ENGLISH I: INTRODUCTION TO LITERATURE AND COMPOSITION GRADE 9

EWING PUBLIC SCHOOLS
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Program Description

Students enrolled in Grades 9-12 in The Ewing Public Schools are required to take four years of English Language Arts. The English curriculum requires that students work toward College and Career Readiness with the support and guidance of a highly-qualified teaching staff and English classes are tiered so the skills necessary for students to be successful beyond high school progress from English I through English IV in a structured way. The three goals for our secondary English program are the following: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Within all English courses, students read fictional works of literature and informational texts, often considering how one text supports or refutes another; a thematic approach to reading and writing allows students to make these connections. Students write daily; the purpose of student writing is for them to inform, argue, analyze, express or entertain an audience. They work to make sense of literature or information by continually reading, thinking and discussing big ideas. Students read and write daily, sometimes with teacher support, often independently.

Scope and Sequence for Units of Study:

Course Instructional Time: 87 minutes 5 days per week for one semester
Specific pacing information is included within each unit of study for Grades 9-12.

Unit 1: The Close, Analytical Reading of Literature and Information
[Pacing: 30 Days]

Why Is This Unit Important?

During this unit of study, students will read literary works that share common themes, including but not limited to, matters of life and death, finding common ground and forming bonds between individuals and groups. An overarching theme focused on speaking up for those who cannot or do not have a voice is present as well; this will be connected to a larger school-wide discussion of bullying and anti-bullying. Students will learn about and apply the facets of close, analytical reading. They will become more aware of word function, narrative style and technical devices. Students will read actively to move beyond the surface of a literary work, annotating texts to look for deeper meaning including moral issues presented in texts. Seldom does narration articulate these issues of morality, thus it requires guidance and scaffolding for the student to become more sensitive to them and infer meaning. As students become more aware of the moral dimensions of a novel, they work to discover a truth in fiction and thus make connections between the fiction and their own lives. The Big Ideas embedded in this unit include:

- An author's craft directly relates to an author's use of specific literary elements. A reader must be aware of the interaction between literary elements and how those interactions work to develop theme.
- There is often a connection between a work of literature, the historical context of the author's life and the social context in which the text was written.
- Knowing the factual, historic information about events discussed in a text affects a reader, his or her understanding of the work and ultimately his/her appreciation of the work.

Enduring Understandings:
- Symbols, meanings and motifs provide a significant contribution to the development of a central idea or theme in a text.
- Reading nonfiction texts helps to build background knowledge or to enhance the reading experience, further enabling a reader to more thoroughly analyze information provided in a work of fiction.
- The historic era and social context in which a work was composed, fiction or nonfiction, have a clear impact on the content, characters, conflicts and themes in the work.
- Gender, age, race and culture all impact an individual's definition of his/her role and others' roles in society. Such definitions are often utilized by writers to develop character, present conflict and create theme in a work of literature.
- A reader must read actively and attend to nuances provided by an author; nothing presented in a work of literature is happenstance, so it is up to a reader to consider all information and reflect upon an author's purpose and meaning.

Essential Questions:

- What skills are required to read a literary text in comparison and contrast with an informational piece?
- How can a reader utilize information obtained through nonfiction reading to enhance comprehension of a fictional text? Why is such information important?
- How does the historical era in which a work was composed influence the setting, plot development or content, characters, conflicts and themes present in the work?
- How is a text, literary or informational, a commentary and/or criticism on the society in which it was composed?
- What is society's influence over an individual and his or her relationships and decisions?
- How do one's social class and/or socioeconomic status influence one's relationships and experiences?
- Literary works utilize myriad literary elements, including but not limited to symbols, motifs and timeless themes to create believable stories that are relevant commentaries on life.

Acquired Knowledge:

- Works of literature are organized to include common literary elements; informational texts are organized utilizing common text features.
- Strategic readers infer meaning from information provided in the text to best understand a writer's use of symbols, meanings and motifs; each has an influence on a text's theme.
- Reading nonfiction texts (i.e., biography of an author, information about an historical time period, informational text about a specific event, etc.) enables a reader to synthesize information and analyze a work of fiction more thoughtfully, thus more accurately interpreting a writer's central idea or theme.
- Writers often include information related to social class, socioeconomic status, gender, age, race, and/or culture in a work to provide information that enables a reader to fully understand a work's conflict or theme.
- There are common themes that extend across works such as matters of life and death, finding common ground, forming bonds between individuals and groups and perseverance to overcome obstacles including prejudice and discrimination.

Acquired Skills:

- Closely read and analyze literary works, including works on grade level and works at each student's independent reading level.
- Closely read and analyze informational texts and narrative nonfiction including memoir, autobiography and biography.
- Understand and analyze the literary elements and informational text features and discuss how each feature aids with comprehension, ultimately leading to central idea or theme.
- Utilize information presented in an informational text and apply it to more thoroughly understand a literary work (i.e., the influence a writer's life had on a particular work; the impact of social context on a literary work).
- Extrapolate information presented in a text and use that information to infer meaning (i.e., symbolic images, figurative language, imagery, etc.).
- Discuss relationships among characters, especially character conflict and explain how such conflicts and resolutions help to develop the theme presented in the work.
- Analyze the organizational structure of a work and discuss how the order of events or manipulation of time can aid a story's emotion, suspense, mystery, surprise, etc.
- Compare works that share a common theme, focusing on the similarities between experiences as well as differences between settings, resolutions, or other literary elements.
- Read works within the 9-10 grade-band, identify the topic and general main idea or 'gist' of the literary work and identify key details that scaffold to that main idea (e.g., highlighting key details); use these details to write an objective summary and to respond to text-dependent questions.
- Use details, specific examples and quotes from the text to support one's thoughts when responding to a reading.
- Synthesize information from multiple texts when writing a coherent response to a text-dependent question.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Graphic organizers to record notes to be considered with another text
- Class discussions
- Teacher conferences

Summative:

- Text-specific reading comprehension quizzes or tests, including written responses to open-ended questions
- Analytical essays that require students to synthesize information across multiple works (e.g., research simulation tasks and literary analysis tasks)
- Authentic assessments such as projects or Socratic Seminar opportunities

Benchmark:

- Text-based written responses and fully developed essays

Core Instructional Materials:

- Collections, Grade 9 (Houghton Mifflin Harcourt, 2017):
  - Unit 1: Finding Common Ground
  - Unit 3: The Bond Between Us
  - Unit 5: A Matter of Life or Death:
    - *Excerpts from *Night* by Elie Wiesel (required)
- Core Books – Fiction:
  - *Lord of the Flies* (required)
  - *The Contender* by Robert Lipsyte
  - *Peak* by Roland Smith
  - *The Life of Pi* by Yann Martel
- Core Books – Nonfiction:
  - *The Pact* and *We Beat the Streets* by Doctors Sampson, Remeck and Hunt
  - *The House on Mango Street* by Sandra Cisneros

Supplemental Instructional Materials:

- Glencoe Literature, Level 4 (Glencoe/McGraw-Hill, 2002) – supplemental text:
  - "The Most Dangerous Game" by Richard Connell
  - "Lady or the Tiger" by Frank Stockton

Interdisciplinary Connections:

- See appendix for possible lessons that build students' understanding on climate change.
  - Informational texts connected to an author's life or an historical time period will provide opportunities for nonfiction, cross-content reading.
  - Informational reading can be provided to help students understand technological or scientific advancements made during a writer's life or during a particular historical time period. Again, such information would create a greater context in which a work was created.
  - When studying works within a specific literary era, it is helpful to provide additional information such as the artwork or music of that era to help students gain a greater picture of the arts of the time.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. **Click here** for suggested activities for Grade 9. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections:

- *Collections* online resources, A&E videos, student eBooks and close readers
- Students can submit work related to Collections in their eBook; all other written work can be completed and submitted through Google Drive.
- District databases found on the District Discover Page provide informational resources and websites for literary criticism and reviews
- Common Lit is a website with thousands of literary and informational texts and resources geared to students in middle or high school.
- Video adaptations of books (e.g., *Lord of the Flies*) or documentaries to provide information to support a book (e.g., Holocaust informational videos to support the reading of *Night*)
- Websites such as HMH Blog, Canva, and Graphic Organizers for Education provide free graphic organizers that can be used to build students' reading skills.

Accommodations or Modifications:

- The *Collections* series provides differentiated texts and resources to support students and to accelerate learning for students who need extension activities.
- Utilizing graphic organizers will help students extrapolate information (i.e., biographical or historical information to help a student more thoroughly understand information presented in a work of fiction). Utilizing organizers is a best practice documented to support struggling readers (Marzano).
- Audio recordings of novels or short stories provide support for struggling readers or for auditory learners; an audio recording for many classical works is available on YouTube. It is important to note that an audio recording is not intended to replace reading the work, rather as an additional support for students.
- Video versions of literature read in class (i.e., Lord of the Flies) can be used to support struggling readers. Providing multimodal learning opportunities will help with comprehension for students who struggle with reading but who learn best auditorily or visually. Again, a video is not intended to replace the reading of a text; it is intended to provide additional learning opportunities.

- Opportunities for pair-share learning will support both struggling and gifted learners.
- Teachers can adopt and utilize different versions of the same text and can differentiate the reading materials to meet students' needs.
- Differentiated class assignments will help to meet the needs of various learners.

Applicable New Jersey Student Learning Standards (2023):

- Language Domain:
  - L.KL.9–10.2, LVL.9–10.3, L.VI.9-10.4
- Reading Domain:
  - RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.CT.9-10.8
  - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.CT.9-10.8
- Writing Domain:
  - W.AW.9-10.1, W.IW.9-10.2, W.WP.9-10.4, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
  - SL.PE.9-10.1, SL.II.9-10.2,SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6

Unit 2: Epic Poetry, Heroes and Quests [Pacing: 15 Days]

Why Is This Unit Important?

"An epic is a long narrative poem. It recounts the adventures of an epic hero, a larger-than-life figure who undertakes great journeys and performs deeds requiring remarkable bravery and cunning…It includes an epic plot, epic setting, archetypes and epic themes including courage, loyalty, beauty, the fate of a nation, life and death and a homecoming" (Collections, Unit 6). Homer's epic *The Odyssey* teaches what the ancient Greeks valued in their heroes while providing students with a model for what is valued in a hero today, characteristics that were inspired by what was composed over a millennia ago.

When studying heroes and quests, epic or otherwise, it is imperative to additionally discuss and analyze gender roles as they were accepted at that time compared to what is accepted in today's society. The rules of etiquette and hospitality are also significant elements to the tales and provide an insight into the true lives, not merely the literary ones, of individuals living at the time these works were composed. This will enable students to compare and contrast not only works of literature from different eras, but also the lives of actual individuals, both historical and contemporary. The Big Ideas embedded in this unit include:

- The skills required to read an epic differ from those required when reading other texts.
- The study of ancient Greece requires additional reading and research of that historical and literary time period so the reader understands in a comprehensive manner the subject, events and themes of the texts.
- The organizational structure of an epic provides necessary information that is helpful to a reader.
- An epic is an ancient genre whose themes, characters and conflicts are all applicable to the modern experience.
- The archetypal hero and the heroic journey are universal elements in literature throughout the ages; while an epic includes the hero and hero's journey, other works of literature include heroes and quests similar to those presented in an epic.

Enduring Understandings:

- It is necessary to possess a specific set of skills, such as comprehension of literary terms applicable to the epic, in order to discuss the work beyond factual recall.
- The concepts of fate and freewill and the developing attitude toward them impact the characters, their development, their conflicts, their resolutions, as well as the readers' reactions to those characters and actions and events.
- Past literary heroes and present day heroes share many connections.

- The elements of epic poetry significantly contribute to the poem's meaning and message and provide the groundwork for both a literal and symbolic comprehension and analysis of the work.
- The oral storytelling tradition has produced and continues to produce stories and poems that endure and express timeless, human, cultural truths.
- A hero is an ordinary human called to face extraordinary circumstance and challenges.
- Reflecting on the challenges one faces and overcomes can help one to define oneself and understand one's experiences.

Essential Questions:

- What are the characteristics of an epic and what has allowed epic poetry to remain a significant genre in the modern world?
- What is the difference between a literal and a symbolic journey?
- In what ways does one search for his/her own identity and define himself or herself within or in contrast to an accepted culture?
- What is a hero, in literature and in real life?
- How does modern literature allude to the literature of another time period?
- What do literary works, including poems and songs, say about a culture?
- What does a person learn about himself or herself by reflecting on the challenges he/she faces and overcomes?

