

# English I

## Unit 1: The Call to Adventure

### Stage 1: Desired Results

#### **Standards & Indicators:**

##### Language Domain

L.SS.9–10.1. **Language. System and Structure of Language.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. **Language. Knowledge of Language.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. **Language. Vocabulary Acquisition, Use and Literal Meaning.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. **Language. Vocabulary Acquisition, Use and Interpretative Meaning.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).

##### Reading Domain

RL.CR.9–10.1. **Reading Literature.Close Reading of Text.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.

# English I

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. [Reading Literature.Text Structure.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).

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.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).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.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.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.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.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.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).

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.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.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.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.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.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. 🌱

# English I

## Writing Domain

W.AW.9–10.1. [Writing. Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. [Writing. Writing Process.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. [Writing. Writing Research.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. [Writing. Sources of Evidence.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. [Writing. Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening. Participate Effectively.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. [Speaking and Listening. Integrate Information.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.


# English I

<p>SL.ES.9–10.3. <a href="#">Speaking and Listening.Evaluate Speakers.9-10.3</a>. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. <a href="#">Speaking and Listening.Present Information.9-10.4</a>. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. <a href="#">Speaking and Listening.Use Media.9-10.5</a>. 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. 🌱</p> <p>SL.AS.9–10.6. <a href="#">Speaking and Listening.Adapt Speech.9-10.6</a>. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>		
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>		
Standard	Performance Expectations	Core Idea
9.1.12.RM.5	Explain what self-insuring is and determine when it is appropriate.	Different types of insurance have different costs and protections.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
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 (e.g., 7.1.AL.IPERS.6).	
<p><b>Central Idea/Enduring Understanding:</b></p> <p>Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p>		<p><b>Essential/Guiding Question:</b></p> <p>What will you learn on your journey?</p>
<p><b>Content:</b></p> <p><b>Reading Literature (RL)</b></p> <p>Textual evidence</p> <p>Theme</p> <p>Central idea</p> <p>Universal theme</p> <p>Summary / Summarize</p> <p>Complex characters</p>		<p><b>Skills (Objectives):</b></p> <p><input type="checkbox"/> Reading Literature (RL.9–10)</p> <p>Identify specific passages that support explicit meaning or inferences.</p> <p>Cite multiple pieces of evidence to support analysis.</p> <p>Analyze where the text leaves matters uncertain and discuss implications.</p> <p>Summarize a theme or central idea objectively.</p>

# English I

<p>Character development Conflict Setting Plot structure Motivation Tone Mood Point of view Narrator reliability Figurative language Symbolism Irony (verbal, dramatic, situational) Allusion Imagery Syntax Diction Structure Cultural context Author's purpose Literary analysis</p> <p><b>Reading Informational Text (RI)</b> Central idea Objective summary Textual evidence Author's argument Claim / Counterclaim Bias Rhetoric Ethos / Pathos / Logos Tone Purpose Perspective / Point of view Connotation / Denotation Word choice (diction) Text structure Seminal U.S. documents Primary / Secondary source Quantitative / Qualitative data Credibility Evidence-based argument Synthesis of sources</p> <p><b>Writing (W)</b> Argumentative writing Thesis statement Claim / Counterclaim Evidence Analysis Citations (MLA/APA) Transitions Conclusion Tone and style</p>	<p>Trace how the theme develops through specific details. Evaluate the coherence of the theme across the text. Describe how a character's traits or decisions influence the plot. Analyze interactions among characters to reveal theme or conflict. Evaluate how character development advances thematic depth. Interpret figurative, connotative, and technical meanings of words and phrases. Analyze the cumulative impact of word choice on mood and tone. Compare an original text with its adaptation to identify shifts. Analyze how context, history, or source material is reinterpreted in adaptations.</p> <p>■ <b>Reading Informational Text (RI.9–10)</b> Identify passages that support explicit statements and inferences. Cite evidence across the text to support analytical claims. Evaluate uncertainty or incompleteness within a text's argument. Determine the central idea of a text. Analyze how details refine the central idea. Summarize informational texts objectively. Describe how the author organizes ideas or events. Analyze sequencing and the development of connections. Evaluate how structure impacts clarity and reasoning. Interpret language and tone in context. Analyze how word choice shapes tone and meaning. Interpret historical or literary documents by analyzing their context. Compare how authors transform source materials or present differing perspectives.</p> <p>👉 <b>Writing (W.9–10)</b> Introduce claims and acknowledge counterclaims in an argument. Organize reasons and evidence effectively. Evaluate the effectiveness of counterclaims and refutations. Explore complex ideas clearly and accurately in explanatory writing. Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p>🗣️ <b>Language (L.9–10)</b> Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity. Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style.</p>
--	---

