Grade 9: College Prep & Accelerated

Black Horse Pike Regional School District English Language Arts Curriculum

Grading Policy (link)

COURSE SYLLABUS

Overall Course Description: These courses support development of literacy skills and build upon a student's fundamental knowledge of literature through the study of genres: the short story, the novel, poetry and drama. Instructional activities, assignments, and assessments are designed to develop critical thinking skills that empower students to engage in analysis and evaluation of various fiction and nonfiction texts, both in print and multimedia. Students are expected to grow in their abilities to draw inferences, conduct research, produce formal written compositions, and apply knowledge of language. Requirements include summer reading, a research paper, and independent reading throughout the year.

Units	Timeframe	Focus Standards:	
Unit 1: Thematic Connections and Commentary in the Novel and Correlative Texts	Approximately 10 weeks (September - mid November)	Reading RL.CR.9–10.1. RL.CI.9–10.2. Writing W.IW.9–10.2.	Speaking and Listening SL.PE.9–10.1. Language L.VL.9–10.3
Unit 2: Character & The Short Story: The Portrayal of People, Places, and Possibilities	Approximately 10 weeks (mid November - January)	Reading RL.CR.9–10.1. RL.IT.9–10.3. RL.PP. 9–10.5. Writing W.AW.9–10.1.	Speaking and Listening SL.UM.9–10.5. Language L.SS.9–10.1
Unit 3: The Art of Argument & The Research Process	Approximately 10 weeks (February - March)	Reading 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. RI.CT.9–10.8..	Speaking and Listening SL.II.9–10.2. SL.ES.9–10.3 Language L.KL.9–10.2

		Writing W.AW.9–10.1. W.WR.9–10.5.. 🌱 W.SE.9–10.6.	
Unit 4: Poetry and Drama	Approximately 10 weeks (April - June)	Reading RL.TS.9–10.4. RL.MF.9–10.6. Writing W.NW.9–10.3.	Speaking and Listening SL.II.9–10.2. Language L.KL.9–10.2. L.VI.9–10.4.

Unit 1: Thematic Connections and Commentary in the Novel and Correlative Texts	
Timeframe	10 weeks
Unit 2 Overview	This unit is designed to enhance students' understanding of the elements of the novel. It seeks to guide students in making real-world connections to the events taking place in a whole-class novel. Elements such as plot, characters, setting, historical context, mood will be discussed and analyzed in relation to at least one of the novel's themes. Students will engage in annotated close reading of a novel and supplementary texts in order to cultivate critical reading; complete an independent reading assignment that requires analysis of literary elements studied in the unit; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly through a writer's portfolio designed to build students' skills in grammar and effective paragraph writing.
Essential Questions: These establish inquiry to align the unit's assignments and assessments	• How do the elements of a novel, such as plot, characters, setting, historical context, and mood, contribute to the development of its themes? • In what ways can making real-world connections to a novel deepen our understanding of its events and themes? • How does engaging in close reading, collaborative discussions, and regular writing practice enhance our critical reading, speaking, and writing skills? How do we know what to look for and work on in revision? How can we effectively use textual evidence and a rubric to plan, write, and revise a theme analysis?

Assessment	Summative/Performance Assessments Plan
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	 1. Writing Portfolio : Theme Analysis (RL.CI.9–10.2)
	  a. SWBAT: Identify and analyze the development of a theme in a literary work, citing specific textual evidence to support analysis.
	  b. SWBAT: Write an essay or series of responses that clearly articulate the theme of a literary work and discuss how various literary elements, such as character, setting, and plot, contribute to the development of that theme.
	 2. Performance Assessment: Theme Analysis
	  a. SWBAT: Analyze and articulate the central theme of a literary work using textual evidence to support analysis.
	  b. SWBAT collaborate with peers to illustrate the development of a theme in a chosen literary work, demonstrating a clear understanding of how the theme is conveyed through characters, dialogue, and events.
	
	MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to…

	1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks **PREPARATION/PROGRESS/PARTICIPATION:** These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.

