

**Foundations of English 9/10**

**Required**

**Full Year**

Date Curriculum Approved/ Revised: June 2025

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## Statement of Purpose

*English 9/10 is a course designed to guide the planning of instruction and assessment for students with Multiple Disabilities at Sayreville War Memorial High School. The premise of the class is to prepare the students for the real-world literacy demands they will encounter throughout their communities. The purpose is to make connections of literacy to their own lives. The goal is to align the curriculum with the mission of SWMHS and to offer a comprehensive educational experience which enables students to maximize their unique intellectual potential (SWMHS Mission Statement). In addition to the assessments included in each unit, students will participate in standards based benchmarking and a district writing assessment to monitor progress.*

**Summary of the Course:** This course will provide a comprehensive plan intended to develop and maximize the skills of students with disabilities to meet their literacy needs. It will delve into the topics and skills of reading, writing, and critical experiences that permit them to grow intellectually, socially, and emotionally. The Units will be aligned with the New Jersey Student Learning Standards and the New Jersey Core Content Curriculum Standards. The goals will ensure that the Enduring Understanding is presented using varied techniques to provide the students with the opportunity to succeed in the classroom and community. There will be a variety of formative, diagnostic, and summative assessments that will allow the educational professionals to determine the mastery of skills throughout the school year.

## Unit 1: Media Safety

**Summary of the Unit:** This unit will take a comprehensive approach to understanding how information is gathered and used to draw conclusions. The students need to differentiate areas in which an author or media source gathers this information. There are ethical and unethical uses of communication and media, which need to be distinguished and recognized. The main goal is for students to learn to use reputable sources of information that can be trusted.

**Enduring Understanding:** By the end of this unit students will know:

- The methods to gather information from multiple forms of print resources
- The importance of differentiation between ethical and unethical media
- To utilize print resources and media properly

**Essential Questions:**

- Why is it vital to use multiple accurate forms of print sources?
- How do we infer information from print sources?
- Why is it crucial to distinguish ethical and unethical uses of communication?
- How do we utilize appropriate forms of media?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the unit.**

The students will be presented with a prompt to write and answer using several different forms of print resources from multiple sources. The students will need to distinguish the different sources of information and select the appropriate print resource to answer the designated prompt. The students will then need to extrapolate the information and apply it in a proper manner. The writing prompt should be based on a themed novel the students have been reading or familiar forms of print resources.

**Formative Assessment: To be administered at the close of each topic.**

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJLS)</b>
Identifying precise information from various print sources	1-2 weeks	Determine the difference from factual and false information gathered from multiple forms of print sources.	Read Newspapers, Magazines, Flyers, cross curricular text, and other print sources, write own article summarizing what students read, discussion, Brain Pop.	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.W.SE.9-10.6</i></b>
Inferring information from print sources	2 weeks	Distinguish important information from a written source	Themed Novels, Graphic Organizers, teacher questions, role playing, notes, Read Newspapers, Magazines, Flyers, cross curricular text, and other print sources	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RI.CI.9-10.2</i></b>
Distinguish ethical and unethical uses of communication	1 week	Compare and contrast ethical and unethical print sources relating to a specific topic	Read Newspapers, Magazines, Flyers, cross curricular text, and other print sources, Graphic organizer	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.W.SE.9-10.6</i></b>
Utilize appropriate forms of media in real world situations	2 weeks	Apply reputable information taken from a written source to a real world situation	Read Newspapers, Magazines, Flyers, cross curricular text, and other print sources	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RI.CR.9-10.1</i></b>
<b>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</b>					
<ul style="list-style-type: none"> <li>• Consistent with individual plans, when appropriate.</li> <li>• Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.</li> <li>• The use of manipulatives and hands on activities that incorporate multi-sensory learning.</li> </ul>					

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- Graphic Organizers to promote UDL learning for all students in the classroom.
- Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.
- Modifications and accommodations that align with each individual IEP.
- The use of Visual aids for students who are visually impaired.
- Technology devices that better enhance lessons and increase engagement.