# English I

<p>Audience awareness Purpose Revision Editing Research writing Plagiarism Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration Visual aids Volume / Tone / Pace Purpose Audience engagement Formal / informal register Constructive feedback Summary of a speaker's points</p> <p><b>Language (L)</b> Conventions of standard English Grammar / Usage Parallel structure Phrase / Clause Active vs. Passive voice Subjunctive mood Semicolon / Colon / Dash Syntax Tone Figurative language Nuance Connotation / Denotation Word relationships Analogies Academic vocabulary Domain-specific vocabulary Context clues Reference tools</p> <p>Blast: The Call to Adventure <i>The Odyssey</i> (Book XII) <i>The Odyssey</i> (A Graphic Novel) "Highest Duty: My Search for What Really Matters" "Apollo 13: Mission Highlights"</p>	<p>Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p> <b>Speaking &amp; Listening (SL.9–10)</b> Initiate and participate effectively in academic discussions. Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
--	--

# English I

## Interdisciplinary Connections:

Students develop a fuller understanding of Ancient Greek culture and customs.  
 Students debate civic duties and responsibilities associated with mandatory military service.  
 Students collect data and utilize statistics in establishing evidence to help support claims and arguments.

## Stage 2: Assessment Evidence

### Performance Task(s):

End of Unit 1 Assessment  
 Extended Writing Project: Research Simulation Task

### Other Evidence:

Reading Assignments  
 Writing Assignments  
 Skill Assignments  
 Blast Assignments  
 Common Formative Assessments  
 IXL

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Peer Reviews  
 Think-Pair-Share  
 Turn and Talk  
 Small Group Instruction  
 Kagan Cooperative Learning Strategies  
 Socratic Seminar  
 Philosophical Chairs  
 Four Corners  
 Journaling

### Resources:

#### StudySync Program

- Blasts
- Research Links
- Spotlight Skills
- StudySync TV
- Peer Reviews

#### IXL

#### LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

#### DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,

# English I

		Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
--	--	--	--

## Unit 2: Telling Tales

### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.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 colon to introduce a list or quotation.
- D. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.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. [Language. Vocabulary Acquisition, Use and Literal Meaning.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. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

# English I

- A. Analyze nuances in the meaning of words with similar denotations.
- B. 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).

## Reading Domain

---

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.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. [Reading Literature.Central Ideas and Themes of Texts.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. [Reading Literature.Interactions Among Text Elements.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. [Reading Literature.Text Structure.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. [Reading Literature.Perspective and Purpose in Texts.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. [Reading Literature.Diverse Media and Formats.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. [Reading Literature.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

## Writing Domain

---

W.NW.9–10.3. [Writing.Narrative Writing.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. [Writing.Writing Process.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.

# English I

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.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. 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.
- B. 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.UM.9–10.5. [Speaking and Listening.Use Media.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. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.1.12.RM.6	Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter’s and homeowner’s insurance.	Different types of insurance have different costs and protections.
9.1.12.RM.7	Evaluate individual and family needs for insurance protection using opportunity -cost analysis to determine if the amount of protection is adequate or over -insured.	

#### Central Idea/Enduring Understanding:

Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.

Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.

Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.

Listening skills are critical for learning and communicating.

#### Essential/Guiding Question:

How do the stories we tell reflect who we are and shape the way we understand the world?