Learning Targets
 	
These establish objectives to unify the unit's essential questions and assessment targets connected to standards
	SWBAT analyze and discuss the connections between events, characters, and themes in a novel and real-world situations, identifying similarities and differences.
	Essential Question: How does the real world relate to fiction?
	SWBAT evaluate how themes and characters in fiction influence and shape a reader's understanding of real-world issues and perspectives.
	   ● Essential Question: How does fiction impact a reader's understanding of the real world?
	SWBAT identify and analyze universal themes in various works of fiction, explaining what makes these themes relatable across different cultures and time periods.
	   ● Essential Question: What makes a theme universal?
	SWBAT compare and contrast how themes are conveyed through different artistic mediums, such as literature, film, and visual art, identifying unique elements and techniques used in each medium.
	   ● Essential Question: How are themes conveyed in different artistic mediums?
	SWBAT analyze how different themes emerge and develop throughout a novel by identifying key events, character actions, and dialogue.
	   ● Essential Question: How do different themes emerge throughout a novel?
	SWBAT conduct annotated close readings of the whole-class novel and supplementary texts to identify and analyze literary elements such as plot, characters, setting, and historical context.
	   ● Essential Question: How does the author develop theme throughout a novel?
	SWBAT participate effectively in Socratic seminar discussions, using textual evidence to support their analyses and build speaking and listening skills.
	   ● Essential Question: How does effective collaboration enhance understanding of texts?
	SWBAT analyze the use of figurative language in the novel and explain its contribution to the text's meaning and tone.
	   ● Essential Question: How does figurative language contribute to the text?
	SWBAT investigate meanings and the use of language to expand their vocabulary, using context clues and knowledge of word parts to comprehend and analyze texts deeply.
	   ● Essential Question: How does knowledge of word parts increase vocabulary and deepen comprehension of text?
	SWBAT recognize other points of view in the novel and supplementary texts, formulating educated opinions and supporting them with textual evidence.
	   ● Essential Question: How can we recognize other points of view and formulate educated opinions?
	SWBAT track motifs and symbols throughout the novel to determine how they contribute to the development of the theme.
	   ● Essential Question: How do motif and symbolism develop theme?
	SWBAT explain the role of flashbacks in the novel and how they affect the plot and character development.
	   ● Essential Question: How do flashbacks affect the plot of a novel?

| **Vocabulary** | Discipline-specific vocabulary used throughout the unit:

1. Academic Integrity
2. Analogy
3. Annotation
4. Colloquial
5. Connotation
6. Denotation
7. Flashback | Content-specific vocabulary students may learn during reading:

1. Acute
2. Adapt
3. Adept
4. Adherent
5. Adjourn
6. Arduous
7. Asinine
8. Assurance | 41. Malign
42. Maltreat
43. Morale
44. Muddle
45. Ordeal
46. Pensive
47. Predispose
48. Preposterous
49. Pretense
50. Profound
51. Propaganda |

8. Foreshadowing 9. Frame (narrative) 10. Imagery 11. Motif 12. Novel 13. Plagiarism 14. Symbolism 15. Theme	9. Auspicious 10. Blasphemy 11. Bleak 12. Bode 13. Brazen 14. Brunt 15. Circumspect 16. Compel 17. Competent 18. Contempt 19. Daunt 20. Deadlock 21. Despicable 22. Detain 23. Deteriorate 24. Disclose 25. Dubious 26. Eminent 27. Fallacy 28. Feign 29. Grievous 30. Hone 31. Hoodwink 32. Immunity 33. Intrepid 34. Inquisitive 35. Jeer 36. Kin/Kindred 37. Laborious 38. Languid 39. Lenient 40. Liable/Liability	52. Prospect 53. Reconcile 54. Render 55. Revoke 56. Statute 57. Surmount 58. Sustain 59. Tirade 60. Unflinching The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.	

	17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	**Whole Class novel:** *To Kill a Mockingbird, Fahrenheit 451, The Book Thief, A Separate Peace, Night, Speak, Five People You Meet in Heaven (CP only)* **Supplementary resources relative to context or themes in the novels:** Independent Novel Selection Common Lit Actively Learn

Standards
 	
English Language Arts:
9-10 ELA Standards
	Reading
	RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
	RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
	RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
	RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
	
	Writing
	W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	    A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
	    B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	    C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	    D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	    E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
	    F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific audience
	W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

| Interdisciplinary Connections & Standards

Visual and Performing Arts:
Standards | **Social Studies/History:**
● 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.
Visual and Performing Arts:
● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted work
21st Century Skills, Technology, Career Education:
● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task |

