



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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DEPARTMENT English

COURSE English II

Curriculum Development Timeline

School: Ocean Township High School

Course: English II

Department: English

Board Approval	Supervisor	Notes
August 2012	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	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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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Puritan Beginnings	11	Societal Pressures and Identity
2	Puritan Beginnings	12	Societal Pressures and Identity
3	Puritan Beginnings	13	The American Dream
4	Puritan Beginnings	14	The American Dream
5	American Romanticism: From Transcendentalism to the Dark Side	15	The American Dream
Week	Marking Period 2	Week	Marking Period 4
6	American Romanticism: From Transcendentalism to the Dark Side	16	The American Dream
7	American Romanticism: From Transcendentalism to the Dark Side	17	Social and Moral Dilemmas in Literature
8	American Romanticism: From Transcendentalism to the Dark Side	18	Social and Moral Dilemmas in Literature
9	Societal Pressures and Identity	19	Social Sensitivity: Seeing Through the Eyes of a Literary Character
10	Societal Pressures and Identity	20	Social Sensitivity: Seeing Through the Eyes of a Literary Character

*Language Structure and Use unit is taught concurrently with other units throughout the semester

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Core Instructional & Supplemental Materials including various levels of Texts

All Levels:

"In Harmony with Nature," "The World on the Turtle's Back," "Song of the Sky Loon,"

"Coyote Stories," "The Man to Send Rain Clouds," "The Way to Rainy Mountain."

"Of Plymouth Plantation," "Women and Children First: The Mayflower Pilgrims,"

"The Interesting Narrative of the Life of Olaudah Equiano"; "Sinners in the Hands of an Angry God"; "The Crucible"; Poetry by Walt Whitman**;

"The Notorious Jumping Frog of Calaveras County"; Selected poems by Emily Dickinson**;

"Of Mice and Men"; "The New Immigrants," "In American Society,"

"The Death of the Hired Man," "Death of the Ball Turret Gunner"; "Letter from Birmingham Jail";

The Adventures of Huckleberry Finn; My Antonia; The Great Gatsby;

Poetry by Langston Hughes**; ***To Kill a Mockingbird; Julius Caesar; "A Raisin in the Sun" by Lorraine Hansberry*****

Supplemental texts for Advanced:

"To My Dear and Loving Husband;" "Psalm of Life," "The Devil and Tom Walker"; Short stories by Edgar Allen Poe; ***Life on the Mississippi; "Ambush"; "Teenage Wasteland"***

Supplemental texts for Honors:

"Upon the Burning of Our House"; "Civil Disobedience"; "Walden"; The Red Badge of Courage; The Autobiography of Mark Twain; "The Love Song of J. Alfred Prufrock"; Poetry of Sylvia Plath; Poetry of Anne Sexton; ***The Grapes of Wrath***

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	4 Weeks
Topic	
Puritan Beginnings	
Potential works of study: William Bradford's <i>History of Plymouth Plantation</i> , Jonathan Edwards' <i>Sinners in the Hands of an Angry God</i> , Salem Court Documents' <i>The Examination of Sarah Good</i> , Arthur Miller's <i>The Crucible</i> and Nathaniel Hawthorne's <i>The Scarlet Letter</i> , <i>Sinners in the Hands of an Angry God</i> , <i>The Crucible</i> , <i>Of Plymouth Plantation</i> , William Bradford	
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.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	

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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.

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.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.

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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 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.

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.

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 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.

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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).

Learning Objectives and Activities

SWBAT answer the following questions:

- How does our literary past help to define our identity as modern Americans?
- How have the literary works of our founding fathers and other American revolutionaries shaped our country's system of government and beliefs about personal freedom?
- How does the perception of government changed between leader and writers of this period?
- How is society's perception of morality determined by the perceived hierarchy?
- Within such a hierarchy, is there a place for personal freedom?
- Where is the line between personal freedom and society's mandates?

SWBAT demonstrate understanding of the following:

- In the midst of society's need to control, man continues his quest for freedom.
- Our forefathers produced a wide variety of literature and informational texts

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that have served as the building blocks of our nation.

- The origins of the American Dream can be traced back to our forefathers.
- The Puritan beginnings illustrate the reasons why our founding fathers felt compelled to include the need for a distinction between church and state.

