



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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DEPARTMENT English

COURSE English I

Curriculum Development Timeline

School: Ocean Township High School

Course: English I

Department: English

Board Approval	Supervisor	Notes
September 2012	Jayne VanNosdall	Born Date
August 2018	Ian Schwartz	Revisions
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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DEPARTMENT English

COURSE English I

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Short Story Unit	11	<i>Romeo and Juliet</i>
2	Short Story Unit	12	<i>Romeo and Juliet</i>
3	Short Story Unit	13	<i>Romeo and Juliet</i>
4	Nonfiction Author Study/Memoir	14	Novel Unit
5	Nonfiction Author Study/Memoir	15	Novel Unit
Week	Marking Period 2	Week	Marking Period 4
6	Novel Unit	16	Novel Unit
7	Novel Unit	17	Novel Unit
8	Novel Unit	18	Novel Unit/ <i>Great Expectations</i> (Level: Honors/Advanced)
9	Novel Unit	19	Novel Unit/ <i>Great Expectations</i> (Level: Honors/Advanced)
10	Novel Unit	20	Novel Unit/ <i>Great Expectations</i> (Level: Honors/Advanced)

Core Instructional & Supplemental Materials including various levels of Texts

All Levels:

*The Plainswoman; The Most Dangerous Game; Where Have You Gone, Charming Billy?; The Necklace; American History; The Scarlet Ibis; The Gift of the Magi; The Sniper; Marigolds; Romeo and Juliet; The House on Mango Street; Tuesdays with Morrie; Greek Mythology Texts; Anthem; Born a Crime; Long Way Down; The Curious Incident of the Dog in the Nighttime**; Poetry of Langston Hughes, Nikki Giovanni***

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Supplemental Texts for Honors:

All My Sons; A View From the Bridge; Animal Farm; Inherit the Wind; Through the Tunnel; Great Expectations

CommonLit.org (Differentiated by Reading Level for Struggling Learners; Advanced Learners)

[NJ Climate Change Educational Resources](#)*

[NJ Diversity, Equity, and Inclusion Educational Resources](#)**

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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Time Frame	3 Weeks
Topic	
Short Story Unit	
Alignment to Standards	
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.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. 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	

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evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

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

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.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.

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E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative."

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the elements of the short story?
- How does the author's use of the elements of the short story contribute to the effectiveness of the genre?
- What are the various methods of characterization?
- How does the author use various methods of characterization effectively within the text?
- How does the author establish the theme of the text?
- How does the author reveal various elements of the plot (exposition, rising action, climax, falling action, and resolution)?
- How does the author's use of literary devices contribute to the effectiveness of the story?

SWBAT demonstrate understanding of the following:

- Students will be able to identify the elements of a short story in other works.
- Students will be able to recognize the various methods of characterization in other works.
- Students will be able to analyze how an author reveals theme through use of literary devices and word choice.
- Students will be able to identify elements of plot in other works.

Learning Activities:

- Students will write narratives in which they appropriately employ elements of an authors' style or craft, and appropriately develop characters and plot.
- Students will define various literary terms and plot elements
- Students will create a reader's notebook to use throughout short story reading
- Students will utilize active reading strategies and document evidence of reading in reader's notebook.
- Students will use a graphic organizer to create a plot analysis (exposition, rising action, climax, falling action and resolution)
- Students will identify textual evidence of various plot elements (direct quotes)
- Students will use a graphic organizer to analyze various characters in the story
- Students will provide textual evidence of character traits
- Students will use a graphic organizer the create a thematic analysis
- Students will analyze theme within the story and research and present connections to other works, fiction and nonfiction

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COURSE English I

- Students will create a project related to the theme of a story

Assessments

Summative:

- Short Story Theme Project
- Narrative Writing
- Literary Analysis Writing

Formative:

- Quick Write (Do-Nows)
- Review of reader's notebook for accuracy and content
- Journal writing based on thematic connections to stories
- Comprehension quizzes
- Exit Ticket-formative assessment to determine students' understanding of daily concepts

Alternative:

- Creative project (oral presentation, visual presentation, etc.)
- Class discussion
- Study guides (if applicable)
- Completion of graphic organizers

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Short Story Theme Project:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Short Story Theme Project:

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills.

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

CRP11. Use technology to enhance productivity.