Acquired Knowledge:

- Epic poems share common characteristics such as: an opening *in medias res*; an invocation to the Muse; a concern with the fate of a nation or people; a correspondingly large scale, often ranging around the world; the intervention of supernatural figures, who are interested in the outcome of the action; extended similes, generally called *epic similes*; long catalogues, whether of ships, characters, or places; extensive battle scenes; and a few stock episodes, including a visit to the underworld.
- Differences exist between a literal and a symbolic journey.
- Heroes/heroines share common qualities, even if the *kind* of hero/heroine differs.
- Archetypal stages of a hero's journey are presented throughout an epic work.
- Modern literature connects to the literature of earlier time periods.
- Past literary heroes and present day heroes share many commonalities.
- Writers utilize narrative strategies and figurative language to assist with character development, develop conflicts in poems and present themes in a work.
- Writers include details about the culture, mythology and history of Homer's world in order to better develop an epic work.
- Primary ideas and themes are present in all epic poems.

Acquired Skills:

- Research and analyze the historical and mythological origins of epic literature.
- Characterize an individual as a hero and support the claim with use of text and explanation in both written and oral form.
- Analyze the archetypal stages of a hero's journey.
- Evaluate a hero's journey in terms of the heroic quest.
- Identify and analyze the role of fate and freewill as a common theme in epic poetry and thoroughly discuss its effect on the characters, character development and conflicts in a work of literature.
- Relate how much control one has in the quest to reach one's goal.
- Identify, apply and analyze the narrative strategies and figurative language employed in an epic poem.
- Connect the hero's journey in an epic to quests presented in other literary works.
- Understand and define students' own relationship to their culture and their own personal, individual journey.
- Utilize textual support, cite textual evidence and draw inferences from the text when responding to an open-ended question.

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

Formative:

- Class discussions, debates and reenactments
- Journal writing (i.e., How is your high school career both a literal and figurative/symbolic journey?)

Summative:

- Text-specific reading comprehension quizzes or tests, including written responses to open-ended questions
- Text-based written responses
- Essays that require students to make connections and synthesize information across works (i.e., the hero's journey in Homer's *The Odyssey*, Sophocles' *Oedipus Rex and* Tennyson's *Ulysses*)

Benchmark:

- Analytical Essay

Alternate:

- Narrative Essay

Core Instructional Materials:

- Collections, Grade 9 (Houghton Mifflin Harcourt, 2017):
  - Unit 6: Heroes and Quests:
    - *From *The Odyssey*, Epic Poem by Homer, translated by Robert Fitzgerald (required)
    - *Ulysses* by Alfred Lloyd Tennyson (additional resources online)
- Core Books:
  - *Oedipus Rex* by Sophocles

Supplemental Instructional Materials:

- Glencoe Literature, Level 4 (Glencoe/McGraw-Hill, 2002) – supplemental text:
  - "An Ancient Gesture" by Edna St. Vincent Millay
  - "Siren Song" by Margaret Atwood
  - "Ithaca" by C.P. Cavafy
- Films to support texts:
  - *The Odyssey*
  - *O Brother Where Art Thou*
- Released NJSLA Literary Analysis Task and Student Samples: from *Odysseus* by Geraldine McCaughrean

Interdisciplinary Connections:

- See appendix for possible lessons that build students' understanding on climate change.
  - To connect to history, students can read about ancient societies as background information prior to reading epic poems or other works related to the hero's journey. Such information would help to build students' informational reading skills and provide background knowledge about cultures and societies, which will provide insight when reading epic works.
  - Students can study the art work of ancient times such as ancient masks, Greek vases, etc.
  - Advancement in the areas of science and mathematics of ancient civilizations can be studied.

Technology Connections:

- Excerpts of video versions of the texts read can support student comprehension.
- Heroes Are Made of This: Studying the Character of Heroes
- The Archetype of the Hero's Journey on Web English Teacher: Instructional Resources and Lesson Plan Ideas
  http://www.varsitytutors.com/englishteacher/hero.html
- Grade 9-12 Lesson Plan: I Need a SuperHero

Accommodations or Modifications:

- Utilizing graphic organizers will help students extrapolate information (i.e., nonfiction reading to build background knowledge) and then synthesize

information across texts. Utilizing organizers is a best practice documented to support struggling readers.
- Audio and video support can be used to support struggling readers and to challenge gifted thinkers. Providing multimodal learning opportunities will help with comprehension for students who struggle with reading but who learn best auditorily or visually. Additional videos or auditory readings can be provided for gifted readers who push them beyond the text provided in the classroom as well.
- Opportunities for pair-share learning will again support both struggling and gifted learners.
- Teachers can adopt and utilize different versions of the same text (i.e., Homer's Odyssey) and can differentiate the reading materials to meet students' needs.
- Differentiated class assignments will help to meet the needs of various learners as well (i.e., graphic organizer vs. reflective response, both focused on the same text).

Applicable New Jersey Student Learning Standards (2023)

- Language Domain:
  - L.KL.9–10.2, LVL.9–10.3, L.VI.9-10.4
- Reading Domain:
  - RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.PP.9-10.5, RL.MF.9-10.6, RL.CT.9-10.8
  - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RL.CT.9-10.8
- Writing Domain:
  - W.AW.9-10.1, W.IW.9-10.2, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
  - SL.PE.9-10.1, SL.II.9-10.2,SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6

Unit 3: Multi-Genre Thematic Study: The Many Facets of Love, Sorrow and Loss [Pacing: 25 Days]

Why Is This Unit Important?

In this unit of study, students will explore the common literary theme of love, sorrow and loss by reading myriad texts from varying genres and making connections among works including characters' journeys and losses, stories' conflicts and resolutions and the progression of a plot toward the development of theme. Students will read, perform and view Shakespeare's *Romeo and Juliet*, examine relationships found in the play, explore the interactions of individuals and compare the relationships presented in Shakespeare's work to relationships presented in other works and then to relationships found during contemporary times. Students will also explore Shakespeare's language and his influence on language today. These concepts will then be compared to other works that share in this common theme of love, sorrow and loss. The Big Ideas presented in this unit of study are:

- There is a connection between a work of literature and the influences and/or historical context of the author's life and era. An understanding of this connection is necessary so a reader fully understands the subject, events, conflicts and themes of the text.
- The reading of a dramatic or poetic work requires a different skill set than what is required when reading a narrative piece.
- The organizational structure of drama provides necessary information and is helpful to a reader's comprehension and analysis (i.e., list of characters, prologues, acts that follow a specific order). Additionally, the audience has the opportunity to react to and reflect on decisions made by characters.
- Authors provide textual clues such as character actions or inactions, character motivations, conflicts and resolutions, attempts at resolution and progression of events to help a reader infer theme. Some themes, including love, sorrow and loss, are common across literary works and make it possible for a reader to make connections across genres and across time periods.