Social Studies/History: [Standards](#) 21st Century Skills, Technology, Career Education: [Standards](#)	(e.g., W.11-12.6.).
Accommodations & Modifications	Accommodations and Modifications (Do not remove links) Gifted and Talented ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding [Special Education Accommodations/Modifications](#) [504 Accommodations/Modifications](#) [MLL Accommodations/Modifications](#)

[Back to Top](#)

Unit 2: Character & The Short Story: The Portrayal of People, Places, and Possibilities

Timeframe	10 weeks
Unit 2 Overview	This unit is designed to aid students in understanding the important elements of a short story, with particular focus on analysis of characters and the portrayal of cultural experiences and societal views. It seeks to guide students in how to interpret main ideas that are developed in a story through the evaluation of character and conflict development; setting and point of view; plot and literary devices. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading; complete an independent reading assignment that requires analysis of narrative elements; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in assignments designed to develop effective use of language and promote reflections on progress when composing a literary analysis essay.
Essential Questions: These establish inquiry to align the unit's assignments and assessments	● What motivates people? What causes people to change? What are the effects of people's choices and reactions to conflict? What can be learned from conflict and change? ● How is literature a reflection of personal or cultural experiences? How do societal views or setting influence conflict, character, and change? In what ways do cultural and global contexts shape the characters, settings, and events in a short story? ● What are the essential components of a compelling literary analysis essay, and how can textual evidence be used effectively to support an argument?

	● How do authors use narrative writing to convey ideas about people, places and possibilities? How do an author's choices in character development and interactions drive the narrative and convey the story's themes?

Assessment	[Summative/Performance Assessments Plan](#)
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	  1. Literary Character Analysis (must align with RL.IT.9–10.3)
	    a. SWBAT analyze character development in a short story, including how characters respond to conflicts and challenges.
	    b. SWBAT construct a well-organized literary analysis essay that includes a clear thesis, textual evidence, and coherent argumentation.
	  2. Performance Assessment: Analyze cultural/global POV (must align with RL.PP. 9–10.5)
	    a. SWBAT evaluate the portrayal of cultural experiences and global perspectives in a short story, analyzing how these elements influence characters and plot. SWBAT develop and present a project that effectively communicates analysis of cultural or global perspectives, using creative and multimedia elements as appropriate.
	
	MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to…
	  1. Quizzes
	  2. Socratic Seminar
	  3. Presentations
	  4. Reading Checks
	
	PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.

Learning Targets
 	
These establish objectives to unify the unit's essential questions and assessment targets connected to standards
	SWBAT: Identify and apply strategies such as re-reading, summarizing, questioning, and using context clues to improve comprehension when faced with challenging texts.
	  ● Essential Question: What do good readers do when they do not comprehend a text?
	SWBAT: Analyze how different types of conflict (internal and external) influence character development and relationships in a short story.
	  ● Essential Question: How do conflicts shape characters in a short story?
	SWBAT: Evaluate how an author's choice of words impacts the portrayal of characters, the development of conflict, and the overall mood of a narrative.
	  ● Essential Question: How does word choice affect character development, conflict, and mood?
	SWBAT: Analyze how elements such as exposition, rising action, climax, falling action, and resolution contribute to the development of the plot in a short story.
	  ● Essential Question: How does the structure of the short story contribute to plot development?
	SWBAT: Synthesize how the interaction of characters, conflict, and plot elements work together to communicate the central theme of a story.
	  ● Essential Question: How do characters, conflict, and plot work to convey theme?
	SWBAT: Conduct close readings and annotate texts to gather evidence and insights that will support a coherent and well-structured literary analysis essay.
	  ● Essential Question: How can close reading and annotation of text help us write a better literary analysis essay?
	SWBAT: Develop a habit of writing regularly to enhance writing skills, including clarity, coherence, and style.
	  ● Essential Question: How can writing routinely allow us to practice and refine skills?
	SWBAT: Apply the stages of the writing process—prewriting, drafting, revising, editing, and publishing—to produce polished and effective written work.
	  ● Essential Question: How does the writing process influence the final product?
	SWBAT: Utilize revision strategies to identify and improve areas of weakness in their writing, such as organization, clarity, and development of ideas.
	  ● Essential Question: How do we know what to look for and work on in revision?
	SWBAT: Use rubrics as a tool to plan, draft, and revise their essays to meet specific criteria and improve the overall quality of their writing.
	  ● Essential Question: How can we use a rubric to help us plan and revise our essays?
	SWBAT: Accurately cite textual evidence using appropriate formatting styles (e.g., MLA, APA) to support analysis and claims in their writing.
	  ● Essential Question: How should we cite textual evidence?

