from <i>Foundations</i> <i>The Color of Water</i></p> <p>excerpts from <i>This Boy’s Life</i> and/or <i>I Know Why the Caged Bird Sings</i></p>

<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>VPA12adv.Cr1a: Visualize and generate art and design that can affect social change.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>

	(e.g., 2.1.12.PGD.1).
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide immediate feedback when applicable</li> </ul>			
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### Theme 3: Imagined Worlds /Dystopian Fiction

**Unit Description/Overview:** *In this unit, students will examine futuristic and fantastical landscapes that challenge our understanding of society, power, and human nature. Through exploring these thought-provoking stories, students will gain insight into how authors use dystopian settings to reflect on real-world issues and inspire critical thinking about our own world.*

Approximate time frame: 6-8 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What characteristics define a dystopian society, and how do they reflect the fears and concerns of the real world?</li> <li>• How do protagonists in dystopian novels challenge and resist oppressive systems, and what motivates their actions?</li> <li>• How do authors of dystopian literature use setting, world-building, technology, and governance to explore themes of control, freedom, and individuality?</li> <li>• What parallels can be drawn between dystopian fiction and contemporary society, and how can these stories serve as warnings or lessons?</li> <li>• What can dystopian fiction teach us about the importance of critical thinking and evaluating our own society?</li> </ul>
<b>NJSLA Standards</b>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>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.</p>

	<p>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.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Students will understand the conventions of the selected literary genres.</li><li>● Students will analyze the setting and theme.</li><li>● Students will analyze characters and their growth over time.</li><li>● Students will understand the plot.</li><li>● Students will understand and analyze literary devices. Students will understand the conventions of the selected literary genres.</li></ul>
<b>Formative and Summative Assessments</b>	Reading quizzes (F), socratic seminars (F/S), book talks (F), unit exams (S), projects (S), presentations (F/S), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)

<b>Interdisciplinary Connections</b>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p>
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	<p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>			
<b>Career Readiness, Life Literacies, and Key Skills</b>	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.			
<p><b>Required/ Suggested Resources</b></p> <p><b>**must choose ONE play per year as whole class text**</b></p>	<b>Novels</b>	<b>Short Stories</b>	<b>Poetry</b>	<b>Nonfiction</b>
	<p><i>The Grace Year</i> by Kim Liggett</p> <p><i>Scythe</i> by Neal Shusterman</p> <p><i>Never Let Me Go</i> by Kazuo Ishiguro</p> <p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p>Excerpts from <i>The Hunger Games</i> by Suzanne Collins, <i>Divergent</i> by Veronica Roth, <i>Red Rising</i> by Pierce Brown</p>	<p>“Harrison Bergeron” by Kurt Vonnegut</p> <p>“Lose Now, Pay Later” by Carol Farley</p> <p>Selections from the <i>Foundations</i> textbook</p>	<p><a href="#">“Perhaps the World Ends Here” by Joy Harjo</a></p> <p><a href="#">“The Unknown Citizen” by W.H. Auden</a></p> <p><a href="#">“The Conditional” by Ada Limón</a></p> <p><a href="#">“I Was Told the Sunlight Was a Cure” by Hanif Abdurraqib</a></p>	<p><a href="#">“Someone Might Be Watching – an Introduction to Dystopian Fiction” by Shelby Ostergaard</a></p> <p><a href="#">“How to Recognize a Dystopia” by Alex Gendler</a></p> <p><a href="#">“Why Teens Find The End Of The World So Appealing” by Elissa Nadworny</a></p>

<b>Modifications</b>	<p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>Teacher modeling of skills/techniques to be mastered</li> <li>Extended time to complete assignments</li> <li>Preferential seating to be determined by the student and teacher</li> <li>Provide oral reminders and monitor student work</li> </ul>	<p><b>Struggling/At-Risk Students</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for repetition and practice</li> <li>Teacher modeling of skills/techniques to be mastered</li> <li>Extended me to complete assignments</li> <li>Provide copy of class notes</li> <li>Preferential seating to be determined by the student and</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for project based learning</li> <li>Provide opportunities for independent studies</li> <li>Flexible</li> </ul>	<p><b>Multilingual Learners</b></p> <p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>Teacher made adaptations, outlines, study guides</li> <li>Use of varied leveled texts to present content</li> <li>Sentence frames and starters</li> <li>Extended time to complete assignments</li> <li>Use of concrete examples</li> </ul>
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	<p>during independent work time</p> <ul style="list-style-type: none"> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback when applicable</li> </ul>	<p>teacher</p> <ul style="list-style-type: none"> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Grouping Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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## SPEAKING & LISTENING UNIT