Enduring Understandings:

- For one to fully comprehend the conflicts, themes and author's intention presented in a literary work including those presented in works of drama, connections must be drawn between the time period in which the work was written (i.e., Elizabethan, Ancient Greek, etc.) and the themes of the work.
- Drama is a unique genre requiring readers to become more intimately involved with the dialogue of the characters providing the characterization, rising action, conflict, climax, falling action and resolution contrary to other works of fiction and non-fiction.
- The understanding of standard dramatic conventions assists the audience in comprehending the action of the play.
- Setting has a direct impact and influence on character development, motivation, conflicts and associations.
- Readers must attend to all aspects of a text, both literal and implied and closely read and analyze a text in order to understand an author's purpose and his or her development of theme.

Essential Questions:

- How does an extensive knowledge of a specific time period help a reader to more fully understand the events that take place in a literary work?
- How does one artfully read a dramatic work? Is it meant to be read silently or aloud? What is the difference?
- What are dramatic, situational and verbal irony and how does each impact an audience's reaction to and comprehension of the action in a work of drama?
- How does a person face conflict (i.e., emotion versus rational thought, love versus lust, fate versus free will) and what does it reveal about the nature of his or her character?
- How could the themes of classic tragedies such as sorrow and loss be connected to contemporary society?
- What is the difference between love and the perception of love?
- What are the abstract concepts embedded in *Romeo and Juliet*? How do those abstract concepts apply to other works of literature? To contemporary society?

Acquired Knowledge:

- There are specific characteristics and elements of Greek and Elizabethan drama; it is important to understand these as well as the origins of drama to fully appreciate the art.
- Previous theatrical periods had a clear and specific influence on the development of drama and dramatic structure.
- There are required elements of a play which differ slightly from those specific to Greek drama and the Elizabethan five act play.
- Dramatic devices such as asides, soliloquies, monologues, irony and stage direction contribute to the progression of events and ultimately to the theme of a literary work.
- In a tragedy, one event often causes the next event to occur, ultimately concluding in a tragic outcome. This development of plot leads a reader to a theme such as sorrow and loss.
- There are literal, figurative and literary definitions and applications of the themes of love, sorrow and loss that are evident when analyzing myriad literary works including Shakespeare's *Romeo and Juliet*.

Acquired Skills:

- Identify various types of drama and explain how drama has changed over the centuries.
- Identify dramatic elements in Greek and Elizabethan tragedies including but not limited to asides, soliloquies, monologues, irony and stage direction and analyze their effect(s) on characterization, conflicts, theme and narrative.
- Compare classic views of tragedy and literary works sharing the theme of sorrow and loss with contemporary attitudes and examples.
- Identify the catalyst for tragic outcomes and create alternate possible conclusions given alternate triggers for the tragic 'ripple effect'.

- Identify abstract concepts across several literary works that share the theme of love, sorrow and loss (i.e., *Romeo and Juliet*, Ovid's *Pyramus and Thisbe*, "The Gift of the Magi" by O. Henry), support their existence with textual references (direct and indirect) and compare and/or contrast concepts within and between works.

Assessments: Suggested assessments, but not limited to those listed

Formative:
- Class Discussions
- Journal writing

Summative:
- Text-specific reading comprehension quizzes or tests, including written responses to open-ended questions
- Performances and visual interpretations of dramatic works
- Essays that require students to make connections and synthesize information that share the common theme of sorrow and loss

Benchmark:
- Multi-genre thematic study

Core Instructional Materials:

- Collections, Grade 9 (Houghton Mifflin Harcourt, 2017):
  - Unit 4: Sweet Sorrow

    - *Shakespeare's *Romeo and Juliet* (required)

    - Ovid's *Pyramus and Thisbe*
- Glencoe Literature, Level 4 (Glencoe/McGraw-Hill, 2002):
  - "The Gift of the Magi" by O. Henry
- Core Books:
  - *Romiette and Julio* by Sharon Draper
- *"Love's Vocabulary", an essay by Diane Ackerman (required)

Interdisciplinary Connections:

- Students can read about ancient Greece, specifically focusing on its society, politics and religion. They can also read about and research Elizabethan England, focusing on society, politics, religion and social class. Such reading would provide powerful background knowledge to understand the context of dramatic works studied in this unit.
- Students can research how technology was utilized by the ancient Greeks to adequately and appropriately perform their plays in front of a massive audience. How did technology and architectural advancements enable Shakespeare's contemporaries to construct the Globe and other theaters in Elizabethan England? What special effects were used in each type of drama and how did those effects develop and become more/less complex through the centuries?
- Ancient Greek art and architecture can be studied as well.

Technology Connections:

- Websites such as Read Write Think and Web English Teacher provide numerous lesson plans focusing on teaching drama in the high school. Lessons can be filtered by topic or by grade level; web quests and PowerPoint presentations are available as well.
- No Fear Shakespeare: Here, students can read the original text on one page, while utilizing a translated text on the adjacent page.
- The History of English Podcast: The English of Romeo and Juliet

Accommodations or Modifications:

- Informational videos can help to build students' background knowledge, thus providing support for them as they begin to read a dramatic work.
- Video versions of dramatic works provide visual support for students who may struggle when reading drama.
- Audio readings of dramatic works are available through the EHS Media Center, the Mercer County Library, or free for download online.
- Graphic organizers can be provided for students to utilize when reading a dramatic work. This would help to focus struggling readers on key pieces of information while helping them to organize the information in a structured way. Differentiating graphic organizers would allow a teacher to differentiate to meet the needs of both struggling and gifted readers (i.e., a web versus a blank outline for note-taking).
- There are often many versions of the same text. For example, the full *Romeo and Juliet* is available in Collections, but there is an adapted version that was translated into modern English. Spark notes offers No Fear Shakespeare for Romeo and Juliet as well. Differentiating the text while holding all students accountable for comprehending the text is one accommodation that would benefit both struggling and gifted readers.