Time Frame	12 Weeks
Topic	
Novel Unit	
Alignment to Standards	
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.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	

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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.

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.

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

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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.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.

Learning Objectives and Activities

SWBAT answer the following questions:

- Where does the author use figurative language within a text (e.g., irony, paradox, metaphor, simile, personification)?
- How do the elements of setting and characterization construct meaning of how characters influence the progression of the plot and resolution of the conflict?
- How does an author's use of words create tone and mood, and how does choice of words advance the theme or purpose of the work?
- How does the author reveal various elements of the plot (exposition, rising action, climax, falling action and resolution)
- How do literary devices affect reading emotions and understanding within the novel?
- How are moral dilemmas in works of literature, as revealed by the characters and their motivations?
- How are recurring themes present across literary works, and in which ways are these themes and ideas developed?
- How does reading affect our view on the world around us? How does reading contribute to the development of empathy, and help readers contribute to crafting a diverse, equitable, and inclusive society?*

SWBAT demonstrate understanding of the following:

- Students will be able to analyze figurative language within the text
- Students will understand how elements of setting and characterization influence the progression of plot and contribute to the conflicts.
- Students will explore how the author's use of words creates tone and mood and advances the theme or purpose of the work.
- Students will identify elements of plot within the novel.
- Students will analyze how literary affect reading emotions and understanding

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with the novel.

- Students will analyze how moral dilemmas in works of literature are revealed by characters' motivations and behaviors.
- Students will recognize and analyze recurring themes across literary works.

Learning Activities:

- Students will define various literary terms and plot elements
- Students will conduct an author study and historical research on novel's context and time period
- Students will create a reader's notebook to use throughout novel reading
- Students will review active reading strategies
- Students will maintain a reader's notebook throughout the reading of the novel
- Students will utilize active reading strategies and document evidence of reading in readers' notebooks.
- Students will use a graphic organizer to create a plot analysis (exposition, rising action, climax, falling action and resolution)
- Students will identify textual evidence of various plot elements (direct quotes)
- Students will use a graphic organizer to analyze various characters in the novel
- Students will provide textual evidence of character traits
- Students will use a graphic organizer to create a thematic analysis
- Students will analyze theme within novel and make connections to other works
- Students will create a project related to the theme of novel
- Students will read, analyze, and discuss the poetry of Jennifer Barlett, Langston Hughes and Nikki Giovanni, noting the poets' social and artistic contributions as members of the LGBT and Persons with Disabilities communities**

**NJ Diversity, Equity, and Inclusion Education/NJ LGBT and Persons with Disabilities Education

Assessments

Summative assessment:

- Author study research assignment – Fiction Author

Formative:

- Quick Write (Do Now's)
- Review of reader's notebook for accuracy and content
- Journal writing based on thematic connections to novel
- Comprehension quizzes
- Exit Ticket-formative assessment to determine students' understanding of daily

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concepts

Alternative:

- Creative project (oral presentation, visual presentation, etc.)
- Class discussion
- Study guides (if applicable)
- Completion of graphic organizers

Benchmark:

- Literary Analysis Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will collaborate with peers on author study/historical research project:

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Technology Integration

Students will collaborate with peers on author study/historical research project, including using digital tools to strategize, organizes materials, and facilitate communication:

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.

Time Frame

2 Weeks

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Topic
Nonfiction Author Study/Memoir
Alignment to Standards
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. 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)

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develop, interact with other characters, and advance the plot or develop the theme.

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

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

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

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

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

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the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.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.

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

A. Use parallel structure.

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

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

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

E. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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

L.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,

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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). "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.

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

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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.

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.

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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.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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does the author establish his/her "voice" or unique way of using language to convey personality?
- What elements contribute to the author's voice and tone?
- What is unique about the personal essay genre?
- What issues are relevant to today's society? i.e., poverty, race, gender, health challenges
- How is The House on Mango Street similar to Tuesdays With Morrie?
- What are the characteristics of the "vignette?"
- How does the reader draw conclusions about characters, events, and other aspects of a story which are not directly stated?