Learning Activities:

- Comprehend the term freedom and how/why the definition of this term has historically changed
- Evaluate the historical accuracy of a fictional text when compared to a primary text from the same time period
- Examine theocracy versus democracy and formulate a position on which system is the most ethical, moral, and sustainable.
- Understand that the conflict between moral principles and society dictates is and has always been central to individualism
- Recognize the author's purpose and analyze the corresponding theme
- Reading aloud
- Making predictions, assumptions, and inferences about character decisions and draw conclusions using this information
- Question and discover themes

Assessments

Formative:

- Journal writing
- Exit tickets
- Reading comprehension quizzes

Alternative:

- Observation of Class discussions and participation
- Do Now's
- Teacher-student conferences

Summative Assessment:

- Author's background/time period: Research and presentation - group projects
- Literary Analysis Essay

Interdisciplinary Connections

Research into Puritanism and the time periods of literary texts encountered throughout the unit:

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and

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scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Career Readiness, Life Literacies, and Key Skills

Research and present on author's background/time period:

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

Research and present on author's background/time period:

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.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

4 Weeks

Topic

American Romanticism: From Transcendentalism to the Dark Side

Potential works of study: Washington Irving's *The Devil and Tom Walker*, *Rip Van Winkle*, and *The Legend of Sleepy Hollow*, Henry Wadsworth Longfellow's *A Psalm of Life*, Ralph Waldo Emerson's *from Self Reliance*, Henry Davis Thoreau's *from Walden*, Edgar Allan Poe's *The Masque of the Red Death*, *The Raven*, *The Fall of the House of Usher*, *Annabelle Lee*, *Murders in the Rue Morgue* and Nathaniel Hawthorne's *The Minister's Black Veil*, *The Notorious Jumping Frog of Calaveras*, Jumping Frog newspaper article

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

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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.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.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.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

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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.

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.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

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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 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.

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.

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).

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).

Learning Objectives and Activities

SWBAT answer the following questions:

- How do Romantic authors stress the importance of a close relationship to nature?
- How does American Romantic literature help in gaining an understanding of

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our own individualism through nature?

- What Transcendental elements present themselves in darker works of fiction from the Romantic period?
- How can the American Romantic author's examination of psychological darkness and terror lead to a deeper understanding of ourselves?
- How do American Romantic writers propose the possibility for people to live as individuals and nonconformists in society?

SWBAT demonstrate understanding of the following:

- Recognizing historical and cultural relevance of period authors and works shows that the works have a universal thematic timelessness.
- The Transcendental philosophy was not readily accepted by societal standards, as it required one to cast off personal possession in a time of great discovery, yet the inherent benefits of this "simple" lifestyle would have greatly altered the fate of the Romantic protagonist.
- The American Romantic authors exhibit the dark underside of writing including a fascination with death, disease, madness, evil, the supernatural and the destructive aspects of nature.
- Other Romantic writers believe in the beneficial effects of a close link between humanity and nature.
- To understand, appreciate, and visualize imagery through short stories and poetry.

Learning Activities:

- Craft writing passages which mimic and/or use author's style (potential creative writing assignment- writing a mystery using Poe's dark detective story as a model)
- Cooperative learning activities outlining events, predicting outcomes
- Compose a poem using figurative language, imagery, assonance, consonance, alliteration
- Respond to comprehensive questions
- Art and music selections by students to accompany a short story or a poem
- Poetry analysis- Longfellow Parody
- Short story analysis to comprehend irony, symbolism, and telling details
- Picture Prompts using the literature text pictures to establish writing scenarios
- Journal writing
- Group projects which chart poetic devices in poems
- Read, analyze, and discuss works of poetry by Emily Dickinson and Walt Whitman, and consider the artistic and social contributions of the poets**
- Students will read Whitman's "When I heard the learn'd astronomer" and the

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essay, "Will We Fix the Weather?" by Robert Krulwich (CommonLit). Students will discuss: If Whitman could have a conversation with Robert Krulwich about Krulwich's essay, what argument would he make? Which ideas would he agree and disagree with? Students will discuss the impact of the changing climate on local and global communities.*

*NJ Climate Change Education

**NJ LGBT and Persons with Disabilities Education

Assessments

Formative:

- Group projects
- Poems-Poe Parody
- Mystery Writing-Poe's detective short story
- Journal writing
- Partners: Bumper Sticker-philosophy of life (Longfellow, Emerson, Thoreau)
- Quote analysis
- Reading comprehension quizzes
- Vocabulary quizzes on literary terms

Alternative:

- Observation of class discussion
- Teacher-Student conferences

Summative:

- Tests: Irving, Poe
- Literary Analysis Essay- Irving's use of Romantic elements within his short stories, Updated Faust Legend, rhyme scheme, review of metaphor

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will reflect upon and respond to unit texts in a range of creative forms and media:

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

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Technology Integration

Students will utilize and evaluate digital resources while conducting research on 18th/19th century time period:

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., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.

Career Education

CRP2. Apply appropriate academic and technical skills.

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

4 Weeks

Topic

Societal Pressures and Identity

Potential works of study: Harper Lee's *To Kill a Mockingbird*, Lorraine Hansberry's *A Raisin in the Sun*, J.D. Salinger's, *The Catcher in the Rye* J. D. Salinger, *The Glass Menagerie*, Tennessee Williams, *Julius Caesar*, William Shakespeare

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.,

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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.

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.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

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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.

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.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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can literature teach us to break through barriers through prejudice to promote tolerance?
- How are writers critics of the apparent flaws in modern society?
- How does literature prove that society forces its citizens to take unpopular but moral stances in order to promote change?
- How do Lee's, Hansberry's, and Salinger's works help define courage?

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- In real-life do people always receive the same treatment as others? How does this apply to the Younger family, Holden Caulfield, Boo Radley and Tom Robinson?
- How are historical and cultural context reflected in literature of Lee, Hansberry and Salinger?

SWBAT demonstrate understanding of the following:

- Understand or empathy obtained from literature can compel kindness and check cruelty
- Literature provides the reader with the ability to understand others better by considering background and perspective
- Literature can show that societies are governed by spoken and unspoken codes of behavior
- Literature helps students develop a personal sense of courage which enables them to make the right decision in a difficult situation

Learning Activities:

- Reading aloud and silent sustained reading
- Work in groups for think/pair/share and team projects
- Analyze how works of a given period reflect historical and social events and conditions
- Identify define, evaluate, and synthesize central ideas of the text
- Analyze the text for the author's purpose, style and voice
- Visualize settings and the way setting influences characters, plot or mood
- Question and discover themes in novels and plays
- Understand fiction by analyzing elements of plot, character, setting and theme
- Analyze how literature reflects and affects society
- Expository essay introducing a thesis about character and theme
- Classroom discussions
- Examine the effects of setting
- Examine how a specific character develops dynamic traits throughout the course of the work
- Comprehend and apply knowledge of dramatic elements

Assessments

Formative:

- Quote quizzes to monitor reading
- Comprehension check questions
- Literary analysis essay writing
- Narrative essay writing (extend a text or provide an alternate viewpoint on plot)

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- events)
- Expository and or persuasive essay writing

Alternative:

- Observation of classroom discussions
- Teacher-student conferences

Summative:

- Literary Analysis writing task
- Group projects-public speaking

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will engage in online collaboration through a variety of platforms in order to facilitate group discussions of texts, themes, and ideas central to the unit of study:

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

Technology Integration

Utilize technology to engage in on-going discussion and collaborative analysis of unit texts:

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

4 Weeks

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COURSE English II

Topic

The American Dream

Potential works of study: F. Scott Fitzgerald's *The Great Gatsby*, John Steinbeck's *Of Mice and Men*, Nathaniel Hawthorne's *The Scarlet Letter*, *I Have a Dream*, Dr. Martin Luther King, Jr., *Letter from Birmingham Jail*, Dr. Martin Luther King, Jr., *Raisin in the Sun*, Lorraine Hansberry, *Declaration of Independence*, *Common Sense*, Thomas Paine, *Gettysburg Address*, *Poor Richard's Almanack* Benjamin Franklin, *In Praise of Robert Frost* speech by JFK, UPFRONT magazine

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

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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 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.

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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.

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.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,

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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.

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.

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.

