REAL WORLD WRITING
GRADE 9

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date:_____March 18, 2019_____   Michael Nitti
Revised: EHS English/Language Arts Teachers   Superintendent
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Course Description

Prerequisite:

Satisfactory completion of 8th grade English Language Arts, a demonstrated need on standardized or diagnostic testing, and/or teacher recommendation for support in the area of writing. **Placement by Administration only.**

Real World Writing is a five-credit, Level II course designed for those students who would benefit from additional instruction and support with written expression, especially as it relates to supporting one's claim, and the conventions of writing. Students will build upon the skills learned in middle school ELA classes and will work toward proficiency in high school and postsecondary institutions.

Instruction will focus on informational/expository, argument, creative and narrative writing, with a particular emphasis on text-based writing and supporting one's claim with evidence. While writing daily, students will learn not only the rules of grammar and writing mechanics, but also how to apply those rules when writing. Students will also learn how to naturally infuse new vocabulary terms into their writing. Student performance and individual growth will be evaluated using rubrics, quizzes, tests, formal and informal writings. All areas of focus will help students to become proficient real-world writers.

Course Instructional Time: 87 minutes 5 days per week for one semester

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

The 12 Career Ready Practices:
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP4. Communicate clearly and effectively and with reason.
In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and it the workplace.

CRP7. Employ valid and reliable research strategies.
Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and it the workplace.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration:

8.1 Educational Technology:
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies Integration:
The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 9-10 - History, Social Studies, Science and Technical Subjects

Unit One: Career Exploration and Expository Writing
Pacing: 23 Days

Why is this unit important?

In this unit, students will develop potential career paths and plans based on knowledge gained from career inventories/assessments and from realization/discovery of personality traits, interests, and unique skills. Based on this new knowledge, students will research information and statistics about desired or recommended jobs including job descriptions and duties, wages and benefits, work setting and environment, educational/training requirements, and similar occupations. Students will know how to reach short-term and long-term goals that lead to a desired career. The culmination of students' research and new knowledge will be synthesized and explained an expository essay and shared through a multi-media presentation. The Big Ideas embedded in this unit will include the following:

- Developing the connections among one's personality traits, interests, unique skills and potential career choice is critical for lifelong fulfillment.
- Understanding the changing nature of work is essential when choosing a career path.
- Understanding the intricacies of a selected career path requires intensive research using credible informational sources from which relevant, meaningful information must be extracted.
- Developing a clearly articulated thesis with supporting facts obtained from reliable and unbiased informational sources is essential when writing an expository essay and planning a presentation.
- Strongly researched expository essays must meet certain criteria (i.e., evident opening and closing, clearly expressed main idea supported with textual evidence, precise language, and domain-specific vocabulary).

Enduring Understandings:

- It is important for one to realize and discover his or her personality traits, interests, and unique skills when beginning to explore careers.
- In order to achieve lifelong fulfillment, one must choose a career path that complements his or her personality traits, interests, and unique skills.
- It is important for one to realize the changing nature of work and educational requirements when choosing a career path.
- In order to fully understand the research process, one must learn how to find and extract relevant information from credible sources, properly cite primary and secondary sources, and synthesize information in order to produce a researched expository essay and presentation.
- In order to write a researched expository essay, a writer must learn how to clearly articulate his or her thinking and central focus (thesis), include relevant textual evidence and support, use precise language and domain-specific vocabulary, and use the conventions of the English language correctly.

Essential Questions:

- How does one discover and realize his or her personality traits, interests, and unique skills?
- What are the benefits of choosing a career path that complements one's personality traits, interests, and unique skills?
- How does one choose a career path that will cultivate lifelong fulfillment?
- How does one research and create a plan for his or her career path?
- How does a researcher synthesize information and produce a written product that communicates information effectively?
- What makes a particular multi-media presentation powerful or effective?

Acquired Knowledge:

- Selecting career choices that complement his or her personality traits, interests, and unique skills can lead to lifelong fulfillment.
- It is important to utilize credible, relevant information when conducting research.
- Short-term and long-term goals are needed in order to pursue a selected career path.
- There is a difference between primary and secondary sources, each serving a purpose in the research process.
- There are essential elements of an expository essay which must be included for the essay to be clear, coherent, relevant, and appropriate to a task and audience.