SWBAT demonstrate understanding of the following:

- Determine the characteristics of a memoir and vignette.
- Analyze the voice and background of each author through the personal essay, poetry, and memoir
- By the end of grade 9, read a memoir and create a character sketch
- Determine an author's style through use of literary devices in the works.
- Cite main idea and summarize writer's unique way of using language to convey his or her personality through writing.
- Compare and Contrast author's experiences with student's own experiences
- Write an expository essay to support a thesis
- Write and present a series of vignettes for an oral presentation demonstrating

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command of formal English and public speaking skills

Learning Activities:

- Apply elements of author's style to write another chapter in Morrie Schwartz's life or another Mango Street vignette about Esperanza and her family.
- Students will write a personal memoir of key events in their lives
- Students will study a timeline of events of author's life and corresponding historical events
- Students will study literary contributions of authors and read one other work, i.e., poem or other novel
- Students will use Active Reading strategies to identify elements of theme, vignette, personal essay and memoir
- Students will establish a Reader's Notebook to summarize and understand different perspectives and connect to their lives
- Students will learn about their genealogy through a series of family interviews
- Students will read the article "I'm a Flint Resident. I'm Done Paying For Water That Is Not Safe," and answer the assessment questions on CommonLit. Students will discuss whether people are treated differently based on the types of communities they live in and how people create change in their environments.*

*NJ Climate Change Education

Assessments

Summative:

- Memoir writing assessment
- Non-fiction author study research assignment

Formative:

- Quick Write (Do Nows)
- Journal Check: used often for active reading skills like predicting, clarifying, questioning and responding to open-ended questions
- Oral presentation of personal vignettes
- Exit Ticket: used to assess student understanding and appreciation of genre

Alternative:

- Class Discussion and Contribution
- Student project of personal vignettes (student autobiography selecting topics from teacher/student generated list)

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- Completion of character sketch
- Film Review

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Genealogy/Family History Interviews - Students will gather and organize information for personal vignettes using digital tools:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Genealogy/Family History Interviews - Students will select and evaluate the media platform which best suits their project needs.

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.

Time Frame

3 Weeks

Topic

Shakespeare's ***Romeo and Juliet***

Alignment to Standards

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

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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.

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.

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

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counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

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

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.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.

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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.

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

A. Use parallel structure.

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

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

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

E. Recognize spelling conventions.

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

A. Use parallel structure.

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

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





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related independent clauses.

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

E. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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

L.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).

Learning Objectives and Activities

SWBAT answer the following questions:

- How does Shakespeare's world of the Elizabethan era contribute to the cultural experience reflected in the drama?
- What is the central theme of the play?
- How does Shakespeare's use of poetic devices advance the theme?
- How do Shakespeare's complex characters interact and develop over the course of the drama?
- How does Shakespeare's language and word choice evoke a sense of time and place?
- What is the universal appeal of Shakespearean drama?
- What are the differences between the short story genre and drama genre?
- How are the motifs presented in Romeo and Juliet similar to issues related to

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young people today (suicide, relationships, parental issues, gangs, etc.)?

SWBAT demonstrate understanding of the following:

- Students will understand how Shakespeare's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- Students will recognize the structures of a Shakespearean drama and the cultural experiences reflected during the Elizabethan era.
- Students will identify dramatic conventions (e.g., dramatic irony, soliloquy, stage direction, and dialogue) in other works.
- Students will identify and understand Shakespeare's use of poetic devices including: idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, alliteration and figurative language in other plays.
- Students will analyze and appreciate Shakespeare's complex characters, their development over the course of the drama, their interaction with other characters.
- Students will identify Shakespeare's use of allusion drawing on a wide reading of world literature.
- Students will further develop research writing skills.

Learning Activities:

- Students will conduct vocabulary study of unique Shakespearean/Elizabethan words
- Students will study the structure and characteristics of an Elizabethan drama
- Students will review and discuss conventions of drama, poetic devices and literary terms
- Students will conduct an author background study through a Webquest
- Students will produce an oral presentation on Elizabethan focus area after researching a particular aspect of the era.
- Students will keep an Elizabethan journal in order summarize and illustrate key scenes for comprehension
- Identifying and analyzing literary devices in graphic organizer
- Study guide questions will assist students understanding of events of plot
- Queen Mab project-students will read and analyze the allusion to Queen Mab and create a visual representing the image created by Mercutio
- Plot map-students will document key events of the plot
- Memorize speech
- Create newspaper based on plot, characters and conflict (predicting outcome for plot)
- Research paper relating Romeo and Juliet to contemporary topic
- Character map demonstrating understanding of character's development

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throughout the course of the play

- Journal topics related to theme and concepts introduced in the play
- Compare Romeo and Juliet to contemporary work (eg. "West Side Story")
- Set design for Romeo and Juliet
- Analysis of soliloquy
- Students will research a historical time period, and then plan, prepare, and perform a scene from Romeo and Juliet reflecting the cultural norms of the researched time period.