**Unit Description/Overview:** *The purpose of this unit is to familiarize students with grade-appropriate speaking, listening, and presenting skills. Through a variety of speaking and listening focused contexts, students will gain an understanding for the components that create efficacy in speaking, presenting, slide design, and active-listening. The intention is for the exploration of and attention to these skills not only during this unit but also throughout the entire course.*

Approximate time frame: Approximately 1-2 weeks AND throughout the year/paired with Reading and/or Writing Units

<b>Essential Questions</b>	<ul style="list-style-type: none"><li>● How can we engage our audience while speaking?</li><li>● How can we practice active listening?</li><li>● What are appropriate conversational skills, how are they employed, and how do they enhance discourse?</li><li>● What are open-ended and closed-ended questions, and how do they elicit different responses?</li><li>● How do we create open-ended questions that encourage discussion?</li><li>● Why are certain slide designs more engaging for audiences?</li><li>● How do we design slides effectively?</li></ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Understand and practice grade-level appropriate speaking skills (i.e. eye contact, body language/posture, voice projection, and enunciation)</li><li>● Understand and practice active listening skills (i.e. eye contact, body language/posture, and note-taking)</li><li>● Employ appropriate conversations skills (i.e. prepare for academic conversations, propel conversations forward, and respond to others' statements and perspectives thoughtfully)</li><li>● Recognize the difference between open-ended and closed-ended questions</li><li>● Create grade-level appropriate open-ended questions</li><li>● Design slides with minimal text, large images, use of negative space, coordinating colors, and correct citations</li></ul>
<b>Standards</b>	<p>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.</p> <p>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.</p>

	<p>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.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>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.</p> <p>SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
<p><b>Formative and Summative Assessments</b></p>	<p><u>Formative:</u></p> <p>Minimum of two Socratic Seminars/Harkness Model Discussions</p> <ul style="list-style-type: none"><li>● Students read/review the associated text(s) beforehand</li><li>● Students create their own open-ended questions</li></ul> <p>Minimum of one slide design assignment</p> <ul style="list-style-type: none"><li>● <i>Suggestions:</i> Pair and share, small-group presentations, round table discussions, etc.</li></ul> <p>Suggested Activities (as needed):</p> <p><i>Foundations of Language and Literature Chapter One</i></p> <ul style="list-style-type: none"><li>● Thinking about Voice Activity/Reflection (pgs. 5-6)</li><li>● Active Listening Activities:<ul style="list-style-type: none"><li>○ Listening to Gain New Information/Reflection (pgs. 8-9)</li></ul></li></ul>

	<ul style="list-style-type: none"><li>○ Listening Skills (<i>pg. 10</i>)</li><li>○ Active Listening/Reflection (<i>pg.11</i>)</li><li>● Engaging in Academic Conversations Activity/Reflection (<i>pg. 15</i>)</li><li>● Challenging an Idea and Reaching Consensus Activity/Reflection (<i>pg. 16</i>)</li><li>● Entering the Academic Conversation Activity/Reflection (<i>pgs. 17-19</i>)</li><li>● Planning a Presentation Activity (<i>pg. 22</i>)</li><li>● Delivering a Presentation (<i>pg. 24</i>)</li></ul> <p>Suggested Activities throughout the year (to pair with reading and writing units):</p> <ul style="list-style-type: none"><li>● Jigsaws</li><li>● Share-outs</li><li>● (Impromptu) speeches</li><li>● Book talks</li><li>● Grammar presentations</li></ul> <p><u>Summative:</u> CULMINATING, GRADED TASK: 2-3 minute individual presentation based on Independent Reading (with one slide)</p> <p><i>Suggested topics:</i></p> <ul style="list-style-type: none"><li>● Book review</li><li>● Book recommendation</li><li>● Reflection on reading progress</li><li>● Reader identity</li><li>● Future reading plans</li><li>● Synthesis of multiple IR books into theme/genre</li></ul>
<b>Required/ Suggested Resources</b>	<p><a href="#">How to Conduct a Socratic Seminar</a> (via <i>Facing History and Ourselves</i>)</p> <p><a href="#">How to Conduct a Harkness Model Discussion /Resources</a></p> <p>Suggested <a href="#">Socratic Seminar Rubric</a> (Standard-based)</p> <p><i>The Naked Presenter</i> by Garr Reynolds</p>