**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.3 21<sup>st</sup> Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.2 21<sup>st</sup> Century Life and Career Skills CAREER AWARENESS, EXPLORATION, AND PREPARATION: 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

## Unit 2: Applied Real-World Literacy

**Summary of the Unit:** This unit will examine literacy in real-world situations that can be applied to everyday life. The students will use their literacy skills and apply them to daily activities. The goal is for the students to become independent in their abilities to read print sources that can range from an instructional manual to a restaurant menu.

**Enduring Understanding:** By the end of this unit, students will know:

- The different forms and the importance of literacy
- The hazards and risks they may encounter through literacy
- How to apply literacy skills in a multitude of Real-World situations

**Essential Questions:**

- Why do we need to read labels, instructions, and other forms of print?
- Why are there warning labels and hazard symbols?
- How do we apply literacy to our everyday life?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

The students will be presented with many different forms of print they face on a regular basis. They will need to accomplish specific tasks based on the form of print they are presented. The students will need to distinguish the hazards and concerns with each task and accomplish the goal. For instance, the student may be asked to order a specific meal off a menu and need to make sure it does not contain allergens. They would need to read the menu, ensure it is safe to eat, and order it properly. The culminating project may also include warning labels on chemicals, instruction manuals, or any other label/print source they may need to read.

**Formative Assessment: To be administered at the close of each topic.**

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJSL)</b>
Forms of print and their value	3 weeks	Recognize forms of literacy and determine its value based on a situation	Menus, instruction manuals, nutritional labels, and other print sources, real life situations, role playing, discussion, Brain Pop.	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.CR.9-10.1</i></b>
Hazards and warning labels	2 weeks	Distinguish hazardous materials and labels from other objects and diagnose its purpose.	Themed Novels, Graphic Organizers, teacher questions, role playing, notes. Read warning labels for commonly used chemical, dietary labels, cross curricular text, and other print sources	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.CR.9-10.1</i></b>
Application of literacy in everyday tasks	3 weeks	Identify the literary source and its purpose to accomplish daily tasks properly.	Read Newspapers, Magazines, Flyers, cross curricular text, and other print sources, Role Playing, Graphic organizers	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.CR.9-10.1</i></b>
<p><b>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</b></p> <ul style="list-style-type: none"> <li>• Consistent with individual plans, when appropriate.</li> <li>• Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.</li> <li>• The use of manipulatives and hands on activities that incorporate multi-sensory learning.</li> <li>• Graphic Organizers to promote UDL learning for all students in the classroom.</li> <li>• Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.</li> <li>• Modifications and accommodations that align with each individual IEP.</li> <li>• The use of Visual aids for students who are visually impaired.</li> <li>• Technology devices that better enhance lessons and increase engagement.</li> </ul>					

**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.2 21<sup>st</sup> Century Life and Career Skills CAREER AWARENESS, EXPLORATION, AND PREPARATION: 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.3 21<sup>st</sup> Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 21<sup>st</sup> Century Life and Career Skills: Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time.

### Unit 3: Applied Real-World Writing

**Summary of the Unit:** This unit will examine writing in real-world situations that can be applied to everyday life. The students will use their writing skills and apply them to daily activities. The goal is for the students to become independent in their abilities to write in the necessary situations. This may range from writing checks, completing tasks for a job, writing a to-do list, and/or writing a letter/email.

**Enduring Understanding:** By the end of this unit students will know:

- The value and importance of writing
- The necessary skills to complete a job application
- How to apply writing skills in a multitude of Real-World situations

**Essential Questions:**

- How do we use our writing skills to accomplish necessary tasks?
- How do we complete a job application?
- How do we apply writing to our everyday life?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

The students will be presented with many different forms of writing. They will need to accomplish a real-world task based on a writing prompt which will be determined by an interest of the student. The students will need to complete a job application that is comparable to their ability level. The goal is for students to work towards awareness and ability to write personal information that is mandatory for semi self-sufficiency.