Assessments

Summative:

- Scene Performance reflecting historical period research

Formative:

- Quick Write (Do Now's)
- Journal Check: used often for active reading skills like predicting and responding to open ended questions.
- Essays: Expository, Creative, Persuasive requires students to analyze themes and personal experiences through writing
- Comprehension Quizzes
- Exit Ticket: used to assess students' understanding of concepts
- Unit Test

Alternative:

- Creative Project – Ex. Podcast; Website Creation; Scene staging, etc.
- Oral Presentation – Memorized soliloquy
- Class Discussion
- Study guide questions
- Completion of Graphic Organizer

Interdisciplinary Connections

Elizabethan Period Research:

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Career Readiness, Life Literacies, and Key Skills

Students will reflect on strategies and resources available to forge an understanding of a difficult text from an early time period, such as *Romeo and*

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Juliet.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Digital Portfolio Update: Students will maintain a digital portfolio showing learning and growth from the class, including reflection on college and career planning and goal-setting.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.

Time Frame	3 Weeks
Topic	
Great Expectations – The Novel	
Level: Honors	
Alignment to Standards	
RI.CR.910.1 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	

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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.

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.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

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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.

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.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.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.

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

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COURSE English I

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.
- L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.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).





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Learning Objectives and Activities

SWBAT answer the following questions:

- What are the elements of the novel as genre?
- What differentiates the novel from other genres?
- How does the novelist develop plot?
- How does the protagonist's "quest" reflect a journey of self-discovery?
- How is the protagonist altered as he tries to fulfill the promise of his "great expectations?"
- How does the novel show more complex interrelationships of characters as they move from scene to scene and from incident to incident?

SWBAT demonstrate understanding of the following:

- The theme of the "quest" is a universal theme along with the concepts of love, sacrifice, loyalty, justice and freedom.
- To establish a deeper understanding of the concept of the novel.
- The ability to identify relationships between and among characters, plot, theme, conflict, and resolution and their influence on the effectiveness of a literary piece.
- The ability to explore a novel and the techniques that authors use to convey messages and evoke responses.
- The ability for students to connect literature to their own lives and daily experiences.
- The ability for students to historical perspectives of the Victorian era.
- Connect to social studies through research of 19th century London as portrayed through the novel and the protagonist, Pip.
- Historical influence of social norms of the Victorian era upon *Great Expectations*.

Learning Activities:

- Students will think critically and answer comprehension questions related to the novel.
- Group discussion of active reading strategies, including visualizing, clarifying, predicting.
- Compose character list and plot map
- Vocabulary study
- Character map of protagonist in three stages of novel.
- Debating issues of 19th Century London via Dickens commentary
- Writing journal from character's point of view
- Defining a "gentleman" with research and drawing

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- Examining the importance of Conflicts
- Discovering character motives through discussion and comprehension questions.
- Connecting to life with Do Nows
- Students will take active notes on the author's background, setting, and character list.
- Students will write about an experience or person who helped bring change in their lives.
- Students will keep an active reading notebook for responses to quotes.
- Students will draft a composition on one of the prevalent themes in the novel: Great Expectations, the quest, appearance vs. reality, crimes and prisons.
- Mini research project on an aspect of the novel or 19th Century London.

Assessments

Summative:

- Research Paper/Project on Victorian Era (Entertainment, Games, Music, Food, Etiquette, Gender Roles)
- Final Unit Test

Formative:

- Research and Present Information (Group Work)
- Study Guide Questions
- In Class Discussion and Reading Quizzes
- Quote and Character Identification
- Vocabulary Assessment

Alternative:

- Observation of class discussion
- Teacher-student reading conferences

Interdisciplinary Connections

Victorian Era/Industrial Revolution - Historical Period Research/Presentation

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Career Readiness, Life Literacies, and Key Skills

Students will reflect on strategies and resources available to forge an understanding of a difficult text from an early time period, such as *Great*

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Expectations

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

Technology Integration

Victorian Era - Historical Period Research/Presentation

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group

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- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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