

## Rumson-Fair Haven Regional High School

**Course:** *Learning & Language Disabilities 9-12 English (LLD English)*

**Staff Writers:** Rachel Hoff and Amanda McCaffrey

**Supervisor:** Lauren Malaney

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### **Section I: Course Description**

*Learning & Language Disabilities 9-12 English (LLD English)* integrates the study of language and literature to enhance and reinforce the literacy capacities and higher-order critical thinking skills needed for the 21st Century. Emphasis is placed on a multi-sensory approach to reading, writing, and vocabulary to support future endeavors and career readiness. Throughout the course, students actively work to make meaningful real-world connections, applying their skills to practical situations that enhance understanding and prepare them for everyday challenges and opportunities beyond the classroom.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:**

1. **2023 New Jersey Student Learning Standards English Language Arts:**
  - A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
2. **2020 New Jersey Student Learning Standards: Social Studies:**
  - All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.)
3. **2020 New Jersey Student Learning Standards – Visual and Performing Arts:**
  - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire

and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLS:**
  - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
  - \***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
6. **Dynamic Learning Maps Essential Elements**
  - The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities.
7. **\*Amistad Law: N.J.S.A. 18A 52:16A-88:**
  - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
8. **\*Holocaust Law: N.J.S.A. 18A 35-28:**
  - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
9. **\*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
10. **\*Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
  - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
11. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

### **Section III: Curriculum Modifications**

The *LLD English 9-12 curriculum* is subject to case-by-case modifications to support/advance the needs of all students, including special education students, multilingual learners, gifted students, students not at grade level proficiency and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (I&RS) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include, but are not limited to those outlined on the [Modifications/Accommodations for English Courses](#) chart.

#### **Section IV: Preparation for Standardized Testing**

Instruction in *LLD English 9-12* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, *ACT*, the *PSAT*, and the *SAT*.

#### **Section V: Curriculum Pacing Guide**

<b>Curriculum Pacing Guide</b>	
<b>Course Title:</b> <i>LLD English 9-12</i>	<b>Grade Level:</b> 9th-12th
<b>Unit I:</b> Narrative Reading and Writing	Weeks 1-10
<b>Unit II:</b> Nonfiction Reading and Writing	Weeks 11-20
<b>Unit III:</b> Research and Analysis	Weeks 21-30
<b>Unit IV:</b> Process Writing/Choice Read	Weeks 31-40

#### **Section VI: Primary Texts and Year-Long Instructional Resources**

The following texts and instructional resources are employed for all students in *LLD English 9-12*:

- Current 9-12 grade approved English Curriculum text (modified as needed)
- Learning Ally
- NEWSELA
- Turnitin.com (<https://www.turnitin.com/>)
- *Common Sense Education* ([www.commonsense.org](http://www.commonsense.org))
- Google Classroom
- Blooket
- Kahoot!
- Quizzlet
- Sadlier Vocabulary for Success
- Sadlier Grammar for Writing
- TED.com
- ABC-CLIO and Encyclopedia Britannica
- Choice Reading/ Book Club Selections (attached in unit resources)
- Scholastic Magazine Subscription

#### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *LLD English 9-12* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *LLD English 9-12* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments, and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *LLD English 9-12* instructional team to inform future learning and to measure student growth.

### Section VIII: Unit Templates

The following unit templates have been established for the *LLD English 9-12* curriculum by the *LLD English 9-12* instructional team:

Unit I: Narrative Reading and Writing	
<b>Unit Summary</b>	
<p>In this unit, students will develop essential literacy skills in understanding narrative structure and developing their writing skills through a series of interactive and scaffolded activities. The focus will be on comprehension, story elements, and personal expression. Students will identify the elements of plot within a short story and make connections to the theme of writing. Through the analysis of these sources, students will build and apply vocabulary in their writing. The skills in this unit will transfer to the NJGPA Portfolio Process when necessary for the Narrative Reading and Writing component.</p>	
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>LLD English 9-12</i>:</p> <ul style="list-style-type: none"> <li>● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-12</i>: <ul style="list-style-type: none"> <li>○ Reading: <ul style="list-style-type: none"> <li>■ RL.CR.9–10.1, RI.CR.9–10.1., RL.CI.9–10.2, RI.CI.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, RIAA.9–10.7, RL.CT.9–10.8., RI.CT.9–10.8</li> <li>■ RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RI.CI.11-12.2, RL.IT.11-12.3, RI.IT.11-12.3, RI.TS11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12..6, RI.MF11-12..6, RIAA.11-12..7, RL.CT.11-12..8, RI.CT.11-12..8</li> </ul> </li> <li>○ Writing: <ul style="list-style-type: none"> <li>■ W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7</li> <li>■ W.AW.11-12.1 A-E, W.IW.11-12.2 A-F, W.NW.11-12.3 A-E, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7</li> </ul> </li> <li>○ Speaking and Listening: <ul style="list-style-type: none"> <li>■ SL.PE.9–10.1, 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</li> <li>■ SL.PE11-12.1 A-D, SL.II11-12.2, SL.ES11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6</li> </ul> </li> <li>○ Language: <ul style="list-style-type: none"> <li>■ L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4</li> <li>■ L.SS.11-12.1 A-C, LK.11-12.2 A-C, L.VL.11-12.3 A-E, L.VI.11-12.4 A-D</li> </ul> </li> </ul> </li> <li>● <i>Dynamic Learning Maps Essential Elements for English Language Arts 9-12</i> <ul style="list-style-type: none"> <li>○ ELA.EE.RL.9-10.1-6, ELA.EE.RL.9-10.9-10, ELA.EE.RI.9-10.1-10, ELA.EE.W.9-10.1-10, ELA.EE.SL.9-10.1-6, ELA.EE.L.9-10.1-6</li> <li>○ ELA.EE.RL.11-12.1-6, ELA.EE.RL.11-12.9-10, ELA.EE.RI.11-12.1-10, ELA.EE.W.11-12.1-10, ELA.EE.SL.11-12.1-6, ELA.EE.L.11-12.1-6</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● What elements make a story compelling and relatable to readers?</li> <li>● How do characters and setting drive the plot and influence the narrative's outcome?</li> <li>● What components define a well-structured narrative, and how do they interact with one another?</li> <li>● How can the use of descriptive language and literary devices enhance the richness of our narratives?</li> </ul>	<ul style="list-style-type: none"> <li>● A compelling story like <i>The House on Mango Street</i> includes relatable characters, an engaging plot, emotional depth, and vivid settings. Readers connect with stories that reflect their own experiences, emotions, or aspirations.</li> <li>● Characters' decisions and relationships create conflict and motivation, which propel the plot forward. Settings provide context and atmosphere that can affect characters' actions and emotions, ultimately shaping the story's outcome.</li> <li>● A well-structured narrative typically includes an introduction (setting and characters), rising action (conflict development), climax (turning point), falling action (events following the climax), and resolution (conclusion). These components work together to create a cohesive and engaging story arc.</li> <li>● Descriptive language paints a vivid picture for readers, engaging their</li> </ul>

<ul style="list-style-type: none"> <li>What strategies can be implemented to effectively revise and refine narratives for clarity and impact?</li> </ul>	<p>senses and emotions. Literary devices like metaphors, similes, and personification add layers of meaning and can evoke strong emotional responses.</p> <ul style="list-style-type: none"> <li>Effective revision strategies include reading the narrative aloud, checking for coherence and clarity, ensuring strong word choice, and seeking feedback from peers. Writers should also look for inconsistencies in plot or character development.</li> </ul>
Evidence of Learning	
<p><b>Formative &amp; Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Classwork</li> <li>Study guides</li> <li>Journal writing</li> <li>In role writing</li> <li>Storyboard Project</li> <li>Performance activities</li> <li>Reading Quizzes</li> <li>Individual student conferences with teacher</li> </ul>	<p><b>Benchmark &amp; Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Benchmark Seminar</li> <li>Benchmark Reading Test</li> <li>Benchmark Response Essay (Grading using <a href="#">Rubrics A - D</a>)</li> <li>Benchmarks can be used to complete the NJGPA Portfolio when necessary</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>9-12 grade English Curriculum books (modified as needed) including: <ul style="list-style-type: none"> <li><i>*The House on Mango Street</i></li> <li><i>Into the Wild</i></li> <li><i>The Odyssey</i></li> <li><i>Beowulf</i></li> <li><i>Sir Gawain and the Green Knight</i></li> <li><i>Canterbury Tales</i></li> <li><i>The Glass Castle</i></li> <li><i>Hamlet</i></li> <li><i>Macbeth</i></li> <li><i>Romeo and Juliet</i></li> <li><i>The Wizard of Oz</i></li> </ul> </li> <li>NEWSELA</li> <li>Learning Ally</li> </ul>