#### Content:

**Reading Literature (RL)**  
Textual evidence

#### Skills (Objectives):

📖 Reading Literature (RL.9–10)

# English I

<p>Theme Central idea Universal theme Summary / Summarize Complex characters Character development Conflict Setting Plot structure Motivation Tone Mood Point of view Narrator reliability Figurative language Symbolism Irony (verbal, dramatic, situational) Allusion Imagery Syntax Diction Structure Cultural context Author's purpose Literary analysis</p> <p><b>Writing (W)</b> Narrative writing Thesis statement Evidence Analysis Citations (MLA/APA) Transitions Conclusion Tone and style Audience awareness Purpose Revision Editing Research writing Plagiarism Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration</p>	<p>Identify specific passages that support explicit meaning or inferences. Cite multiple pieces of evidence to support analysis. Analyze where the text leaves matters uncertain and discuss implications. Summarize a theme or central idea objectively. Trace how the theme develops through specific details. Evaluate the coherence of the theme across the text. Describe how a character's traits or decisions influence the plot. Analyze interactions among characters to reveal theme or conflict. Evaluate how character development advances thematic depth. Interpret figurative, connotative, and technical meanings of words and phrases. Analyze the cumulative impact of word choice on mood and tone. Compare an original text with its adaptation to identify shifts. Analyze how context, history, or source material is reinterpreted in adaptations.</p> <p> <b>Writing (W.9–10)</b> Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p> <b>Language (L.9–10)</b> Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity. Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style. Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p> <b>Speaking &amp; Listening (SL.9–10)</b> Initiate and participate effectively in academic discussions. Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
---	--

# English I

<p>Visual aids Volume / Tone / Pace Purpose Audience engagement Formal / informal register Constructive feedback Summary of a speaker's points</p> <p><b>Language (L)</b> Conventions of standard English Grammar / Usage Parallel structure Phrase / Clause Active vs. Passive voice Subjunctive mood Semicolon / Colon / Dash Syntax Tone Figurative language Nuance Connotation / Denotation Word relationships Analogies Academic vocabulary Domain-specific vocabulary Context clues Reference tools</p> <p>“The Gift of the Magi” “Catch the Moon” “The Cask of Amontillado”</p>	
--	--

**Interdisciplinary Connections:**  
Students investigate the biological and psychological aspects of romantic love.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <p>End of Unit 2 Assessment Extended Writing Project: Research Simulation Task</p>	<p><b>Other Evidence:</b></p> <p>Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
---	---

## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs</p>	<p><b>Resources:</b></p> <p><a href="#">StudySync</a></p> <ul style="list-style-type: none"> <li>● Blasts</li> <li>● Research Links</li> <li>● Spotlight Skills</li> <li>● StudySync TV</li> <li>● Peer Reviews</li> </ul>
---	--

# English I

<p>Four Corners Journaling</p>	<p><a href="#">IXL</a></p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>
------------------------------------	--

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

<p><b>Unit 3:</b> The Dance of Romance</p>
<p><b>Stage 1: Desired Results</b></p>
<p><b>Standards &amp; Indicators:</b></p> <p>Language Domain</p> <p>L.SS.9–10.1. <a href="#">Language. System and Structure of Language.9-10.1</a>. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>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.</p>

# English I

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

L.KL.9–10.2. [Language. Knowledge of Language.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. [Language. Vocabulary Acquisition, Use and Literal Meaning.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. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.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).

## Reading Domain

---

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.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.

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

# English I

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. [Reading Literature.Text Structure.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).

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.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).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.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.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.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.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.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).

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.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. [Reading Informational Texts.Analysis of an Argument.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.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.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.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

## Writing Domain

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.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.

# English I

- 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. [Writing.Writing Process.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. [Writing.Writing Research.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. [Writing.Sources of Evidence.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. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.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. 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.
- B. 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.UM.9–10.5. [Speaking and Listening.Use Media.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. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.




## Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.