Applicable New Jersey Student Learning Standards (2023)

- Language Domain:
  - L.SS.9-10.1, L.KL.9–10.2, LVL.9–10.3, L.VI.9-10.4
- Reading Domain:
  - RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL. TS.9-10.4, RL.PP.9-10.5, RL.MF.9-10.6, RL.CT.9-10.8
  - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RL.CT.9-10.8
- Writing Domain:
  - W.AW.9-10.1, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
  - SL.PE.9-10.1, SL.II.9-10.2,SL. ES.9-10.3, SL.PI.9-10.4, SL.AS.9-10.6

Unit 4: Research Simulation Tasks, Literary Analysis Tasks and Writing Across Multiple Sources [Pacing: 15 Days; some are embedded into other units of study]

Synthesizing information from a variety of different sources and supporting a thesis with details written in one's own words or cited from its original source is an essential skill across all content areas. The Big Ideas included in this unit of study are:

- A clearly written thesis statement will convey the main idea of an essay or research paper.
- Details extrapolated from different sources and from different kinds of sources (i.e., books, newspapers, videos, radio addresses, speeches, internet resources, etc.) must be used to support a thesis statement; synthesis of information from a variety of sources is key.
- Citing quotes or newly acquired information obtained through research is necessary to avoid the accusation of *plagiarism*.
- Writing a narrative, argumentative, or informational essay including information synthesized from multiple sources is a skill that will carry a student through high school and into college.

Enduring Understandings:

- A research simulation task (RST) requires that students synthesize information across informational sources and respond to a text-based question using evidence from multiple sources. A literary analysis task (LAT) requires the same cross-source writing, but it involves works of fiction rather than works of information.
- The main idea of an RST or LAT must be summarized in one sentence; this is called the thesis statement. The remainder of the RST or LAT must provide support for this statement.
- Primary sources (i.e., speech, interview) differ from secondary sources (i.e., biography, book, informational video) in that primary sources were created during the time under study while secondary sources interpret or analyze primary sources. Each has value, but each must be considered and used differently.
- Plagiarism, also known as literary theft, is defined by Merriam-Webster in the following way: to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source.
- In-text citations or parenthetical citations are used to credit an original writer for his or her words or thoughts.

Essential Questions:

- How does one summarize the thoughts presented in an entire research or literary essay in only one sentence?
- What is the benefit of a primary source over a secondary source or vice versa?
- How is plagiarism of literary works similar to copyright infringement related to music lyrics?

- How can a writer synthesize information from myriad sources rather than write about each source in isolation?

Acquired Knowledge:

- The key ideas presented in a research simulation task (RST) or literary analysis task (LAT) must clearly connect to and support the thesis statement.
- The thesis statement must be supported with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
- Details to support the thesis must be synthesized from multiple print and digital sources, all of which are credible and accurate.
- Primary and secondary sources are used to obtain information that will help a reader and writer support a topic or claim; all support must be extrapolated from an informational text, literary work, or historically or scientifically accurate knowledge.
- It is essential that one assess the credibility and accuracy of a source before using a source to conduct research.
- Note cards and source information help a writer to organize notes and sources in order to organize the paper and avoid plagiarism.
- Precise language and domain-specific vocabulary help the writer to sustain a formal style and objective tone while managing the complexity of the research topic.
- The conclusion of the RST or LAT must flow logically from the information presented or explanation provided.
- To avoid plagiarism, one must give credit to an original source by providing in-text or parenthetical citations.

Acquired Skills:

- Craft a thesis statement that identifies the main idea of the essay and is supported by all ideas and details presented in the paper.
- Utilize well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations and other examples to support the thesis statement.
- Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source and quote or paraphrase the information.
- Differentiate between primary and secondary sources, using each kind of source appropriately, to support an informational or literary analysis.
- Quote or paraphrase data and conclusions obtained through research and provide explanations in one's own wording.
- Utilize note cards and source information when conducting research and taking notes.
- Include in-text or parenthetical citations to avoid accusations of plagiarism.
- Use precise language and domain-specific vocabulary that sustains a formal, objective style to manage the complexity of the topic.
- Draft a conclusion section that flows logically from the information and explanations presented in the RST or LAT.

- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Graphic organizers such as Cornell Notes, outlines, etc.
- Teacher conferences, observations and anecdotal notes
- Self-editing, peer-editing, or teacher-feedback sheets

Benchmark:

- Completion of a research task, using [NJSLA Scoring Rubric](#) for Prose Constructed Response Items: Research Simulation Task and Literary Analysis Task

Instructional Materials:

- RSTs and LATs embedded into the Collections units of study
- Graphic organizers such as Cornell Note sheets or outlines
- Citation Samples
- Self, peer and teacher revising and editing checklists
- [Question-specific RST or LAT rubric](#), to be distributed at the beginning of the assignment so students are aware of expectations
- Research materials including online resources, district databases, books and videos:
  - NOTE: It is recommended that English teachers involve the Media Specialist during the research process.

Interdisciplinary Connections:

- The expectations specified for completion of Research Simulation Tasks (RSTs) in English class mirror those specified for completion of Document Based Questions (DBQs) in history. Teachers are expected to title any RST-DBQ using both initials to help students make connections to the skills required in both classes.
- RST training has been provided for teachers of the humanities, so short texts can be provided and cross-source writing can be expected.
- Before reading a literary work, it is customary to research the life of the author and the time period in which the work was written. Doing so allows a reader to read the work through an informed lens. RSTs or LATs can be developed based upon a specific work, author, or time period to frontload a text or as a summative assessment after a work is completed.

Technology Connections:

- Online resources and district databases to conduct research
- Videos to add research opportunities for visual learners
- [Released RST and LAT prompts and proficient student responses from the NJSLA assessment.](#)
- Students can draft, revise and edit, peer review and publish within the *Collections* eBook or within Google Drive
- Websites such as [Easy Bib](#) and [Works Cited For You](#) help students to format a works cited page by asking them to key information into blanks.
- Websites such as [StudyGuide.org](#) and the [Purdue Online Writing Lab](#) provide links to help students see samples of parenthetical citations as well as works cited pages.

Accommodations or Modifications:

- Using graphic organizers such as blank outlines, note cards, or works cited organizers will help students to focus on the correct information and will ultimately help them to organize their research paper.
- Exemplary research essays or essay templates provide support for struggling readers and writers. Providing exemplary benchmarks is a best practice that helps students to more thoroughly understand expectations and provides a model for them to use as a guide.
- Individual teacher conferences enable a teacher to provide specific feedback to students; doing so supports the struggling writer while challenging the gifted writer.