	SWBAT: Prepare for and engage in discussions by closely reading texts and developing thoughtful questions and responses.
	    ● Essential Question: How can close reading and preparation be used to propel and enhance discussions?
	SWBAT: Collaborate effectively with peers to deepen understanding of texts through discussion, analysis, and shared perspectives.
	    ● Essential Question: How does effective collaboration enhance understanding of texts?
	SWBAT: Analyze different viewpoints and integrate these perspectives into their own reasoning to make informed and balanced decisions.
	    ● Essential Question: How can we use other points of view to mold our own opinions and make educated decisions? How can entertaining alternative perspectives enhance our own?
	SWBAT: Demonstrate active listening skills during peer discussions, including paraphrasing, questioning, and providing constructive feedback.
	    ● Essential Question: How do we effectively listen to our peers?
	SWBAT: Utilize punctuation marks such as semicolons, colons, and commas to control the pacing and clarity of their writing.
	    ● Essential Question: How can punctuation marks such as semicolon, colon, and comma, create pacing in our writing?
	SWBAT: Analyze how specific word choices by the author can highlight or reveal the underlying theme of a text.
	    ● Essential Question: How does word choice affect or reveal theme?
	SWBAT: Engage in self-reflection to identify strengths and areas for improvement in writing conventions and set personal goals for writing development.
	    ● Essential Question: How can self-reflection help me set goals in writing conventions?

Vocabulary	Discipline-specific vocabulary used throughout the unit:	Content-specific vocabulary students may learn during reading:	41. paramount

Discipline-specific vocabulary used throughout the unit:

1. Academic Integrity
2. Annotation
3. Antagonist
4. Clause
5. Conflict (Internal and External),
6. Diction
7. Dynamic character
8. Foil
9. Foreshadowing
10. Fragment
11. Imagery
12. Irony
13. Metaphor
14. Mood
15. Personification
16. Phrase
17. Plagiarism
18. Protagonist
19. Run-on
20. Short Story
21. Simile
22. Static character
23. Theme

Content-specific vocabulary students may learn during reading:

1. accomplice
2. acknowledge
3. affirm
4. affluent
5. allude
6. altercation
7. anecdote
8. audible
9. awe
10. candid
11. catalyst
12. coherent
13. commandeer
14. comply
15. concise
16. condone
17. consequence
18. convey
19. debacle
20. denounce
21. destiny
22. dilemma
23. evolve
24. facilitate
25. fortify
26. humane
27. hypocrite

41. paramount
42. perceive
43. pompous
44. ponder
45. prevail
46. probe
47. quarry
48. rectify
49. relinquish
50. reminisce
51. ritual
52. scapegoat
53. semblance
54. sparse
55. stereotype
56. subtle
57. temperate
58. universal
59. versatile
60. warp

The Online Membean Vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the

		28. illustrious 29. impact 30. impartial 31. impoverished 32. initiate 33. innate 34. intolerable 35. lucrative 36. malicious 37. mediocre 38. momentous 39. naïve 40. opinionated	learning process.
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.		
Resources	**Suggested short story selections (at least 3):** for character: "The Necklace," 'Rules of the Game," "The Scarlet Ibis," "Marigolds," "Everyday Use," "Raymond's Run," "Sweet Potato Pie," "A White Heron," "A Chip of Glass Ruby" additional (not necessarily for character analysis): "Poison," "No Witchcraft for Sale," "The Most Dangerous Game," "The Cask of Amontillado," "The Gift of the Magi," "The Lady or the Tiger", "The Sound of Thunder", "The Interlopers," "Lamb to the Slaughter," "The Sniper," "The Princess and the Tin Box," " "The Golden Kite, the Silver Wind," "A Christmas Memory," "Salvador Late or Early" **Supplemental Nonfiction:** :Various news articles and commentaries related to short stories studied in this unit: "Separate Spheres" (article to accompany "The Necklace"); Current events (articles, memoirs) related to themes of revenge, social class, and ethnic cleansing (to accompany "The Most Dangerous Game") **Supplementary resources relative to context or themes in the short stories:** NYTimes		