Unit II: Nonfiction Reading and Writing	
Unit Summary	
<p>In this unit, students will develop essential skills for understanding, analyzing, and critically evaluating non-fiction texts they will encounter in their daily lives and beyond. Moving beyond traditional literary analysis, this unit focuses on practical application, building confidence, and fostering independent engagement with information. Students will explore a diverse range of accessible non-fiction genres, developing strategies for comprehension, identifying key information, recognizing the author's purpose, and forming informed opinions. The unit emphasizes differentiated instruction and real-world connections to ensure relevance and success for all learners. The skills in this unit will transfer to the NJGPA Portfolio Process when necessary for the Non-Fiction reading and writing component.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>LLD English 9-12</i>:</p> <ul style="list-style-type: none"> <li><i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-12</i>: <ul style="list-style-type: none"> <li>Reading: <ul style="list-style-type: none"> <li>RL.CR.9–10.1, RI.CR.9–10.1., RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RL.PP. 9–10.5, RI.PP.9–10.5, RL.MF.9–10.6, RI.MF.9–10.6, RIAA.9–10.7, RL.CT.9–10.8, <a href="#">RICT</a>.9–10.8</li> <li>RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RI.CI.11-12.2, RL.IT.11-12.3, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RIAA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8</li> </ul> </li> <li>Writing: <ul style="list-style-type: none"> <li>W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7</li> <li>W.AW.11-12.1 A-E, W.IW.11-12.2 A-F, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7</li> </ul> </li> <li>Speaking and Listening: <ul style="list-style-type: none"> <li>SL.PE.9–10.1, 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</li> <li>SL.PE.11-12.1 A-D, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6</li> </ul> </li> <li>Language: <ul style="list-style-type: none"> <li>L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4</li> <li>L.SS.11-12.1 A-E, L.K.11-12.2 A-C, L.VL.11-12.3 A-D, L.VI.11-12.4 A-E</li> </ul> </li> </ul> </li> <li><i>Dynamic Learning Maps Essential Elements for English Language Arts 9-12</i>: <ul style="list-style-type: none"> <li>ELA.EE.RL.9-10.1-6, ELA.EE.RL.9-10.9-10, ELA.EE.RI.9-10.1-10, ELA.EE.W.9-10.1-10, ELA.EE.SL.9-10.1-6, ELA.EE.L.9-10.1-6</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ ELA.EE.RL.11-12.1-6, ELA.EE.RL.11-12.9-10, ELA.EE.RI.11-12.1-10, ELA.EE.W.11-12.1-10, ELA.EE.SL.11-12.1-6, ELA.EE.L.11-12.1-6</li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>○ 8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.1ETW.1, 8.2.12.1ETW.4, 8.2.12.1EC.1</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> <li>○ 9.4.12.1CI.1-3, 9.4.12.1CT.1-4, 9.4.12.1IML.1-2,7-9, 9.4.12.1GCA.1</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How can the main idea and supporting details in nonfiction texts be identified?</li> <li>● What are common nonfiction text structures/features, and how do they help the reader understand information?</li> <li>● Why is learning nonfiction vocabulary important, and how can context be used to understand new words?</li> <li>● *How can facts versus opinions in a nonfiction article be identified?</li> <li>● How can nonfiction reading skills help in real-life situations?</li> <li>● *How can reading and writing be used to express experiences and ideas based on nonfiction texts?</li> </ul>		<ul style="list-style-type: none"> <li>● Nonfiction texts communicate important information through a main idea supported by facts and details. Recognizing this structure helps readers better understand and remember what they read.</li> <li>● *Nonfiction texts such as <i>Born a Crime</i> often use structures such as cause/effect, sequence, and compare/contrast to organize information logically. Recognizing these patterns helps readers follow the author's ideas and make connections. Text features help students find important information quickly. Headings tell what each part is about, captions explain pictures, and charts show facts clearly.</li> <li>● Knowing content-specific vocabulary allows readers to grasp the meaning of nonfiction texts. Context clues, such as surrounding words and visuals, support understanding unfamiliar terms.</li> <li>● *Facts are true and can be checked. Opinions are what someone thinks or feels and can be different for each person.</li> <li>● Nonfiction reading, including practical texts such as maps, bus/train schedules, and cookbooks, helps teach practical skills like following directions, interpreting schedules, and understanding safety rules that are essential for everyday independence.</li> <li>● *Responding to nonfiction texts through writing helps deepen comprehension and connects reading to personal experiences and critical thinking.</li> </ul>
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b>	<b>Benchmark &amp; Summative Assessments:</b>	<b>Resources Needed:</b>
<ul style="list-style-type: none"> <li>● Journal writing</li> <li>● Text annotation</li> <li>● Classwork</li> <li>● Study guides</li> <li>● Storyboard Project</li> <li>● Performance activities</li> <li>● Reading Quizzes</li> <li>● Individual student conferences with teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark Non-Fiction Writing Response (Essay Grading using <a href="#">Rubrics A - D</a>)</li> <li>● Benchmark On-demand writing</li> <li>● Benchmark Reading Comprehension</li> <li>● Benchmarks can be used to complete the NJGPA Portfolio when necessary</li> <li>● Seminar/Group Project</li> </ul>	<ul style="list-style-type: none"> <li>● 9-12 grade English Curriculum books (modified as needed) including: <ul style="list-style-type: none"> <li>○ *<i>Night</i></li> <li>○ *<i>Born a Crime</i></li> </ul> </li> <li>● NEWSELA</li> <li>● Scholastic Subscription</li> <li>● Learning Ally</li> <li>● Practical Text- maps, bus/train schedules, and cookbooks</li> </ul>
<b>Unit III: Research and Analysis</b>		
<b>Unit Summary</b>		
<p>In this unit, students will develop meaningful research and source analysis skills. Research will begin with an investigation of a topic and the gathering of sources with a focus on evaluating sources for credibility. The unit concludes with the creation of an evidence-based essay. Skills to be developed include note-taking, critical thinking, synthesis of information, proper MLA citation, drafting, and editing. The skills in this unit will transfer to the NJGPA Portfolio Process when necessary for the Writing component.</p>		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>LLD English 9-12</i>:</p> <ul style="list-style-type: none"> <li>● 2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-12: <ul style="list-style-type: none"> <li>○ Reading: <ul style="list-style-type: none"> <li>■ RL.CR.9–10.1, RI.CR.9–10.1., RL.CI.9–10.2, RI.CI.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, RL.AA.9–10.7, RL.CT.9–10.8., <del>RI.CT.9–10.8</del></li> </ul> </li> </ul> </li> </ul>		

- RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RI.CI.11-12.2, RL.IT.11-12.3, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RI.AA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8
  - Writing:
    - W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7
    - W.AW.11-12.1 A-E, W.IW.11-12.2 A-F, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
  - Speaking and Listening:
    - SL.PE.9–10.1, 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
    - SL.PE.11-12.1 A-D, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
  - Language:
    - L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4
    - L.SS.11-12.1 A-E, LK.11-12.2 A-C, L.VL.11-12.3 A-D, L.VI.11-12.4 A-E
- *Dynamic Learning Maps Essential Elements for English Language Arts 9-12:*
  - ELA.EE.RL.9-10.1-6, ELA.EE.RL.9-10.9-10, ELA.EE.RI.9-10.1-10, ELA.EE.W.9-10.1-10, ELA.EE.SL.9-10.1-6, ELA.EE.L.9-10.1-6
  - ELA.EE.RL.11-12.1-6, ELA.EE.RL.11-12.9-10, ELA.EE.W.11-12.1-10, ELA.EE.SL.11-12.1-6, ELA.EE.L.11-12.1-6
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts-Media Arts*
  - 1.2.12prof.Re7b, 1.2.12prof.Re8a, 1.2.12prof.Cn11a
- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.EconET.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.HistoryUP.3.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1, 9.4.12.CT.1-2, 9.4.12.DC.6, 9.4.12.IML.1-2, 9.4.12.IML.4, 9.4.12.IML.7-9, 9.4.12.TL.3

#### Unit Essential Questions

- What makes a research question meaningful?
- Why is it necessary to use multiple sources when researching a topic?
- How can credible sources be selected for a research project?
- Why are research skills important?
- \*How can fiction text based on historical topics be included in researching real-life events?

#### Unit Enduring Understandings

- A meaningful research question is focused and leads to a deeper understanding of a topic.
- It is important to use multiple sources when conducting research because it helps to make sure sources are not biased or incorrect. It is helpful to gather more insight and provides the opportunity to evaluate and synthesize ideas.
- Credible sources can be found using school or library databases, academic articles, and reputable news sources.
- Research skills are used in everyday life as well as in careers. Voting, planning a trip, choosing a college, and career are all areas where research and analysis skills are utilized.
- \*Pairing fiction text, such as *War Horse*, allows students to research historical events to understand the topics covered.