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Learning Objectives and Activities

SWBAT answer the following questions:

- What common factors contribute to the loss of the American Dream in the early American novel?
- How can a protagonist drift from society and other characters while on the search for the American Dream?
- How does narration and point-of-view affect the reader's experience with work?
- How was the American Dream re-defined throughout the nineteenth and early-twentieth-century?
- How were the strengths and flaws of the American Dream evident in societal trends?

SWBAT demonstrate understanding of the following:

- The American Dream reflects constantly evolving ideals as evidenced by period writers.
- Through a unique writing style each author addresses a specific trait of the American character.

Learning Activities:

- Study and evaluate the significant relationship between literature and its historical context
- Select quotes and literary passages to supplement and original literature-based argument
- Narrative essay writing in relation to discovering American Dreams
- Identify, define, and model the different types of narration and point-of-view
- Chart examining events and their consequences for the characters
- View film adaptations to further character and theme development
- Research and debate a controversial issue related to the topic "The American Dream"
- Persuasive essay as a reaction to a news article or a character's stand point within one of the unit texts

Assessments

Summative:

- Literary Analysis Essay-character traits character analysis, thematic essay
- American Dream Podcast Project
- American Dream Debate

Formative:

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- Oral presentations of group projects
- Roaring 20s project- Gatsby
- American Dream project-collage and short narrative writing piece
- Reading comprehension quizzes
- Journal writing
- Do Nows
- Exit Tickets
- Author activities
- Debate
- Timed writing exercises to encourage focus on a specific subject

Alternative:

- Observation of class discussion
- Teacher-student conferences

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

American Dream Podcast Project:

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Technology Integration

American Dream Podcast Project:

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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COURSE English II

CRP11. Use technology to enhance productivity.

Time Frame	2 Weeks
Topic	
Social and Moral Dilemmas in Literature	
Suggested Text: <i>Of Mice and Men</i> , John Steinbeck	
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.	
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	

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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 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).

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.

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DEPARTMENT English

COURSE English II

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:

- Why are dreams important to live a successful and fulfilling life?
- What constitutes genuine friendship?
- How does our current society encourage or discourage loneliness or isolation?
- How does Steinbeck develop characters with shared experiences?
- What are the literal and symbolic interpretations of Steinbeck's use of the word "dream"?
- How does the use of conflict engage the reader and perpetuate them to the climax?

SWBAT demonstrate understanding of the following:

- The effect of setting on the plot.
- The effect of conflict on the plot.
- The ability to understand and articulate universal themes such as friendship v. loneliness and justice v. injustice.
- Character development as it pertains to plot and conflict.

Learning Activities:

- Presentation of Robert Burns' poem To A Mouse.
- Questions posed in readers' journal on society, friendship, and the "American Dream".
- Think/Pair/Share on societal issues of mental illness and solitude.
- Students will do research on The Great Depression for brief presentations through visual and auditory presentations.
- Students will keep an interactive readers' journal. Each page of the journal will be divided into three parts. One section for each character's perspective (point of view) and the third for personal annotation on the novel.
- Students will reflect and draw in their readers' journal in conjunction with the events of the novel and the impact of the setting.
- Students will write a response to each of the deaths encountered in the

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novella.

- Culminating project where students research, design and produce a pamphlet concerning one of the following: homelessness, poverty, mental illness, or discrimination.
- Consider representations of persons with disabilities in the novel *Of Mice and Men*, as well as the social, economic, and artistic contributions of individuals with disabilities to American society**

**NJ LGBT and Persons with Disabilities Education

Assessments

Formative:

- Journal writing: used often for predictions, responding to open-ended questions, and exploration of topics and personal journey reflection through the novel.
- Exit tickets: used to assess students' understanding of concepts and monitor comprehension.
- Graphic organizers: used to explore the impact of conflict on the plot.
- Reading quizzes

Alternative:

- Class discussions to discuss the global impact of the societal issues of homelessness, poverty, mental illness, or discrimination.
- Teacher-student conferences

Summative:

- Essays: requires students to analyze the themes and personal experiences through writing.
- Pamphlet: Through these visual elements students will present their ideas on the subject of homelessness, poverty, mental illness, or discrimination.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will evaluate the credibility of internet research sources:

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9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Technology Integration

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame	2 Weeks
Topic	
Social Sensitivity: Seeing Through the Eyes of a Literary Character	
Potential Works, <i>The Way to Rainy Mountain</i> Native American Unit, <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , <i>How It Feels to be Colored Me</i> by Zora Neale Hurston	
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	

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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.