# English I

<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p>	<p><b><u>Essential/Guiding Question:</u></b></p> <p>When is love worth the fall?</p>
<p><b><u>Content:</u></b></p> <p><b>Reading Literature (RL)</b></p> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Theme</li> <li>Central idea</li> <li>Universal theme</li> <li>Summary / Summarize</li> <li>Complex characters</li> <li>Character development</li> <li>Conflict</li> <li>Setting</li> <li>Plot structure</li> <li>Motivation</li> <li>Tone</li> <li>Mood</li> <li>Point of view</li> <li>Narrator reliability</li> <li>Figurative language</li> <li>Symbolism</li> <li>Irony (verbal, dramatic, situational)</li> <li>Allusion</li> <li>Imagery</li> <li>Syntax</li> <li>Diction</li> <li>Structure</li> <li>Cultural context</li> <li>Author's purpose</li> <li>Literary analysis</li> </ul> <p><b>Reading Informational Text (RI)</b></p> <ul style="list-style-type: none"> <li>Central idea</li> <li>Objective summary</li> <li>Textual evidence</li> </ul>	<p><b><u>Skills (Objectives):</u></b></p> <p><span style="color: blue;">■</span> Reading Literature (RL.9–10)</p> <ul style="list-style-type: none"> <li>Identify specific passages that support explicit meaning or inferences.</li> <li>Cite multiple pieces of evidence to support analysis.</li> <li>Analyze where the text leaves matters uncertain and discuss implications.</li> <li>Summarize a theme or central idea objectively.</li> <li>Trace how the theme develops through specific details.</li> <li>Evaluate the coherence of the theme across the text.</li> <li>Describe how a character's traits or decisions influence the plot.</li> <li>Analyze interactions among characters to reveal theme or conflict.</li> <li>Evaluate how character development advances thematic depth.</li> <li>Interpret figurative, connotative, and technical meanings of words and phrases.</li> <li>Analyze the cumulative impact of word choice on mood and tone.</li> <li>Compare an original text with its adaptation to identify shifts.</li> <li>Analyze how context, history, or source material is reinterpreted in adaptations.</li> </ul> <p><span style="color: blue;">■</span> Reading Informational Text (RI.9–10)</p> <ul style="list-style-type: none"> <li>Identify passages that support explicit statements and inferences.</li> <li>Cite evidence across the text to support analytical claims.</li> <li>Evaluate uncertainty or incompleteness within a text's argument.</li> <li>Determine the central idea of a text.</li> <li>Analyze how details refine the central idea.</li> <li>Summarize informational texts objectively.</li> <li>Describe how the author organizes ideas or events.</li> </ul>

# English I

<p>Author's argument Claim / Counterclaim Bias Rhetoric Ethos / Pathos / Logos Tone Purpose Perspective / Point of view Connotation / Denotation Word choice (diction) Text structure Seminal U.S. documents Primary / Secondary source Quantitative / Qualitative data Credibility Evidence-based argument Synthesis of sources</p> <p><b>Writing (W)</b> Informative / explanatory writing Thesis statement Claim / Counterclaim Evidence Analysis Citations (MLA/APA) Transitions Conclusion Tone and style Audience awareness Purpose Revision Editing Research writing Plagiarism Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration Visual aids Volume / Tone / Pace Purpose Audience engagement Formal / informal register</p>	<p>Analyze sequencing and the development of connections. Evaluate how structure impacts clarity and reasoning. Interpret language and tone in context. Analyze how word choice shapes tone and meaning. Interpret historical or literary documents by analyzing their context. Compare how authors transform source materials or present differing perspectives.</p> <p> <b>Writing (W.9–10)</b> Introduce claims and acknowledge counterclaims in an argument. Organize reasons and evidence effectively. Evaluate the effectiveness of counterclaims and refutations. Explore complex ideas clearly and accurately in explanatory writing. Develop informative writing with relevant facts and examples. Conclude explanatory texts by articulating implications or significance. Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p> <b>Language (L.9–10)</b> Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity. Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style. Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p> <b>Speaking &amp; Listening (SL.9–10)</b> Initiate and participate effectively in academic discussions. Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
--	---