Applicable New Jersey Student Learning Standards (2023)

- Language Domain:
  - L.SS.9-10.1, L.KL.9–10.2, LVL.9–10.3, L.VI.9-10.4
- Reading Domain:
  - RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL. TS.9-10.4, RL.PP.9-10.5, RL.MF.9-10.6, RL.CT.9-10.8
  - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RLCT.9-10.8
- Writing Domain:
  - W.AW.9-10.1,W.IW.9-10.2, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
  - SL.II.9-10.2,SL. ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5

Unit 5: Informational, Explanatory or Expository Writing [Pacing: 15 Days; some are embedded into reading units of study]

Why Is This Unit Important?

This unit will focus on the craft of informational, explanatory, expository essay writing and will help students to develop the skills needed to effectively communicate with an audience. The purpose of informational/explanatory/expository essay writing is for the writer to synthesize information from primary and secondary sources and craft an essay that serves one of three purposes: 1) to increase a reader's knowledge of a subject, 2) to help a reader better understand a procedure or process, or 3) to provide a reader with an enhanced comprehension of a concept. The Big Ideas embedded through this unit are:

- The main idea or central focus of the essay must be clearly articulated in the thesis and that thesis must be supported with facts obtained from reliable and unbiased sources.
- Thoughts presented in the essay must be organized logically and coherently; transitions must be smooth and must occur naturally.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language and use of domain-specific vocabulary are essential with informational writing.
- Strong essays must meet certain criteria (i.e., the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful and language is skillfully used, voice is clear and powerful, sentence structure is used correctly, a consistent verb tense is maintained throughout a piece and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- A topic must be supported using relevant facts, definitions, concrete details, quotations, or other information and examples obtained from reliable and unbiased sources.
- When drafting an informational piece, a writer must attend to the task, purpose and audience.
- A writer's voice and word choice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never 'done' and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the purpose of informational/explanatory/expository writing?
- What differentiates essay writing from other forms of writing (i.e., narrative, prose or poetry, memoir etc.)?
- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
- What makes a source more 'reliable' than another?
- Why is it important to consider audience and purpose when organizing one's writing?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

Acquired Knowledge:

- The author's purpose with explanatory/expository writing is to provide information to a reader that increases his/her knowledge, helps him or her to better understand a process or procedure, or provides a reader with an enhanced understanding of a concept.
- Specific evidence must take the form of facts, statistics, quotes, or details and must be obtained from reliable, unbiased sources.
- Key ideas must be connected to the topic and must flow with transitions from one point to the next, creating cohesion and clarifying information and ideas.
- Precise language, domain-specific wording and technical wording (where appropriate) will help to sustain a formal objective style that is straightforward and appropriate for a reader seeking information.
- A concluding paragraph or section must flow logically from the information or explanation provided, restate the main idea and summarize key points, all without repeating what was already stated or introducing new information.

Acquired Skills:

- Create a thoughtfully worded thesis that communicates the main idea of an informational essay.
- Support a thesis with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
- Evaluate sources for reliability and possible bias before deciding from which source to record information; use only reliable, credible and unbiased sources.
- Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus clearly creating fluency and cohesion.
- Utilize precise language, domain-specific wording and technical wording (where appropriate) to communicate information in a formal, objective style.
- Include compositional risks (i.e., anecdote, rhetorical question, development of mood, etc.) that create a voice appropriate to the audience and purpose.

- Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work, all without repeating what was already stated or introducing new information.
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Graphic organizer, note-taking sheets, etc. to assess pre-writing
- Teacher conference, observations and anecdotal records
- Writer's notebook
- Self-editing, peer-editing, or teacher-editing checklists

Benchmark:

- Completion of informational essay, using Informational Writing Rubric adapted from Collections, 2017 (benchmark)

Core Instructional Materials:

- Collections (Houghton Mifflin Harcourt, 2017)
- Text-specific prompts will be embedded into literary or informational units of study
- Graphic organizers

Interdisciplinary Connections:

- One method a writer can use to support his/her argument is to provide evidence from history or science. Thus, including the history or science teacher in the discussion of informational writing is key. Co-planning and co-teaching lessons on how to support one's opinion using evidence from history would provide a wonderful co-teaching opportunity.
- Contemporary events that connect to historical or scientific topics also provide an opportunity for cross-content reading and writing.

Technology Connections:

- Students can be provided time on the computer to research a particular topic
- District databases are available for students to ensure reliability of sources
- All student drafting, peer and self-revising and editing, teacher feedback and publishing can be completed in Google Drive
- Support resources (i.e., A&E videos, informational writing prompts and texts, etc. are provided in the Collections online teacher resource kit)

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

- Topics can be differentiated based upon student interest, complexity of content, etc. Students can also be asked to choose a topic to investigate and research to serve as the focus of an informational essay.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to think beyond the literal by providing them with insightful, powerful, somewhat challenging quotes as the focus of explanatory essays. Students can also be given time to conduct research on the history, interpretation and use of selected quotes.

List of Applicable New Jersey Student Learning Standards (2023)

- Language Domain:
    - L.SS.9-10.1, L.KL.9–10.2, LVL.9–10.3, L.VI.9-10.4
- Reading Domain:
    - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RL.CT.9-10.8
- Writing Domain:
    - W.IW.9-10.2, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
    - SL.II.9-10.2,SL. ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5

Unit 6: Argument Writing
[Pacing – 15 Days; some are embedded into reading units of study]

Why Is This Unit Important?