Acquired Skills:

- Complete an online assessment that will capture personality traits, interests, and unique skills, ultimately connecting to different career path options
- Research and extrapolate relevant information from credible informational sources
- Properly cite primary and secondary sources
- Synthesize information gained through research to produce a meaningful expository essay
- Produce a well-organized, coherent multi-paragraph expository essay that highlights the results of the online survey, explains the research related to those results, and outlines possible short-term and long-term goals to work toward a possible career choices
- Create a multi-media presentation with PowerPoint, Google Slides, or Prezi
- Set short and long-term goals relevant to a selected career path

Assessments: Suggested assessments, but not limited to those listed:

Formative:

- Graphic Organizer: job description/duties, personal characteristics needed, education needed, work setting and environment, wages and benefits, employment outlook, and personal assessment

Summative:

- Multi-media presentation, including but not limited to, PowerPoint, Google Slides, or Prezi

Benchmark:

- Expository Essay – scored using PARCC RST/LAT Rubric

Core Instructional Materials:

- Chromebooks
- Occupational Outlook Handbook: www.bls.gov/ooh
- Center on Education and the Workforce: https://cew.georgetown.edu/publications/reports/
- Good Jobs Data: https://goodjobsdata.org/good-jobs-data/?index=nobaearn_goodpop&education=AA
- Career Coach: www.mccc.edu/student_services_counseling_career.shtml
- District Databases: Infoseek - Ferguson's Career Guidance Center

Interdisciplinary Connections:

Depending on one's career path, there is potential for multiple interdisciplinary connections. The EHS Career Pathways outlined in the EHS Curriculum Guide will also help students to make connections between career choices and high school coursework.

- History
- Performing and Visual Arts
- English Language Arts
- Foreign Languages
- Physical Education
- Sciences
- Health / Physical Education
- Mathematics

Technology Connections:

- Occupational Outlook Handbook: www.bls.gov/ooh
- Center on Education and the Workforce: https://cew.georgetown.edu/publications/reports/
- Good Jobs Data: https://goodjobsdata.org/good-jobs-data/?index=nobaearn_goodpop&education=AA
- Career Coach: www.mccc.edu/student_services_counseling_career.shtml
- District Databases: Infoseek - Ferguson's Career Guidance Center

Accommodations or Modifications for Special Ed, ESL, or Gifted Learners:

- Differentiated graphic organizers to help students organize researched information gathered for information/explanatory essay
- Graphic organizers to organize notes during research process
- Audio versions of texts
- Teacher guidance provided for small groups or individuals based on need
- Exemplary essays for struggling or reluctant writers to use as mentor text

List of Applicable New Jersey Student Learning Standards for ELA:

Reading Literature:
RI.9-10.1; RI.9-10.2; RI.9-10.3, RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.9-10.7

Writing:
W.9-10.2a-2f; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9; W.9-10.10

Speaking and Listening:
SL.9-10.1a-1d; SL.9-10.2; SL.9-10.3; SL.9-10.4; SL.9-10.5; SL.9-10.6

Language:
L.9-10.1a-1b; L.9-10.2a-2c; L.9-10.3a; L.9-10.4a-4d; L.9-10.5a-5b; L.9-10.6

Unit Two: Exploring Controversial Issues and Argument Writing
Pacing: 25 Days

Why is this unit important?