Standards
 	
**English
Language Arts:**
[9-10 ELA Standards](#)
	Reading
	RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
	RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
	RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
	RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
	RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
	
	Writing
	W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
	    A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	    B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
	    C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
	    E. Provide a concluding paragraph or section that supports the argument presented.
	W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
	W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Speaking and Listening
	SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	    B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
	    C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	    D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
	SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
	SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
	SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
	
	Language

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  A. Use parallel structure.
  B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  C. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  D. D. Use a colon to introduce a list or quotation.
  E. E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
  A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  B. Analyze nuances in the meaning of words with similar denotations.
  C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Interdisciplinary Connections & Standards **Visual and Performing Arts:** Standards **Social Studies/History:** Standards **21st Century Skills, Technology, Career Education:** Standards	**Social Studies/History:** ● 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. **Visual and Performing Arts:** ● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

| Accommodations & Modifications |

Gifted and Talented
● Provide supplementary or lengthier texts with higher-level questions
● Provide enrichment activities
● Use inquiry-based practices and allow student opportunities to conduct additional research
● Provide assessment or assignment choices that require more detail and deeper understanding
● Provide additional questions that prompt extensions of understanding
● Require research for projects in a specified format
● Provide assessment choices that require more detail and deeper understanding

Special Education Accommodations/Modifications

504 Accommodations/Modifications

MLL Accommodations/Modifications |

Unit 3: The Art of Argument & The Research Process

Timeframe	10 weeks
Unit 2 Overview	This unit will require students to choose a topic that has been covered in class through reading and discussion, or discovered through their own writing and independent reading process. This unit will also require students to implement the proper steps of the research process, which include garnering scholarly sources, outlining, documenting (MLA & parenthetical citations), writing a thesis, summarizing, and revising to add research and explanations that support the topic or delete irrelevant information. Students will engage in annotated close reading of informational texts to cultivate critical reading; complete an independent reading assignment that requires analysis of ; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when developing argument in research paper writing.
Essential Questions: These establish objectives to unify the unit's essential questions and assessment targets connected to standards	● How do argument and debate function in our personal lives and in society? ● What are the effects of using inquiry when researching? ● How does one evaluate an argument and determine credibility? ● How does one effectively navigate digital research and evaluate information from multiple sources?
Assessment	Summative/Performance Assessments Plan MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade 1. Argument Research Paper. Controversial Issue *on current topics in the community or societal issues in literature - analyze/evaluate at least two solutions* a. SWBAT formulate a clear thesis statement addressing a controversial issue, supported by comprehensive research and

analysis of multiple sources.

    b. SWBAT demonstrate proficiency in evaluating the credibility and relevance of sources, integrating diverse perspectives to construct a well-supported argument.

2. Performance Assessment Aligned (must align with RI.PP.9–10.5)

    a. SWBAT determine an author's purpose in a text, including texts reflecting cultural experiences from outside the United States when appropriate, and analyze how rhetorical devices are used to advance that purpose.

    b. SWBAT evaluate the effectiveness of rhetorical strategies across different texts, demonstrating understanding of cultural influences on authorial intent and rhetorical choices.

MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to…

1. Quizzes
2. Socratic Seminar
3. Presentations
4. Reading Checks

PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.

- 🌱 RI.CT.9–10.8. 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.

- 🌱 W.WR.9–10.5. Climate Change Example: Students may use relevant scientific and related informational texts to research the local effects of climate change on the local economy.

Learning Targets
 	
These establish objectives to unify the unit's essential questions and unit targets
	SWBAT evaluate the reliability of sources using specific criteria.
	  ● Essential Question: What makes a source reliable? How does one determine relevance of information?
	SWBAT identify instances of bias in different types of texts.
	  ● Essential Question: How can you recognize bias?
	SWBAT analyze and evaluate how different text structures support an author's purpose.
	  ● Essential Question: How does text structure support author's purpose? How can you use text structure to evaluate usefulness of a text in regard to a research topic?
	SWBAT determine main ideas and evaluate arguments based on supporting evidence.
	  ● Essential Question: How does one determine main ideas and evaluate argument?
	SWBAT analyze how rheTorical devices contribute to style and thesis development in writing.SWBAT utilize rhetorical strategies and word choice to strengthen their argumentative writing
	  ● Essential Question: How does the use of rhetorical devices help create style and a thesis? How can rhetoric and word choice enhance argument writing?
	SWBAT incorporate and analyze counterclaims to strengthen arguments.
	  ● Essential Question: How can analysis of counterclaims enhance argument?
	SWBAT formulate effective research questions to guide their inquiry.
	  ● Essential Question: What types of questions guide research?
	SWBAT outline the structure of a research paper and explain the benefits of outlining.
	  ● Essential Question: Why are outlines beneficial?
	SWBAT define plagiarism, explain the necessity of documenting sources, and identify appropriate uses of parenthetical citations.