**Formative Assessment: To be administered at the close of each topic.**

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJSLs)</b>
Importance of writing and its value	2 weeks	Recognize the importance of writing and the value it has on everyday activities.	Menus, instruction manuals, nutritional labels, and other print sources, real life situations, role playing, discussion, Brain Pop.	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.W.RW.9-10.7</i></b>
Job applications and work-related writing.	2 weeks	Articulate the writing skills necessary that will be used to apply and complete a job.	Themed Novels, Graphic Organizers, teacher questions, role playing, notes. Read warning labels for commonly used chemicals, dietary labels, cross curricular text, and other print sources	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.W.WP.9-10.4</i></b>
Application of writing in everyday tasks	2 weeks	Identify and apply writing skills to accomplish daily tasks properly.	Read Newspapers, Magazines, Flyers, cross curricular text, and other print sources, Role Playing, and Graphic organizers	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.W.NW.9-10.3</i></b>
<p><b>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</b></p> <ul style="list-style-type: none"> <li>• Consistent with individual plans, when appropriate.</li> <li>• Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.</li> <li>• The use of manipulatives and hands on activities that incorporate multi-sensory learning.</li> <li>• Graphic Organizers to promote UDL learning for all students in the classroom.</li> <li>• Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.</li> <li>• Modifications and accommodations that align with each individual IEP.</li> <li>• The use of Visual aids for students who are visually impaired.</li> <li>• Technology devices that better enhance lessons and increase engagement.</li> </ul>					

**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.3 21<sup>st</sup> Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 21<sup>st</sup> Century Life and Career Skills: Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time.

9.2 21<sup>st</sup> Century Life and Career Skills CAREER AWARENESS, EXPLORATION, AND PREPARATION: 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

## Unit 4: Technology Safety

**Summary of the Unit:** This unit will take a comprehensive approach to understanding how information is gathered through technology and used to draw conclusions. The students need to differentiate areas of information through the use of the internet, applications, and other forms of information technology. There are ethical and unethical uses of communication and media which need to be distinguished and recognized. The main goal is for students to be able to use reputable sources of information that can be trusted.

**Enduring Understanding:** By the end of this unit students will know:

- The methods to gather information from multiple forms of technology resources
- The importance of differentiating ethical and unethical media technology
- To apply the use of the internet, applications, and other forms of information technology properly

**Essential Questions:**

- Why is it vital to use multiple accurate forms of technology?
- How do we infer information from technology sources?
- How do we utilize appropriate forms of applications, internet resources, and other forms of information technology?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

The students will be presented with a prompt to write and answer using several different forms of technology resources with a multiple of information that may include the internet, applications, or other forms of information technology. The students will need to distinguish the different sources of information and select appropriate technology resources to answer the designated prompt. The students will then need to extrapolate the information and apply it in a proper manner. The writing prompt should be based on a themed novel the students have been reading or familiar forms of technology resources.

**Formative Assessment: To be administered at the close of each topic.**

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJSLS)</b>
Identifying precise information from various technology sources	2 weeks	Determine the difference from factual and false information gathered from multiple forms of print sources.	Technology applications, internet resources, online resources provided by the teacher, write own article summarizing what students read, discussion, Brain Pop.	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.SL.II.9-10.2</b></i>
Inferring information from technology sources	2 weeks	Distinguish important information from a written source	Themed Novels, Graphic Organizers, teacher questions, role playing, notes, Read Technology applications, internet resources, online resources provided by the teacher	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.W.SE.9-10.6</b></i>
Utilize appropriate forms of technology applications in real world situations	2 weeks	Apply reputable information taken from a written source to a real-world situation	Technology applications, internet resources, online resources provided by the teacher, and cross curricular online text	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.W.RW.9-10.7</b></i>
<b>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</b>					
<ul style="list-style-type: none"> <li>• Consistent with individual plans, when appropriate.</li> <li>• Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.</li> <li>• The use of manipulatives and hands on activities that incorporate multi-sensory learning.</li> <li>• Graphic Organizers to promote UDL learning for all students in the classroom.</li> </ul>					

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- Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.
- Modifications and accommodations that align with each individual IEP.
- The use of Visual aids for students who are visually impaired.
- Technology devices that better enhance lessons and increase engagement.