In this unit, students will explore opposing viewpoints related to controversial issues. Students will examine a controversial topic of choice in order to recognize the varying viewpoints of such issues. They will utilize the information gained in order to choose a side of the argument. In doing so, students will incorporate text-based evidence (facts, data and statistics) in order to support their viewpoint and to refute the viewpoint of the opposition. Understanding such controversial issues facing society today will create a more informed student and set the student up for lifelong learning. The Big Ideas embedded in this unit will include the following:

- There are current topics of debate and possible controversy that are of interest to students.
- It is essential to utilize relevant, reliable, unbiased sources when conducting research to support an argument.
- The purpose of argument writing is for a writer to clearly and powerfully communicate his or her position to a reader and support that position with data and statistics as evidenced in texts. It is also important to acknowledge the opposing viewpoint and introduce possible flaws to those arguments.
- The ideas presented in an argument essay must support a clearly worded thesis.
- Strong essays must meet certain criteria, including the following: the opening and closing are evident; the main idea is clearly stated in the thesis, is maintained throughout the essay, and is supported with clear reasoning in the form of text-based evidence; and Standard English is used effectively.
- There is a structure to an effective argument essay that requires one not only to support his/her position but also to refute the opposing position with facts, data, and statistics.
- To avoid accusations of plagiarism, sources must be cited (e.g., MLA formatting).

Enduring Understandings:

- Sources useful to making a successful argument must be unbiased, relevant, reliable and current.
- A thesis is the main claim the writer is making (i.e., position or argument) and is supported throughout the essay.
- There is an opposing viewpoint with controversial issues; it is necessary to acknowledge it and then debate opposing arguments within the essay.
- Data, facts, statistics from reliable sources are imperative in supporting a rational argument.
- A writer must be cognizant of the task, purpose and audience and must maintain an appropriate style and tone throughout the essay.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.

Essential Questions:

- Why is it important to use only reliable, unbiased, current and relevant sources?
- What is the purpose of argument writing?
- Why is it important to acknowledge the opposing viewpoint in an argumentative piece?
- How does refuting an opposing viewpoint strengthen an argument?
- Why is it important to include facts, data, and statistics when rationalizing an argument?
- Why is it important to consider task, purpose and audience when organizing one's writing?

Acquired Knowledge:

- To demonstrate a comprehensive understanding of the topic, one must support a claim with valid reasoning in the form of facts, data, and statistics from credible sources.
- Facts or data from reliable sources, such as databases and organization or government websites, best support or strengthen an argument.
- An effective argument acknowledges the opposing viewpoint but also distinguishes it from the opposing claim and respectfully discredits it with text-based evidence.
- Argumentative essay writing sustains a formal style and objective tone solely based on facts.
- The voice in an argument piece projects a tone appropriate to the topic and to the tone of the piece.
- A concluding paragraph or section must flow from the argument and end powerfully (e.g., call to action, symbolic ending, reconnection to the beginning, etc.).

Acquired Skills:

- Read information related to a topic or issue to determine a position based on facts from credible sources
- Compare and contrast both sides of a controversial issue, analyzing strengths and weaknesses of each side
- Create and support a claim effectively in writing
- Provide a counterclaim while refuting it with text-based evidence in order to strengthen thesis
- Compose paragraphs that support an argument utilizing facts, data, and statistics from the text
- Utilize transitions to create a natural flow among ideas, specifically noting the differences between claims and counterclaims so the writer does not change 'positions'
- Apply the rules of Standard English

Assessments: Suggested assessments, but not limited to those listed:

Formative:

- Graphic organizers, including notes and outlines
- Teacher conference, observations, anecdotal records
- Self-editing, peer editing, or teacher-editing checklists

Summative:

- Draft of introduction to include thesis, argument paragraphs including text-based evidence, rebuttal paragraph, concluding paragraph

Benchmark:

- Argument Essay – scored using PARCC RST/LAT Rubric

Core Instructional Materials:

- District Discovery page (Ewing databases-All Gale Resources-Opposing Viewpoints in context)
- Graphic organizer
- Outline
- Self, peer, and teacher checklists
- Sample argument essays

Interdisciplinary Connections:

Many controversial issues or debatable topics connect to curriculum or course content, including but not limited to the following:
- Science- impact of technology; ethics on self and/or society; medical, energy, & environmental issues
- Sociology- current social and cultural issues
- History- law and government politics; war; diplomacy
- National debate topics

Technology Connections:

- District Database: Gale - Opposing Viewpoints in Context
- Smart board
- Google Classroom and Docs
- Student Chromebooks

Accommodations or Modifications for Special Ed, ESL, or Gifted Learners:

- Differentiated graphic organizers to help students organize facts necessary for argument piece
- Graphic organizer to organize notes
- Audio version of texts
- Teacher guidance provided for small groups or individuals based on need
- Exemplary argumentative essays for struggling or reluctant writers to use as a mentor text

List of Applicable New Jersey Student Learning Standards for ELA:

Reading Literature:
RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5; RI.9-10.6, RI.9-10.8, RI.9-10.10

Writing:
W.9-10.1a-1e; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9b, W.9-10.10

Speaking and Listening:
SL.9-10.1a-1d; SL.9-10.6

Language:
L.9-10.1a-b; L.9-10.2a-c; L.9-10.3a; L.9-10.4a-d; L.9-10.6

Unit Three: Book Clubs and Narrative Writing
Pacing: 22 Days

Why is this unit important?

In this unit, students will use close reading strategies to explore fiction. Students will self-select a fictional work for the purpose of identifying important details as a way of understanding the author's purpose. By engaging in Book Clubs, students will: identify basic story elements such as point of view, setting, and story structure, ultimately putting these pieces together to understand theme and author's purpose; make predictions based upon their knowledge of text evidence and predictable story structure; learn that the character's relationships with others and the way he or she deals with conflict reveals a great deal about who the character is and the author's central idea; make cross-textual connections; and consider how fictional texts connect to their lives. Ultimately, students will apply this knowledge and understanding by creating a narrative piece to include setting, character development and conflict with a moral to the story, each connected to key concepts from their chosen Book Club text. The Big Ideas embedded in this unit will include the following:

- Fictional stories include common literary elements including setting, character development, point of view, plot and theme.
- A reader must attend to literary elements as well as a story's structure when reading closely and analyzing a text for deeper meaning.
- Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.
- After reading closely, students must be able to incorporate the above literary elements into narrative writing.
- It is essential that a student writes in great detail, including sensory images, with a voice and tone appropriate to purpose, task and audience.

Enduring Understandings:

- All works of fiction include character, setting, conflict and resolution; these elements interact and influence one another, leading to the development of theme.
- Literary device and figurative language are intentionally used by a writer to allow a reader to more clearly visualize or become emotionally attached to a story. A story or novel written using such language reads very differently than one without such writing.
- Chronology or sequencing is essential when storytelling; it is important for a reader to attend to the chronology of a story, even when an author chooses to experiment with time (e.g., flashback, flash-forward).
- One goal of powerful writing is to include such vivid detail that the writer can visualize the events as they occur. This can occur when one writes from experience or from his/her background knowledge (i.e., writes a work inspired by a familiar fictional story).
- Narrative works can be used to inspire other narrative writing.
- A writer can follow story structure and incorporate literary elements to craft original narrative works.

Essential Questions:

- How does fiction read differently than non-fiction? How does narrative writing differ from expository or argumentative writing?
- What elements belong in a fiction piece?
- Why is the structure of a story often called a "plot pyramid"?
- Why is the sequence of events important in a narrative?
- How can an author create emotion or tension in a story?
- What is sensory detail and what does it add to a story?
- How can a shift in point of view change a story?
- How do literary devices and figurative language impact a story?

Acquired Knowledge:

- As events progress in a story, characters are revealed through their actions and words and through the actions and words of other characters, which helps the reader infer theme.
- Authors often use figurative language in order to contribute to meaning.
- A narrative includes complex characters, setting, conflict, a plot that unfolds naturally, and a resolution, all which progress and develop into a theme.
- A writer uses transition words to convey sequence in a story.
- Word choice is an essential element of the story to convey a message and to create mood within the story.
- After reading a fictional piece of work, one can continue narrating the story, applying information learned and writing the next chapter or re-telling the story from a different character's point of view.

Acquired Skills:

- Extrapolate literary elements, including the sequence of essential events which develop into the plot, with a focus on the characters and their impact on the plot.
- Explain the connection between the story's primary conflict and the resolution and connect these to the story's theme.
- Explain how characters' words, thoughts and actions and the changes seen in a character develop into the story's theme.
- Analyze the impact a character's point of view or perspective has on the mood of a story.
- Examine new words in context using clues provided in the text to determine meaning; discuss differences between denotative (dictionary meaning) and connotative (ideas and feelings associated with) meaning of words.
- Utilize information in a provided narrative text to draft another chapter or retell the story from another character's point of view.