	● Essential Question: What constitutes plagiarism? Why must sources be documented? How do writers know when to use parenthetical citations? **SWBAT effectively present claims and counterclaims to develop coherent arguments, supported by researched evidence.** ● Essential Question: How do writers effectively present claims and counterclaims to develop arguments? How do we use and explain researched evidence to support thesis statements? **SWBAT explain how the writing process impacts the quality of the final research product and in presenting research effectively.** ● Essential Question: How does the writing process influence the final product? Why are the mechanics of a formal paper important to the final presEntation of my research? **SWBAT use research findings to deepen discussions on relevant topics.** ● Essential Question: How can research be used to propel and enhance discussions? **SWBAT collaborate effectively to enhance their understanding of complex texts.** ● Essential Question: How does effective collaboration enhance understanding of texts? **SWBAT analyze counterclaims to develop and refine their perspectives on issues.** ● Essential Question: How can analyzing counterclaims help us develop and refine our perspectives? **SWBAT use diverse perspectives to shape their own opinions and make informed decisions.** ● Essential Question: How can we use other points of view to mold our own opinions and make educated decisions?

| **Vocabulary** | Discipline-specific vocabulary used throughout the unit:

1. Academic Integrity
2. Annotate
3. Argument
4. Citation
5. Counterargument
6. Credible
7. Paraphrase
8. Persuasive appeals: Ethos, Logos, Pathos
9. Plagiarism
10. Refutation
11. Summarize
12. Synthesize
13. Thesis | Content-specific vocabulary students may learn during reading:

1. Abridge
2. Advocate
3. Ample
4. Appreciable
5. Arbitrary
6. Assess
7. Auxiliary
8. Brevity
9. Brigand
10. Chronological
11. Cite
12. Comparable
13. Compile
14. Comport
15. Concede/Conceded
16. Concerted
17. Conservative
18. Contend
19. Contrary
20. Cornerstone
21. Credible
22. Dawdle
23. Derive
24. Devise
25. Diligent
26. Diminutive
27. Distort
28. Elaborate
29. Eloquent
30. Enlightened
31. Erroneous
32. Evasive/Evade
33. Exonerate
34. Futile
35. Hamper | 41. Plaintiff
42. Proponent
43. Prudent
44. Quaver
45. Rational
46. Rebut
47. Refute
48. Relevant
49. Retain
50. Skeptical
51. Stagnant
52. Supplement
53. Surpass
54. Tenacious
55. Theoretical
56. Transition
57. Trite
58. Valid
59. Verify
60. Vindicate

The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process. |

	36. Infer 37. Institute 38. Integrity 39. Legitimate 40. Notable

Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	**Suggested Online Resources:** teaching students to avoid plagiarism (Cult of Pedagogy); contextualizing plagiarism (PurdueOWL); plagiarism resources (blog); plagiarism spectrum (turnitin.com); procon.org; stageoflife.com/education/MentorTexts.aspx; https://twowritingteachers.org/ , EBSCO Host databases, Allsides.com
Standards **English Language Arts:** 9-10 ELA Standards	Reading RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational

text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Writing
W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
    A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
    C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    E. Provide a concluding paragraph or section that supports the argument presented.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under

investigation. 🌱
W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings,

reasoning, and evidence and to add interest. 🌱
SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language
L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
    A. Use parallel structure.
    B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
    C. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    D. D. Use a colon to introduce a list or quotation.
    E. E. Recognize spelling conventions.
L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when

	reading, writing, speaking or listening.
	A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
	B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
	C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections & Standards **Visual and Performing Arts:** Standards **Social Studies/History:** Standards **21st Century Skills, Technology, Career Education:** Standards	Social Studies/History: ● 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. ● 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information. Career Readiness, Life Literacies, and Key Skills: ● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate ● change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). ● 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of ● information. ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
Accommodations & Modifications	Accommodations and Modifications (Do not remove links) Gifted and Talented ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding Special Education Accommodations/Modifications 504 Accommodations/Modifications MLL Accommodations/Modifications