# English I

<p>Constructive feedback Summary of a speaker's points</p> <p><b>Language (L)</b> Conventions of standard English Grammar / Usage Parallel structure Phrase / Clause Active vs. Passive voice Subjunctive mood Semicolon / Colon / Dash Syntax Tone Figurative language Nuance Connotation / Denotation Word relationships Analogies Academic vocabulary Domain-specific vocabulary Context clues Reference tools</p> <p><i>The Tragedy of Romeo and Juliet</i> (Act II, Scene II) Blast: In Plain Sight Sonnet 116 "The Raven" "The Loneliness of Lost Love in Edgar Allan Poe's "The Raven"</p>	
---	--

**Interdisciplinary Connections:**

The texts in this unit inform students' understanding of the hardships of early twentieth-century American history, including the struggles of the Civil Rights movement and the barriers of racial segregation.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <p>End of Unit 3 Assessment Extended Writing Project: Research Simulation Task</p>	<p><b>Other Evidence:</b></p> <p>Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
---	---

## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners</p>	<p><b>Resources:</b></p> <p><a href="#">StudySync</a></p> <ul style="list-style-type: none"> <li>● Blasts</li> <li>● Research Links</li> <li>● Spotlight Skills</li> <li>● StudySync TV</li> <li>● Peer Reviews</li> </ul> <p><a href="#">IXL</a></p>
--	---

# English I

Journaling	<p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>
------------	---

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

## Unit 4: Divided We Fall

### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- Use parallel structure.
- 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.

# English I

- 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. [Language. Knowledge of Language.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. [Language. Vocabulary Acquisition, Use and Literal Meaning.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. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.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).

## Reading Domain

---

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.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.

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

# English I

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. [Reading Literature.Text Structure.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).

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.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).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.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.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.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.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.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).

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.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. [Reading Informational Texts.Analysis of an Argument.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.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.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.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

## Writing Domain

W.AW.9–10.1. [Writing. Argumentative Writing.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.

# English I

- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. [Writing.Writing Process.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.SE.9–10.6. [Writing.Sources of Evidence.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. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.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. 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.
- B. 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.UM.9–10.5. [Speaking and Listening.Use Media.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. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.




## Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	

# English I

<p><b>Central Idea/Enduring Understanding:</b> Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p>	<p><b>Essential/Guiding Question:</b> Why do we feel the need to belong?</p>
<p><b>Content:</b></p> <p><b>Reading Literature (RL)</b> Textual evidence Theme Central idea Universal theme Summary / Summarize Complex characters Character development Conflict Setting Plot structure Motivation Tone Mood Point of view Narrator reliability Figurative language Symbolism Irony (verbal, dramatic, situational) Allusion Imagery Syntax Diction Structure Cultural context Author's purpose Literary analysis</p> <p><b>Reading Informational Text (RI)</b> Central idea Objective summary Textual evidence Author's argument</p>	<p><b>Skills (Objectives):</b></p> <p><input type="checkbox"/> Reading Literature (RL.9–10) Identify specific passages that support explicit meaning or inferences. Cite multiple pieces of evidence to support analysis. Analyze where the text leaves matters uncertain and discuss implications. Summarize a theme or central idea objectively. Trace how the theme develops through specific details. Evaluate the coherence of the theme across the text. Describe how a character's traits or decisions influence the plot. Analyze interactions among characters to reveal theme or conflict. Evaluate how character development advances thematic depth. Interpret figurative, connotative, and technical meanings of words and phrases. Analyze the cumulative impact of word choice on mood and tone. Compare an original text with its adaptation to identify shifts. Analyze how context, history, or source material is reinterpreted in adaptations.</p> <p><input checked="" type="checkbox"/> Reading Informational Text (RI.9–10) Identify passages that support explicit statements and inferences. Cite evidence across the text to support analytical claims. Evaluate uncertainty or incompleteness within a text's argument. Determine the central idea of a text. Analyze how details refine the central idea. Summarize informational texts objectively. Describe how the author organizes ideas or events.</p>