This unit will focus on the craft of argumentative essay writing and will help students to develop the skills needed to effectively persuade an audience. Topics presented for argumentative/persuasive written responses may be based upon age-appropriate controversial issues, current events, or controversial topics that reveal themselves when reading the literature or informational texts assigned in class. The Big Ideas embedded through this unit are:

- The purpose of argument writing is for a writer to clearly and powerfully communicate his or her position to a reader and to support that position with factual information (i.e., history, scientific evidence, current events, information presented in literature) in order to support his/her argument.
- The ideas presented in the essay must support a clearly worded thesis (purpose).
- Strong essays must meet certain criteria including the following: the opening and closing are evident; main idea is clearly expressed in the thesis, is maintained throughout the essay and is supported with specific details; word choice is powerful and language is skillfully used; voice is clear and powerful; sentence structure is used correctly; a consistent verb tense is maintained throughout a piece; and Standard English is used effectively.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- A thesis statement is the main claim that a writer is making (i.e., a position or argument) and is supporting throughout the essay.
- Support can take the form of definitions, details, or quotations, must be factual and must be retrieved from a reliable source.
- A writer must be cognizant of task, purpose and audience and must maintain an appropriate style and tone throughout the piece.
- A writer's selection of words is one of the most important factors he/she must consider when writing; knowledge of one's audience and precision of language are essential.
- A writer's voice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never 'done' and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the purpose of argumentative essay writing? What differentiates argument writing from other forms of writing (i.e., informational, expository, narrative, speculative)?
- Why is it important to consider task, audience and purpose when organizing one's writing?
- How can one utilize evidence from literature when supporting one's position in an argumentative piece?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

Acquired Knowledge:

- To demonstrate a comprehensive understanding of the topic, one must support a claim with valid reasoning and detailed, relevant and sufficient evidence from credible sources.
- An effective argument not only acknowledges the opposing point of view, but also distinguishes it from the opposing claim and respectfully discredits it.
- Both claims and counterclaims must be presented fairly, evidence for each must be supplied and strengths and limitations of both are necessary. In doing so, a clear argument can be developed based upon the strength of one particular side.
- Predicting the audience's knowledge and level of concern is essential and must be addressed when presenting claims and counterclaims.
- Argumentative essay writing sustains a formal style and objective tone based solely on fact.
- The voice a writer projects in an argumentative piece must be passionate and convincing; the voice must match the purpose.
- A concluding paragraph or section must flow from the argument and end powerfully (i.e., call to action, symbolic ending, reconnection to the beginning, etc.).

Acquired Skills:

- Read information related to a topic or issue and determine a position based upon relevant facts from reliable sources.
- Use credible sources when supporting a position, fully explain the relevance of both claims and counterclaims and present a logical, detailed explanation of reasoning.
- Provide both claims and counterclaims, anticipating the level of knowledge and concerns of an audience and addressing such issues, culminating in an argument.
- Utilize transitions to create a natural flow among ideas, specifically noting the differences between claims and counterclaims so the writer does not change 'positions'.
- Maintain an objective style and tone appropriate for the purpose and audience of the piece.
- Write with a passionate, authentic and convincing voice that is appropriate to purpose and audience.
- Draft a conclusion section that flows naturally from the argument, ends powerfully and attempts to leave the reader thinking (i.e., call to action, symbolic ending, circular ending, etc.).
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Graphic organizer such as a Roman Numeral outline
- Teacher conference, observations and anecdotal records
- Writer's notebook
- Self-editing, peer-editing, or teacher-editing checklists

Summative:

- Argument Writing Essay
- Development of a Podcast, Debate, or Mock Trial

Benchmark:

- Complete an argument-based essay, using Argument Writing Rubric adapted from Collections, 2017

Core Instructional Materials:

- Collections (Houghton Mifflin Harcourt, 2017)
- Articles or texts presenting multiple sides or interpretations of debatable or controversial issues

- Self, peer and teacher revising and editing checklists

Supplemental Instructional Materials:

- District databases including Facts on File: Issues and Controversies

Interdisciplinary Connections:

- Argumentative essay prompts can connect to topics that are presented in other content areas.
- Environmental issues such as pollution and recycling can be addressed
- Controversial issues connect to the first amendment and freedom of speech can be discussed in history class
- Seatbelt laws or drug testing in schools easily connect to content discussed in health classes.

Technology Connections:

- Lessons and resources to help students develop evidence-based arguments are available on websites such as Read Write Think and Achieve the Core
- District databases such as Facts on File: Issues and Controversies
- All student drafting, peer and self-revising and editing, teacher feedback and publishing can be completed in Google Drive

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

- Writing prompts can be differentiated based upon student interest, difficulty of content, etc. Students can also be asked to self-select the topic of their argumentative essay, especially when initially introducing form and structure; providing choice has been shown to motivate reluctant writers.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and exemplary benchmarks must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to write about content-based persuasive or argumentative essays. This could potentially require gifted readers and writers to conduct research, read nonfiction texts, synthesize

information, evaluate research for bias, form his/her own opinion and then write a response in a structured way.

List of Applicable New Jersey Student Learning Standards (2023)

- Language Domain:
  - L.SS.9-10.1, L.KL.9–10.2, LVL.9–10.3, L.VI.9-10.4
- Reading Domain:
  - RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RL.CT.9-10.8
- Writing Domain:
  - W.AW.9-10.1, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7
- Speaking and Listening Domain:
  - SL.II.9-10.2,SL. ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5

Sample Standards Integration

<u>**21st Century Skills & Career Readiness Practices**</u> **CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them**. In unit 2, ninth grade students synthesize ideas in order to write an analytical essay. Analytical essays require critical reading, critical thinking, and critical thinking skills to support their ideas. Students must use evidence from texts, as well as develop a clear thesis statement. An analytical essay forces students to make sense of a problem and to provide evidence in order to come to a resolution.
<u>**Technology Integration**</u> **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 the grade nine English course 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.
<u>**Interdisciplinary Connection: Visual and Performing Arts**</u> **1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.** In unit 1, ninth grade students study various works within a specific literary era. Students can learn how the drama, artwork and music of that era are connected to the writing of that time period. By researching art and music from a particular era, students can see how the influence of that culture connects to our lives today and supports our understanding of that time period.