Back to Top

Unit 4: Poetry and Drama

Timeframe	10 weeks
Unit 2 Overview	This unit is designed to enhance students' understanding of the elements of poetry and drama. It seeks to guide students in interpreting how main ideas are developed and refined through author's choices of character/speaker, plot, figurative language, etc. Students will analyze the form and function of different poems as well as the structure of drama through the reading of Romeo & Juliet. Students will engage in annotated close readings of poems and a drama as well as supplementary texts in order to refine their critical reading skills; complete an independent reading assignment that requires an independent analysis; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when developing a narrative essay.
Essential Questions: These establish objectives to unify the unit's essential questions and assessment targets connected to standards	- How do an author's choices affect a poem's meaning and impact? How is structure connected to meaning? Why do authors choose to structure poems in different ways? - How can reading multiple texts on the same topic broaden our perspective on the topic? - How can the juxtaposition of different characters' perspectives enhance our understanding of the big ideas in drama? - How can we make deliberate choices/take risks in our writing to achieve an effect?

Assessment	Summative/Performance Assessments Plan
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	1. Narrative Essay
	    a. SWBAT: Develop a well-structured narrative essay that includes a clear beginning, middle, and end, effectively using narrative techniques such as dialogue, pacing, and description to convey experiences or events.
	    b. SWBAT make deliberate choices and take risks in writing to achieve specific effects.
	
	2. Performance Assessment must align with RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
	    a. SWBAT analyze how an author's choices affect meaning, impact, and how authors develop and refine main ideas through their choices of character, speaker, plot, and figurative language in poetry and drama.
	    b. SWBAT analyze and integrate multiple interpretations of a text presented in different formats (e.g., play adaptations, poetry readings) and analyze the juxtaposition of different characters' perspectives in drama to evaluate why authors choose different structures and how reading multiple texts on the same topic broadens perspective.
	
	MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to…
	1. Quizzes
	2. Socratic Seminar
	3. Presentations
	4. Reading Checks
	
	PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for

	comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.
Learning Targets These establish objectives to unify the unit's essential questions and unit targets	SWBAT identify and explain the differences between poetry and prose. ● Essential Question: What is the difference between poetry and prose? SWBAT analyze how word choice influences the tone of an author/speaker. ● Essential Question: How does word choice impact an author/speaker's tone? SWBAT employ strategies for closely reading Shakespearean language. ● Essential Question: What strategies can we use to closely read Shakespearean language? SWBAT analyze how a character's speech reveals their personality and motivations. ● Essential Question: What does how a character speaks reveal about them? SWBAT explain the purposes and effects of figurative language in literary texts. ● Essential Question: Why does an author use figurative language? Why do poets choose certain forms to write in? SWBAT analyze the roles and functions of characters like the Friar and Nurse in the overall narrative of a text. ● Essential Question: How do characters function in the story as a whole? SWBAT demonstrate an understanding of how writers develop characters, conflicts, and themes in literary works. SWBAT extract lessons and techniques from mentor texts to enhance their own writing ● Essential Question: How do writers create and develop characters, conflicts, and themes? SWBAT utilize close reading and preparation techniques to enrich discussions about literary texts. ● Essential Question: How can close reading and preparation be used to propel and enhance discussions? SWBAT evaluate how effective collaboration enhances comprehension and interpretation of texts. ● Essential Question: How does effective collaboration enhance understanding of texts? SWBAT use diverse viewpoints to shape their opinions and make informed decisions. ● Essential Question: How can we use other points of view to mold our own opinions and make educated decisions? How can entertaining alternative perspectives enhance our own? SWBAT practice active listening skills when engaging with peers' ideas and feedback. ● Essential Question: How do we effectively listen to our peers? SWBAT analyze the functions and effects of stylistic choices like punctuation marks, colons, and dashes in writing. SWBAT interpret Shakespeare's use of punctuation marks to deepen understanding of his writing. ● Essential Question: How can Shakespeare's punctuation marks help us understand his writing better? Why do poets use punctuation marks such as the colon and dash? Why would a writer choose to use a semicolon instead of a period? SWBAT utilize self-reflection to set goals for improving writing conventions. ● Essential Question: How can self-reflection help me set goals in writing conventions?