**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.3 21<sup>st</sup> Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.2 21<sup>st</sup> Century Life and Career Skills CAREER AWARENESS, EXPLORATION, AND PREPARATION: 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

## Unit 5: Being an active Community Member

**Summary of the Unit:** This unit will focus on family, friends, co-workers, and community influences on a person's development. The unit will examine the environment, education, and experiences and how it shapes an individual's perceptions of society. The goal is for students to focus on the different behaviors of the people around them to develop into active members of their community.

**Enduring Understanding:** By the end of this unit students will know:

- To describe how to be a good citizen
- To evaluate community involvement and its influence on a person's understanding of society
- To examine how stereotypes affect a person

**Essential Questions:**

- What does a person need to be considered a good citizen?
- How does a person's involvement in the community affect his/her understanding of society?
- How do stereotypes affect and change a person?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

The summative assessment should be based on a themed novel based on the reading level of the students. At the conclusion of the book, the students will highlight the major aspects of the book covered in this unit. The students will need to highlight the characteristics of a good citizen, the community's role in developing the character, and finally the stereotypes he was challenged with throughout the novel. These major goals should be the focus throughout the novel while reading with the students.

**Formative Assessment: To be administered at the close of each topic.**

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJSLs)</b>
Good Citizen	2 weeks	Examine the importance of citizenship and having good character	Themed novel, print and online sources, group reading, group activities, role playing, projected developing a good citizen.	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.W.NW.9-10.3A</b></i>
Community involvement and its influence	2 weeks	Evaluate community involvement and the impact it has on a person	Themed Novels, peer sharing, group reading, online activities, group projects identifying community involvement with differing views.	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.RL.CI.9-10.2</b></i>  <i><b>ELA.RI.CT.9-10.8</b></i>  <i><b>ELA.W.WR.9-10.5</b></i>  <i><b>ELA.SL.UM.9-10.5</b></i>
Stereotypes	2 weeks	Identify the negative impacts of stereotypes and its effect on a group of people.	Themed Novel, print and online sources, the development of character, online activities, role playing	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.W.IW.9-10.2.D</b></i>
<p><b>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</b></p> <ul style="list-style-type: none"> <li>• Consistent with individual plans, when appropriate.</li> <li>• Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.</li> <li>• The use of manipulatives and hands on activities that incorporate multi-sensory learning.</li> <li>• Graphic Organizers to promote UDL learning for all students in the classroom.</li> <li>• Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.</li> </ul>					

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- Modifications and accommodations that align with each individual IEP.
- The use of Visual aids for students who are visually impaired.
- Technology devices that better enhance lessons and increase engagement.

**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 21<sup>st</sup> Century Life and Career Skills CAREER AWARENESS, EXPLORATION, AND PREPARATION: 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

## Unit 6: Different forms of Relationships

**Summary of the Unit:** This unit will focus on all the different relationships that people face on a regular basis and the different behaviors associated with each. In this unit, students will compare the way people act based on the suitable situation. The students will examine the relationships and behaviors between family, friends, teachers, co-workers, and people within the community. The goal is for students to understand a wide variety of behaviors and the appropriate behaviors associated.