Appendix A: Curricular Resources

English I

Unit of Study	**Standards**	Current Instructional Materials:	Updated Supplemental Texts:	Example Activity(ies)
Unit 1: The Close, Analytical Reading of Literature and Information	Diversity & Inclusion Law: (N.J.S.A. 18A:35-4.36a)		Introduce short story unit with this video- TedEd Talk "The Danger of a single story" Diverse short stories	Find a short story and analyze it for character and plot: SHORT STORY ANALYSIS Personal Narrative writing
The Many Facets of Love, Sorrow and Loss	Diversity & Inclusion Law: (N.J.S.A. 18A:35-4.36a)		Lists of supplemental texts with summaries	Consider pulling excerpts from various texts For analysis with *Romeo & Juliet*

Appendix B: Climate Change Integration
English Language Arts
Grade Level: 9

Unit of Study	Standard	Supplemental Texts, Resources, and/or Example Activities
Unit 1	RI.CT.9–10.8 W.WR.9-10.5 SL.UM.9-10.5	Lesson Title: Nature, Survival, and Climate Change: Connecting The Lord of the Flies to Environmental Challenges Grade Level: 9th Grade English Duration: 1 class period (60-75 minutes) This lesson helps students make connections between the themes of survival and environmental challenges in *The Lord of the Flies* and current global issues surrounding climate change. By exploring how environmental stress leads to conflict and societal breakdown, students will gain a deeper understanding of both the novel and real-world challenges. Lesson Objectives: ● Students will be able to analyze how nature and survival are depicted in The Lord of the Flies and connect these ideas to current environmental issues, specifically climate change. ● Students will be able to explore the relationship between human behavior and environmental factors in both the novel and the real world. ● Students will be able to reflect on how climate change might lead to societal collapse and conflict over natural resources. Materials:

- Texts: Excerpts from The Lord of the Flies by William Golding (focus on scenes that involve survival, nature, and the boys' interactions with the island).
- Articles on Climate Change:
- "The Impact of Climate Change on Natural Resources" (brief article on how climate change affects ecosystems, food, water, and land).
- "Environmental Stress and Human Behavior" (article or infographic connecting environmental stress to societal behavior).
- Graphic Organizer: A chart comparing survival challenges on the island in The Lord of the Flies with climate change's impact on natural resources.
- Projector/Smartboard: To display visuals or key points during discussion.
- Video: Short video on how climate change impacts ecosystems and human survival (e.g., National Geographic, World Wildlife Fund).

Lesson Plan:

- Do Now (10 minutes)
- Prompt: Display the following question on the board: In The Lord of the Flies, how do the boys adapt to their new environment on the island? What challenges do they face in terms of survival, and how do they respond?*
    - Students write a brief response in their journals (3-5 minutes) and then share with a partner.
    - Call on a few students to share their thoughts with the class.

- Introduction to the Lesson (10 minutes)
    - Teacher Explanation:
    - Review key elements of *The Lord of the Flies*, focusing on the boys' interactions with their environment, their struggle for resources, and how the isolation and scarcity lead to conflict.
    - Introduce the real-world issue of climate change, explaining how environmental shifts (e.g., extreme weather, resource depletion) are leading to survival challenges across the globe.
    - Explain that today's lesson will focus on comparing the boys' experience on the island with the real-world consequences of climate change on human survival.

Close Reading: The Lord of the Flies* Excerpts (15 minutes)
- Distribute or project selected excerpts from *The Lord of the Flies* that showcase the boys' struggle with nature (e.g., finding food, shelter, and dealing with environmental conditions).
- Suggested passages: The boys' initial efforts to build shelter, Ralph's focus on fire and signal, and Jack's hunting expeditions.
- Guided Reading Questions**:
  - How does the environment shape the boys' decisions and behavior on the island?
  - What survival strategies do they employ, and how do these strategies reflect their understanding (or misunderstanding) of nature?
  - What conflicts arise due to the environment, and how do they relate to the boys' desire for control over resources?

- Connection to Climate Change (20 minutes)
  - Transition to discussing the real-world challenges posed by climate change. Ask students: How are people today adapting to the environmental challenges brought on by climate change, such as rising sea levels, droughts, and extreme weather?
- Mini-Lecture: Provide an overview of how climate change affects ecosystems and human survival. Key topics could include:
  - Increased competition for resources like food and water due to droughts, floods, and shifting weather patterns.
  - Displacement of populations and climate refugees.
  - The impact of environmental degradation on human behavior, stress, and conflict.
  - Show a short video (e.g., from National Geographic or WWF) illustrating how climate change disrupts ecosystems and threatens human survival.
  - Pass out an article or infographic on how climate change affects natural resources and human behavior.

- Small Group Work: Comparative Chart (15 minutes)
  - Divide students into small groups. Provide them with a chart to compare

the challenges faced by the boys in The Lord of the Flies with the survival challenges posed by climate change in the real world.
- ○ Chart Prompts:
  - ■ What survival challenges do the boys face on the island? How do they respond?
  - ■ How do people in the real world adapt to climate change-related challenges like drought or food scarcity?
  - ■ How do both the boys and real-world communities manage conflicts over resources (e.g., food, shelter, power)?
  - ■ What are the consequences of environmental stress on human behavior in both contexts?

- ● Class Discussion and Share Out (10 minutes)
  - ○ Have each group share their findings from their charts.
  - ○ Discussion Questions:
    - ■ How does the environment influence behavior and decision-making on the island? How does climate change influence human behavior today?
    - ■ In what ways do the boys' actions on the island mirror real-world struggles over resources?
    - ■ How might extreme environmental changes, like those caused by climate change, lead to similar societal breakdowns in the real world?

- ● Exit Ticket(5 minutes)
  - ○ Prompt: What is one lesson we can learn from *The Lord of the Flies about survival and resource scarcity that applies to the modern world and climate change?

- ● Homework Assignment:
  - ○ Write a short response (1-2 paragraphs) to the following question: How could climate change lead to conflict or societal collapse, similar to the way the boys' society falls apart on the island in The Lord of the Flies?

		Assessment: • Participation in group discussions and chart completion. • Exit ticket responses. • Homework reflection on climate change and societal collapse. Differentiation: • For struggling students: Provide additional support with sentence starters for their comparative charts or assign specific passages for close reading. • For advanced students: Encourage them to research a specific example of a climate change-driven conflict (e.g., water disputes in regions affected by drought) and present their findings to the class. • Extension: • Students could create a presentation or digital project comparing the natural environment in *The Lord of the Flies* to modern ecosystems affected by climate change, proposing ways societies can prevent environmental collapse and conflict.
Unit 1	RI.CT.9–10.8 W.WR.9-10.5 SL.UM.9-10.5	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. Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. *Lord of the Flies* explores the idea of human nature and the idea of spoiling the natural resources with our selfishness and disorganization. Before the boys land on the island, it is a paradise that functions seamlessly. The boys quickly destroy the natural resources available to them by over-hunting, setting uncontrolled fires, and using the island as a bathroom. The novel suggests that humans will destroy the world with their evil and savagery. After reading the novel and comparing the island from the beginning of the novel to the island by the end, students can then do research and find evidence from informational texts about how this is a theme that is still relevant

		today. Not only can they research how natural resource availability has influenced humans, but also how humans have influenced the destruction of natural resources.