#### Evidence of Learning

##### Formative & Alternative Assessments:

- Classwork
- Study guides
- Quizzes
- Individual student conferences with teacher

##### Benchmark & Summative Assessments:

- Benchmark Multimedia Presentation
- Research Note-taking forms
- Benchmarks can be used to complete the NJGPA Portfolio when necessary

##### Resources Needed:

- 9-12 grade English Curriculum books (modified as needed) including:
  - *War Horse*
  - *The Things They Carried*
  - *The Crucible*
  - *\*A Raisin in the Sun*
  - *The Portrait of Dorian Gray*
  - *All Quiet on the Western Front*
- NEWSELA
- RFH Media Center Database
- LibGuides
- Scholastic Magazines

#### Unit IV: Process Writing/ Choice Reading

#### Unit Summary

In this unit, students will develop the skills required to write an organized process writing piece. Students will also engage in small group, student-led reading activities. Students will select a novel from a provided list and collaborate in book club-style discussions. Students will deepen higher-order thinking skills and participate in writing tasks to deepen understanding. The skills in this unit will transfer to the NJGPA Portfolio Process when necessary for the Writing component.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *LLD English 9-12*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-12:*
  - **Reading:**
    - RL.CR.9–10.1, RI.CR.9–10.1., RL.CI.9–10.2, RI.CI.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, RIAA.9–10.7, RL.CT.9–10.8., RI.CT.9–10.8
    - RL.CR.11-12.1, RL.CI.11-12.2, RL.IT.11-12.3, RI.IT.11-12.3, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RL.CT.11-12.8, RI.CT.11-12.8
  - **Writing:**
    - W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7
    - W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
  - **Speaking and Listening:**
    - SL.PE.9–10.1, 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
    - SL.PE.11-12.1 A-D, SL.II 11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
  - **Language:**
    - L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4
    - L.SS.11-12.1 A-C, LK.11-12.2 A-C, L.V.L.11-12.3 A-D, L.VI.11-12.4 A-D
- *Dynamic Learning Maps Essential Elements for English Language Arts 9-12:*
  - ELA.EE.RL.9-10.1-6, ELA.EE.RL.9-10.9-10, ELA.EE.RI.9-10.1-10, ELA.EE.W.9-10.1-10, ELA.EE.SL.9-10.1-6, ELA.EE.L.9-10.1-6
  - ELA.EE.RL.11-12.1-6, ELA.EE.RL.11-12.9-10, ELA.EE.W.11-12.1-10, ELA.EE.SL.11-12.1-6, ELA.EE.L.11-12.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.1.12.CivicsDP.13.a, 6.1.12.HistoryCC.13.d, 6.1.12.CivicsPI.14.d, 6.1.12.HistoryCA.14.b-c,, 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCC.14.e, 6.2.12.GeoPP.5.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

#### Unit Essential Questions

- How can process writing be used in real-world situations?
- How is reading a shared act?
- \*What might be the benefit of discussing a text?
- How can writing be used to inform discussion?
- \*What is the purpose of a community read?

#### Unit Enduring Understandings

- Process writing is used in real-world situations, including job applications, manuals, and professional writing
- Reading as a community can expand the collective experience of a text.
- \*Authors include truth in fiction. This truth can be a catalyst for change.
- \*The purpose of a community read is to build community and increase interpersonal connection through a shared analysis of a text.

#### Evidence of Learning

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Reader response</li> <li>● Journal writing</li> <li>● Reading activities</li> <li>● Individual student conferences with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Benchmark Presentation</li> <li>● Process Writing using</li> <li>● Choice Reading Test</li> <li>● Choice Reading</li> <li>● Benchmark Seminar</li> <li>● Benchmarks can be used to complete the NJGPA Portfolio when necessary</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>Scholastic</i> magazines</li> <li>● NEWSELA</li> <li>● Learning Ally</li> <li>● *Choice Reading Texts</li> <li>● *Choice Reading Activities</li> </ul>
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### **Section IX: Unit Reflection**

The *LLD English 9-12* instructional team must confer upon the completion of each instructional unit in the *LLD English 9-12* curriculum and rate the degree to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *LLD English 9-12* curriculum.

<b>Unit Reflection Form: LLD English 9-12</b>			
<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			

Provide data to inform and adjust instruction to better meet the varying needs of learners.			
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### Appendix *Writing Instruction and the RFH Community*

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

#### **What types of writing situations should RFH students engage in?**

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)