# English I

<p>Claim / Counterclaim Bias Rhetoric Ethos / Pathos / Logos Tone Purpose Perspective / Point of view Connotation / Denotation Word choice (diction) Text structure Seminal U.S. documents Primary / Secondary source Quantitative / Qualitative data Credibility Evidence-based argument Synthesis of sources</p> <p><b>Writing (W)</b> Argumentative writing Thesis statement Claim / Counterclaim Evidence Analysis Citations (MLA/APA) Transitions Conclusion Tone and style Audience awareness Purpose Revision Editing Research writing Plagiarism Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration Visual aids Volume / Tone / Pace Purpose Audience engagement Formal / informal register Constructive feedback Summary of a speaker's points</p>	<p>Analyze sequencing and the development of connections. Evaluate how structure impacts clarity and reasoning. Interpret language and tone in context. Analyze how word choice shapes tone and meaning. Interpret historical or literary documents by analyzing their context. Compare how authors transform source materials or present differing perspectives.</p> <p> <b>Writing (W.9–10)</b> Introduce claims and acknowledge counterclaims in an argument. Organize reasons and evidence effectively. Evaluate the effectiveness of counterclaims and refutations. Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p> <b>Language (L.9–10)</b> Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity. Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style. Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p> <b>Speaking &amp; Listening (SL.9–10)</b> Initiate and participate effectively in academic discussions. Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
--	---

# English I

<p><b>Language (L)</b>            Conventions of standard English            Grammar / Usage            Parallel structure            Phrase / Clause            Active vs. Passive voice            Subjunctive mood            Semicolon / Colon / Dash            Syntax            Tone            Figurative language            Nuance            Connotation / Denotation            Word relationships            Analogies            Academic vocabulary            Domain-specific vocabulary            Context clues            Reference tools</p> <p>Of Mice and Men</p> <p>“Marigolds”            Blast: Blast Away!            “Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone”            “Welcome to America”            “Bessie Coleman: Woman who ‘dared to dream’ made aviation history”</p>	
---	--

**Interdisciplinary Connections:**  
 Students investigate early space exploration and scientific factors that influenced the United States’ position in the Space Race.  
 Students explore multiple aspects of Depression Era culture, including intersections between class, race, gender, and disability.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <p>End of Unit 4 Assessment            Extended Writing Project: Argumentative Writing</p>	<p><b>Other Evidence:</b></p> <p>Reading Assignments            Writing Assignments            Skill Assignments            Blast Assignments            Common Formative Assessments            IXL</p>
---	--

## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <p>Peer Reviews            Think-Pair-Share            Turn and Talk            Small Group Instruction            Kagan Cooperative Learning Strategies            Socratic Seminar</p>	<p><b>Resources:</b></p> <p><u>StudySync</u></p> <ul style="list-style-type: none"> <li>● Blasts</li> <li>● Research Links</li> <li>● Spotlight Skills</li> <li>● StudySync TV</li> <li>● Peer Reviews</li> </ul>
---	---

# English I

<p>Philosophical Chairs Four Corners Journaling</p>	<p><a href="#">IXL</a></p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>
---	--