Assessments: Suggested assessments, but not limited to those listed:

Formative:

- Teacher conferences, observations, anecdotal notes
- Reading response journals, graphic organizers, and/or blogs for close-reading and annotating
- Character snapshots, setting snapshots
- Self-editing, peer editing, or teacher created editing checklists

Summative:

- Check for understanding quizzes administered periodically throughout the reading of the narrative text.
- Teacher created assessments (i.e. write a diary entry from a different character's point of view, write an additional chapter, etc.).

Benchmark:

- Published narrative works connected to a literary text – scored using PARCC Narrative Task Rubric

Core Instructional Materials:

- Graphic organizers
- Revising and editing checklists
- Multiple copies of different narrative texts for student-selected Book Clubs
- Writer's notebook
- Google Classroom

Interdisciplinary Connections:

- Historical fiction novels (e.g., works by Laurie Halse Anderson) can connect to historical reading and research
- Environmental fiction novels (e.g., works by Carl Hiaasen) can connect to scientific reading and research
- Themes of some novels may connect to social justice or civics, which could connect to history curriculum and content

Technology Connections:

- Google Classroom
- Google Drive – Collaborative sharing of thoughts, reflections, questions as Book Club groups read and prepare for discussions and activities
- Electronic book blogs
- E-project to share book recommendations

Accommodations or Modifications for Special Ed, ESL, or Gifted Learners:

- Book club choices will be varied by reading level, topic/interest, etc. Allowing student choice in the selection of his/her book club books gives each student the flexibility to select a book at the appropriate readability level and one of high interest.
- Graphic organizers for note-taking from a narrative text or for prewriting to draft a narrative story can be differentiated.
- English learners can be provided the opportunity to draft a narrative in their native languages, as story structure applies across cultures. They can then use word-to-word dictionaries or electronic translation supports to translate key terms, sentences, or paragraphs.

List of Applicable New Jersey Student Learning Standards for ELA:

Reading Literature:
RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10

Writing:
W.9-10.3a-3e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9a, W.9-10.10

Language:
L.9-10.1a-1b, L.9-10.2a-2c, L.9-10.3, L.9-10.4a-4d; L.9-10.5a-5b

Speaking and Listening:
SL.9-10.1a-1d, SL.9-10.4, SL.9-10.6

Unit 4: Grammar Focus—The Sentence
Pacing: 20 Days, Embedded within the Writing Workshop in units 1-3

Why is this unit important?

Grammar lessons will be embedded into the writing process, specifically when students are editing their work. Students will apply the rules of grammar, specifically those related to the development of complete, compound, and complex sentences. Parts of speech such as nouns, pronouns, and verbs, will be emphasized through the discussion of sentence construction, and adjectives and adverbs will be used to improve description and voice. Capitalization and punctuation (i.e., colon and semicolon) will be taught as a skill necessary to improve one's sentence writing. Specific attention will be paid to subject-verb agreement and to writing with parallel structure. The Big Ideas embedded in this unit will include the following:

- Writing with complete sentences allows a writer to communicate effectively and a reader to fluently read a work, thus improving comprehension of a piece.
- Varied sentence structure is important to avoid monotony and to add voice to a work.
- Knowledge related to parts of speech can be used to improve one's sentence construction (e.g., adjectives, adverbs).
- Language mechanics, including capitalization and punctuation, are important to sentence construction.
- It is important for a writer to have time to apply the rules of grammar directly to his/her writing; time for application is essential.

Enduring Understandings:

- A complete sentence communicates a complete thought.
- Simple, compound, and complex sentences follow a predictable structure including subject and predicate.
- Varying one's sentence structure makes a work more readable and often more understandable.
- Knowing parts of speech helps with the construction of a sentence.
- Marks of punctuation are used as a way to communicate a message within a sentence; they are cues for a reader to consider that help make meaning.
- Application of grammar rules is the most important reason to learn the rules of grammar.