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 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

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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).

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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does the world we live in shape our thoughts and motives concerning others?
- How can the pressures of fitting in lead to depression, emotional issues, personality change, and/or physical changes.
- In what way can a person's decisions cause others to place blame on them?
- What role do the character's interpersonal relationships play in the development of the plot?

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- How does the author use idioms, metaphors, and personification to enhance the reader's understanding and connection to the protagonist?
- 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:

- The ability to evaluate the impact of trauma on a character and relate it to society today.
- 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.

Learning Activities:

- Public Service Announcement - Research Project
- Sustained silent reading.
- Work in groups for think/pair/share and team projects
- Identification of theme, plot, conflict, and literary devices such as idiom, metaphor, and personification
- Composition of essays: expository and narrative.
- Research and evaluation of non-fiction articles.
- Draft, revision, and publication of written and visual information

**NJ Diversity, Equity, and Inclusion Education

Assessments

Formative:

- Journal writing: used often for predictions, responding to open-ended questions, and exploration of topics and personal journey reflection through the novel.
- Exit tickets: used to assess students' understanding of concepts and monitor comprehension.
- Graphic organizers: used to explore KWL as well as protagonist personality profile.

Alternative:

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- Class discussions to discuss the global impact of the societal issue of date rape.
- Student-teacher conferences

Summative Assessment:

- Essays: requires students to analyze the themes and personal experiences through writing.
- PSA/poster or pamphlet: Through these visual elements students will present their ideas on the subject of date rape, its impact on society, current statistics, and methods for obtaining assistance.
- Portfolio update/reflection writing

Benchmark Assessment:

- Literary Analysis Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

PSA Project: Research into a problem in contemporary society, as reflected in a unit text.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

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.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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DEPARTMENT English

COURSE English II

CRP12. Work productively in teams while using cultural global competence.

Time Frame	Ongoing throughout the semester
Topic	
Language Structure and Use	
Alignment to Standards	
"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.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	

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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.

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.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.

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.

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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.

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.

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

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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). "

Learning Objectives and Activities

SWBAT answer the following questions:

- How does knowledge of the parts of speech improve writing?
- How does knowledge of phrases and clauses improve sentence structure?
- How does the ability to correct common sentence errors create clear and concise writing?
- How does knowledge of the colloquial language create a more sophisticated writing piece?
- How does knowledge of the various sentence parts help mechanically correct writing?
- How does knowledge of correct punctuation create a more readable composition?
- Why is it important to revisit commonly confused words and clarify distinctions i.e. there, their and they're, affect, effect. Etc.

SWBAT demonstrate understanding of the following:

- Defining all parts of speech
- Identify what part of speech a word is

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- Constructing complete sentences
- Identify run-ons and fragments (avoid them in formal writing)
- Apply punctuation rules correctly
- Examining and correcting faulty sentences: comma slices, subject-verb agreement, nonparallel structure, awkward past voice, modifier errors, tense shift, applying literary present when required to write, unclear or vague pronoun use
- Understanding the difference between formal and informal language

Learning Activities:

- Defining all parts of speech
- Constructing complete sentences
- Identify run-ons and fragments (avoid them in formal writing)
- Apply punctuation rules correctly
- Examining and correcting faulty sentences: comma slices, subject-verb agreement, nonparallel structure, awkward past voice, modifier errors, tense shift, applying literary present when required to write, unclear or vague pronoun use
- Understanding the difference between formal and informal language
- Understand subject-verb agreement
- Discover and comprehend use of literary present tense
- Vocabulary lists of grammatical terms
- Group work for peer editing, sentence correction, collaborative essays

Assessments

Formative Assessments:

- Quizzes
- Progress monitoring through online platforms (eg. Quill.org)

Alternative:

- Peer Editing
- Class discussion
- Grammar Exercises Homework

Summative Assessment:

- Compositions and revisions
- Vocabulary and grammar unit assessments

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

Technology Integration

Students will assess the usefulness of digital resources such as Quill.org, NoRedInk, Khan Academy, Quizizz, and Quizlet to review unit content, organize learning materials, and to apply and extend their learning.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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
- Allow answers to be given orally or dictated

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- 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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