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

# English I

## Pacing Guide

Content	Resources	Standards
<b>UNIT 1: The Call to Adventure</b>		
23 Days	<b>(2 Days)</b>	L.SS.9–10.1.A.B.C.D.E. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C.D.E. L.VI.9–10.4.A.B.C.
IXL Flex Diagnostic	<ul style="list-style-type: none"> <li>Building Relationships</li> <li>Icebreakers</li> </ul>	
Daily IXL Independent Practice	<a href="#">IXL</a> Pre-Assessment: IXL Flex Diagnostic <b>(1 Day)</b>	RL.CR.9-10.1 RI.CR.9-10.1 RL.CI.9-10.2 RI.CR.9-10.2 RL.IT.9-10.3 RI.IT.9-10.3 RL.TS.9-10.4 RI.TS.9-10.4 RI.PP.9-10.5 RL.PP.9-10.5 RL.MF.9-10.6 RI.MF.9-10.6 RL.CT.9-10.8 RI.CT.9-10.8
Unit Essential Question	<a href="#">StudySync</a> Blast: The Call to Adventure (G9 Unit 2) <b>(0.5 Days)</b>	
Reading Literature	<a href="#">StudySync</a> The Odyssey (Book XII) (G9 Unit 3) <b>(4 Days)</b>	
Reading Literature	<a href="#">StudySync</a> The Odyssey (A Graphic Novel) (G9 Unit 3) <b>(4 Days)</b>	
Reading Informational	<a href="#">StudySync</a> Highest Duty: My Search for What Really Matters (G9 Unit 3) <b>(3 Days)</b>	W.AW.9-10.1.A.B.C.D.E. W.WP.9–10.4. W.WR.9–10.5 W.SE.9–10.6 W.RW.9–10.7
Reading Informational	<a href="#">StudySync</a> Apollo 13: Mission Highlights (G9 Unit 2) <b>(3 Days)</b>	SL.PE.9–10.1.A.B.C.D. SL.II.9–10.2 SL.ES.9–10.3 SL.PI.9–10.4 SL.UM.9–10.5 SL.AS.9–10.6
CFA 1 (Unit 1, CFA 1)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	
CFA 2 (Unit 1, CFA 2)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	
Argumentative Writing RST	<a href="#">StudySync</a> Integrated Reading and Writing: Timed Writing <b>(0.5 Days)</b>	
IXL Flex Benchmark	<a href="#">IXL</a> <b>(0.5 Day)</b>	
Extended Writing: RST (Argumentative)	Extended Writing Project: Research Simulation Task <b>(5 Days)</b>	
Unit Assessment RST	<a href="#">Pear Assessment</a> <b>(1 Day)</b>	

# English I

UNIT 2: Telling Tales		
22 Days		L.SS.9–10.1.A.B.C.D.E. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C.D.E. L.VI.9–10.4.A.B.C.
Daily IXL Independent Practice	<a href="#">IXL</a>	
Reading Literature	<a href="#">StudySync</a> The Gift of the Magi (G9 Unit 5) <b>(5 Days)</b>	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3
Reading Literature	<a href="#">StudySync</a> Unit 5 Catch the Moon (G9 Unit 5) <b>(4 Days)</b>	RL.TS.9-10.4 RL.PP.9-10.5 RL.MF.9-10.6 RL.CT.9-10.8
Reading Literature	<a href="#">StudySync</a> The Cask of Amontillado (G9 Unit 4) <b>(4 Days)</b>	
CFA 3 (Unit 2, CFA 1)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	W.NW.9–10.3.A.B.C.D.E. W.WP.9–10.4 W.RW.9–10.7
CFA 4 (Unit 2, CFA 2)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	
Narrative Writing	<a href="#">StudySync</a> Integrated Reading and Writing: Timed Writing <b>(1 Day)</b>	SL.PE.9–10.1.A.B.C.D. SL.II.9–10.2 SL.ES.9–10.3 SL.PI.9–10.4
Narrative Writing Task (NWT)	Extended Writing Project: Narrative Writing Task <b>(6 Days)</b>	SL.UM.9–10.5 SL.AS.9–10.6
IXL Flex Benchmark	<a href="#">IXL</a> <b>(0.5 Day)</b>	
Unit Assessment NWT	<a href="#">Pear Assessment</a> <b>(1 Day)</b>	
UNIT 3: The Dance of Romance		
23 Days		L.SS.9–10.1.A.B.C.D.E. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C.D.E. L.VI.9–10.4.A.B.C.
Daily IXL Independent Practice	<a href="#">IXL</a>	
Reading Literature	<a href="#">StudySync</a> The Tragedy of Romeo and Juliet (Act II, Scene ii) (G9 Unit 5) <b>(5 Days)</b>	RL.CR.9-10.1 RI.CR.9-10.1 RL.CI.9-10.2
Reading Literature	<a href="#">StudySync</a> Sonnet 116 (G9 Unit 5) <b>(3 Days)</b>	RI.CR.9-10.2 RL.IT.9-10.3 RI.IT.9-10.3
Reading Literature	<a href="#">StudySync</a> The Raven (G9 Unit 5) <b>(3 Days)</b>	RL.TS.9-10.4 RI.TS.9-10.4 RL.PP.9-10.5 RI.PP.9-10.5
Reading Informational	<a href="#">StudySync</a> The Loneliness of Lost Love in Edgar Allan Poe's "The Raven" (G9 Unit 5) <b>(3 Days)</b>	RL.MF.9-10.6 RI.MF.9-10.6 RI.AA.9-10.7 RL.CT.9-10.8 RI.CT.9-10.8
NJSLA Prep		