| **Vocabulary** | Discipline-specific vocabulary used throughout the unit:

1. Aside
2. Blank Verse
3. Comic Relief
4. Couplet
5. Drama
6. Dramatic Irony
7. Dialogue
8. Free Verse
9. Iambic Pentameter
10. Monologue
11. Poetry
12. Pun
13. Rhyme Scheme | Content-specific vocabulary students may learn during reading:

1. Abscond
2. Adverse
3. Alter
4. Amble
5. Apex
6. Breach
7. Chide
8. Combatant
9. Congenial
10. Conspire
11. Cordial
12. Defray
13. Demure | 41. Reciprocate
42. Recur
43. Refrain
44. Retort
45. Revert
46. Revile
47. Rift
48. Ruthless
49. Salvage
50. Savor
51. Seclusion
52. Sever
53. Subside
54. Susceptible
55. Tedious
56. Treacherous |

	14. Soliloquy 15. Stanza 16. Tragedy 17. Tragic Flaw	14. Doleful 15. Drudgery 16. Elapse 17. Fickle 18. Fluent 19. Idealistic 20. Imply 21. Impose 22. Incessant 23. Incorrigible 24. Indignant 25. Indulgent 26. Inhibit 27. Intervene 28. Kindle 29. Liberal 30. Moderate 31. Monologue 32. Morose 33. Novice 34. Obtrusive 35. Perilous 36. Posthumous 37. Prelude 38. Prolong 39. Provoke 40. Radical	57. Trivial 58. Vivid 59. Vocation 60. Yearn The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.	

	18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	**Whole-class drama:** *Romeo & Juliet* (Prentice Hall Literature textbook edition) **Suggested poetry selections:** Shakespeare's Sonnet 18 ("Shall I Compare Thee") & 130 ("My Mistress's Eyes Are Nothing Like the Sun") My Father's Song," "I Wandered Lonely as a Cloud," "Oranges," "Do Not Go Gentle Into that Good Night," "i carry your heart," "Theme for English B" (Hughes); "So You Want to Be a Writer" (Bukowski); "This is Just to Say" (Williams); "Introduction to Poetry" (Collins); "Knock Knock" (Beaty); "If I should have a daughter" (Kay); "Beethoven" (Koyczan), "Where I'm From" **Supplemental texts:** Romeo & Juliet excerpts with questions (Commonlit), Common Lit's related text theme sets: Tragedy (What can we learn from tragedy?), Death (How do people face death?), Fate & Free Will (Can we control our fate?), Love (How are we changed by love?), Revenge & Betrayal (Is Revenge ever justified?) **Suggested Independent Reading**

Standards
 	
English
Language Arts:
9-10 ELA Standards
	<u>Reading</u>
	RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
	RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
	RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
	RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
	RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
	RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
	
	<u>Writing</u>
	W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	    A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	    B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	    C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
	    D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	    E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
	W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
	
	<u>Speaking and Listening</u>

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
   A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
   C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language
L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
   A. **Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.**
   B. **Vary word choice and sentence structure to demonstrate an understanding of the influence of language.**
   C. **Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
   A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
   C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
   D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
   E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
   A. **Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.**
   B. **Analyze nuances in the meaning of words with similar denotations.**
   C. **Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).**

Interdisciplinary Connections & Standards **Visual and Performing Arts:** Standards **Social**	Visual and Performing Arts: ● 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. ● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. ● 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. ● 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work.

Studies/History: [Standards](#) 21st Century Skills, Technology, Career Education: [Standards](#)	
Accommodations & Modifications	**Accommodations and Modifications (Do not remove links)** **Gifted and Talented** • Provide supplementary or lengthier texts with higher-level questions • Provide enrichment activities • Use inquiry-based practices and allow student opportunities to conduct additional research • Provide assessment or assignment choices that require more detail and deeper understanding • Provide additional questions that prompt extensions of understanding • Require research for projects in a specified format • Provide assessment choices that require more detail and deeper understanding [Special Education Accommodations/Modifications](#) [504 Accommodations/Modifications](#) [MLL Accommodations/Modifications](#)