## GRAMMAR & LANGUAGE UNIT

<b>Unit Description/Overview</b> <i>The purpose of this unit is to familiarize students with grade-appropriate grammar skills to use in their writing and speaking. They will gain an understanding of the components of the English language that improve communication.</i>	
Time frame: Ongoing, entire school year.	
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• How can understanding grammar and punctuation rules make writing and speaking more effective?</li><li>• How can an expanded vocabulary improve interpersonal and professional communication?</li></ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>• Students will apply appropriate punctuation and grammar rules, such as subject-verb agreement, verb tense consistency, and comma usage, in their writing to ensure clarity and correctness.</li><li>• Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.</li></ul>
<b>Standards</b>	<p>*Students will be given a pre-assessment at the beginning of the year of the highlighted 8th grade standards listed below. Areas of need will be addressed and reviewed by November, before moving onto the 9th grade standards.</p> <p><b>Grade 8 Grammar Standards (2023)</b></p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"><li>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li><li>B. Form and use verbs in the active and passive voice.</li><li>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li><li>D. Recognize and correct inappropriate shifts in verb voice and mood.</li><li>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li><li>F. Use an ellipsis to indicate an omission.</li><li>G. Recognize spelling conventions.</li></ul> <p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"><li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li></ul>



- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult 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 or its part of speech.
- 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.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### **Grade 9 Grammar Standards (2023)**

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

- A. Use parallel structure.

[IXL Practice:](#)

[Identify sentences with parallel structure | 9th grade language arts](#)

[Use parallel structure | 9th grade language arts](#)

- 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.

[IXL Practice:](#)

[Identify prepositional phrases | 9th grade language arts](#)

[Identify dependent and independent clauses | 9th grade language arts](#)

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

IXL Practice:

[Use semicolons and commas to separate clauses | 9th grade language arts](#)

[Semicolons, colons, and commas: review | 9th grade language arts](#)

[Transitions with conjunctive adverbs | 9th grade language arts](#)

D. Use a colon to introduce a list or quotation.

IXL Practice:

[Use semicolons, colons, and commas with lists | 9th grade language arts](#)

E. Recognize spelling conventions.

IXL Practice:

[Correct errors with commonly misspelled words | 9th grade language arts](#)

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.

IXL Practice:

[Choose the word whose connotation and denotation best match the sentence | 9th grade language arts](#)

[Use words accurately and precisely | 9th grade language arts](#)

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.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.

IXL Practice:

[Explore words with new or contested usages | 9th grade language arts](#)

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.

IXL Practice:

[Determine the meaning of words using synonyms in context | 9th grade language arts](#)

[Determine the meaning of words using antonyms in context | 9th grade language arts](#)

[Use context to identify the meaning of a word | 9th grade language arts](#)

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,

	<p>analyze, analysis, analytical; advocate, advocacy).</p> <p>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).</p> <p><u><a href="#">IXL Practice:</a></u> <u><a href="#">Which text is most formal?   9th grade language arts</a></u> <u><a href="#">Identify audience and purpose   9th grade language arts</a></u> <u><a href="#">Compare passages for subjective and objective tone   9th grade language arts</a></u> <u><a href="#">Compare passages for tone   9th grade language arts</a></u></p> <p>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.</p> <p><u><a href="#">IXL Practice:</a></u> <u><a href="#">Use dictionary entries   9th grade language arts</a></u> <u><a href="#">IXL   Use thesaurus entries   9th grade language arts</a></u></p> <p>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).</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p><u><a href="#">IXL Practice:</a></u> <u><a href="#">Choose the word whose connotation and denotation best match the sentence   9th grade language arts</a></u></p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><u><a href="#">IXL Practice:</a></u> <u><a href="#">Classify figures of speech: euphemism, hyperbole, oxymoron, paradox   9th grade language arts</a></u></p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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).</p> <p><u><a href="#">IXL Practice:</a></u> <u><a href="#">Analyze the effects of figures of speech on meaning and tone   9th grade language arts</a></u></p>
<b>Formative and Summative Assessments</b>	Suggested Activities (as needed): <ul style="list-style-type: none"><li>● Teacher-led mini-lessons</li><li>● Student-led mini-lessons</li></ul>

- Pre-test/post-tests
- Sample sentence corrections
- Review & corrections of student writing
- IXL practice
- IXL quizzes
- Padlet posting
- Group work
- Membean training
- Membean quizzes

Formative: Students will be given a pre-assessment at the beginning of the year of the highlighted 8th grade standards listed below. Areas of need will be addressed and reviewed by November, before moving onto the 9th grade standards.

Summative: Monthly quizzes to assess each skill, skill assessment in essay writing, post-assessment in May