# English I

<p>CFA 5 (Unit 3, CFA 1)</p> <p>CFA 6 (Unit 3, CFA 2)</p> <p>IXL Flex Benchmark</p> <p>Extended Writing RST (Informative)</p> <p>Unit Assessment (RST)</p>	<p>NJSLA Prep <a href="#">NJSLA Practice Tests</a> (2 days)</p> <p><a href="#">Pear Assessment</a> (0.25 Day)</p> <p><a href="#">Pear Assessment</a> (0.25 Day)</p> <p><a href="#">IXL</a> (0.5 Days)</p> <p>Extended Writing Project: RST (Informative) (4 Days)</p> <p><a href="#">Pear Assessment</a> (1 Day)</p>	<p>W.IW.9-10.2.A.B.C.D.E.F. W.WP.9-10.4 W.WR.9-10.5 W.SE.9-10.6 W.RW.9-10.7</p> <p>SL.PE.9-10.1.A.B.C.D. SL.II.9-10.2 SL.ES.9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6</p>
<p><b>UNIT 4: Divided We Fall</b></p>		
<p>22 Days</p> <p>Daily IXL Independent Practice</p> <p>Reading Literature</p> <p>Reading Literature</p> <p>Reading Literature</p> <p>Reading Informational</p> <p>Reading Informational</p> <p>CFA 7 (Unit 4, CFA 1)</p> <p>CFA 8 (Unit 4, CFA 2)</p> <p>IXL Flex Benchmark</p> <p>Extended Writing (LAT)</p> <p>Unit Assessment (NWT)</p>	<p><a href="#">IXL</a></p> <p>Full Text: <i>Of Mice and Men</i> (6 Days)</p> <p><a href="#">StudySync</a> “Marigolds” (G9 Unit 1) (4 Days)</p> <p><a href="#">StudySync</a> “Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone” (G9 Unit 1) (2 Days)</p> <p><a href="#">StudySync</a> <i>Welcome to America</i> (G9 Unit 1) (2 Days)</p> <p><a href="#">StudySync</a> Bessie Coleman: Woman who ‘dared to dream’ made aviation history (G9 Unit 2) (2 Days)</p> <p><a href="#">Pear Assessment</a> (0.25 Day)</p> <p><a href="#">Pear Assessment</a> (0.25 Day)</p> <p><a href="#">IXL</a> (0.5 Days)</p> <p><a href="#">Study Sync</a> Extended Writing Project: Literary Analysis Writing (4 Days)</p> <p><a href="#">Pear Assessment</a> (1 Day)</p>	<p>L.SS.9-10.1.A.B.C.D.E. L.KL.9-10.2.A.B.C. L.VL.9-10.3 A.B.C.D.E. L.VI.9-10.4.A.B.C.</p> <p>RL.CR.9-10.1 RI.CR.9-10.1 RL.CI.9-10.2 RI.CR.9-10.2 RL.IT.9-10.3 RI.IT.9-10.3 RL.TS.9-10.4 RI.TS.9-10.4 RL.PP.9-10.5 RI.PP.9-10.5 RL.MF.9-10.6 RI.MF.9-10.6 RI.AA.9-10.7 RL.CT.9-10.8 RI.CT.9-10.8</p> <p>W.AW.9-10.1.A.B.C.D.E. W.WP.9-10.4 W.SE.9-10.6 W.RW.9-10.7</p> <p>SL.PE.9-10.1.A.B.C.D. SL.II.9-10.2 SL.ES.9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6</p>