Essential Questions:

- How does one know if a sentence is complete?
- Why is punctuation so important? How can misuse of punctuation marks change the intended meaning of a sentence?
- How can one use a word's part of speech to help him/her use it correctly in a sentence?
- How are the rules of grammar learned so they are applied to and carry into one's writing?

Acquired Knowledge:

- Complete sentences must have a subject and predicate, and they must convey a complete thought.
- Varying the beginnings of sentences and the format or structure of sentences makes writing more interesting.
- Knowing a word's part of speech provides important information regarding how that word can be used correctly in a sentence.
- There are specific rules of grammar, usage and mechanics that are important for writers to apply to make a text more understandable for a reader.
- One of the highest levels of understanding comes in the form of application in context.

Acquired Skills:

- Compose sentences that include subjects and predicates and that convey a complete thought.
- Combine ideas to form compound or complex sentences.
- Apply the rules of capitalization when writing.
- Apply the rules of punctuation, including the following: period, question mark, exclamation mark, comma, colon, and semicolon.
- Identify words' parts of speech (e.g., noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection) and use that knowledge to correctly write and revise sentences.
- Write for extended periods of time, applying the rules of grammar, usage and mechanics when drafting and editing to improve the readability of a piece.

Assessments: Suggested assessments, but not limited to those listed:

Formative:

- Grammar and Conventions Rubric

Benchmark:

- PARCC Rubric: Knowledge of Language and Convention

Core Instructional Materials:

- Writer's Inc. – A student Handbook for College and Career Readiness (Houghton Mifflin Harcourt)
- Traits of Writing – Conventions
- Editing checklist

Interdisciplinary Connections:

- While there will be no direct, topical interdisciplinary connections, the rules of grammar, usage and mechanics apply to writing in all content areas.

Technology Connections:

- Utilize grammar-check and spellcheck when word processing
- Google Classroom and Drive to publish and collaborate

Accommodations or Modifications for Special Ed, ESL, or Gifted Learners:

- Teacher and peer conferences will be used to support individual student's needs; feedback and targeted assistance will be student-specific
- English learners will be supported with specific English language grammar lessons including a vs. an, plural nouns, and possessive nouns

List of Applicable New Jersey Student Learning Standards for ELA:

Language:
L.9-10.1a-1b, L.9-10.2a-2c, L.9-10.3a, L.9-10.4a-4d

Sample Standards Integration

21ˢᵗ Century Skills & Career Readiness Practices:

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

In unit 2, students will explore opposing viewpoints related to controversial issues. Students will examine a controversial topic of choice in order to recognize the varying viewpoints of such issues. They will utilize the information gained in order to choose a side of the argument. In doing so, students will incorporate text-based evidence (facts, data and statistics) in order to support their viewpoint and to refute the viewpoint of the opposition. Understanding such controversial issues facing society today will create a more informed student and set the student up for lifelong learning. In this unit, students are utilizing critical thinking, critical reading, and critical writing skills to understand controversial issues and support their viewpoint, while refuting opposing points.

Technology Integration:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Throughout Real World Writing, students are producing multiple writing pieces across several genres. Work collected in the portfolio may also include Power Point Presentations and other types of assignments. Students keep all of their work in a digital portfolio for the duration of the course. Many teachers use Google classroom for students to maintain and edit their portfolio. Using this platform allows for students to share their work with teachers and other students. Students reflect on their work throughout the semester and keep reflections on their body of work in the portfolio.

Interdisciplinary Connection: Social Studies:

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Throughout the course, students are asked to research, evaluate, read, and write about career paths, and controversial issues.

In unit 2, students select a controversial issue to research and evaluate. Topics may include, but are not limited to, environmental justice, unfair labor practices, civil rights and national security (all outlined in 6.3.A, B, and D). In unit 3, students participate in book clubs revolving around environmental issues and historical fiction. Students reading works by Carl Hiaasen, can research and learn the impact we make on the environment. Students have multiple opportunities to demonstrate how they are active citizens in the 21ˢᵗ century.