**Enduring Understanding:** By the end of this unit students will know:

- To differentiate levels of interpersonal relationships
- To apply the dimensions of literary relationships to real life relationships
- To comprehend multiple relationships

**Essential Questions:**

- What are the different levels of interpersonal relationships?
- How do we translate actions and relationships of characters in a book to a real-life situation?
- How does a person balance and understand multiple relationships?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

The summative assessment should be based on a themed novel based on the reading level of the students. At the conclusion of the book, the students will create a project based on the relationships the characters developed throughout the book. The students will need to explain and display three different relationships in the story that display similarities and differences. The students should be guided by the teacher based on the ability level of the students. Students with a deeper understanding of the concepts should be pressed to select more complex relationships for the project.

**Formative Assessment:** To be administered at the close of each topic.

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students

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and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJSL)</b>
Interpersonal Relationships	2 weeks	Differentiate levels of interpersonal relationships and impact on a person	Themed novel, print and online sources, group reading, group activities, role playing, journal writing, and real-life situations	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.IT.9-10.3</i></b>
Literary relationships compared to Real life relationships	2 weeks	Analyze the relationships of fictional characters and how they translate to real life	Themed Novels, peer sharing, group reading, online activities, group projects identifying, graphic organizers, and role playing	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.CR.9-10.1</i></b>
Balancing Multiple Relationships	2 weeks	Describe a variety of relationships and how they impact a person differently	Themed Novel, print and online sources, the development of character, online activities, role playing, graphic organizers, and journal writing	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.IT.9-10.3</i></b>

**Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:**

- Consistent with individual plans, when appropriate.
- Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.
- The use of manipulatives and hands on activities that incorporate multi-sensory learning.
- Graphic Organizers to promote UDL learning for all students in the classroom.
- Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.
- Modifications and accommodations that align with each individual IEP.
- The use of Visual aids for students who are visually impaired.

- Technology devices that better enhance lessons and increase engagement.

**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.4 21<sup>st</sup> Century Life and Career Skills: Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time.

## Unit 7: Critical Thinking

**Summary of the Unit:** This unit will focus on the development of the student’s ability to think critically. The students need to progress and apply critical thinking and problem-solving skills as a lifelong ability. The goal is for students to be able to determine a problem and apply critical thinking skills to solve a problem and learn to handle different situations.

**Enduring Understanding:** By the end of this unit students will know:

- To determine and recognize a problem
- To systematically approach solving a problem
- To develop and evaluate problem solving strategies
- To apply the scopes of problem solving in literature to real life situations

**Essential Questions:**

- How does a person determine and recognize a problem?
- How do you solve a problem using multiple problem-solving strategies?
- How do we apply the skills in literature and translate them to a real-life situation?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

The summative assessment should be based on a themed novel based on the reading level of the students. At the conclusion of the book, the students will be prompted with a challenge that was faced in the novel. The students will need to determine how the problem was solved and the problem-solving skills the character used to solve the issue. The student will then need to use an alternate strategy to solve the same issue that may or may not be more effective. The student must then translate these skills into a real-life situation. The project should be based on the ability of the student.

**Formative Assessment: To be administered at the close of each topic.**

The teacher will modify the topic to each student in their class to align it with the student’s IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJSLS)</b>
Recognize the problem	2 weeks	Determine and recognize multiple problems people face in different situations	Themed novel, presentations, print and online sources, group reading, group activities, role playing, journal writing, and real-life situations	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.CT.9-10.8</i></b>
Solving the problem	2 weeks	Develop and evaluate multiple problem-solving strategies to implement in different situations.	Themed Novels, peer sharing, group discussions, online activities, group projects identifying, graphic organizers, and role playing	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.RL.MF.9-10.6</i></b>
Solving Real life problems using problem solving skills.	3 weeks	Apply different levels of problem-solving skills in literature and translate them to real life situations.	Themed Novel, print and online sources, the development of character, online activities, role playing, graphic organizers, and journal writing	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<b><i>ELA.SL.PE.9-10.1.A</i></b>
<p><b>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</b></p> <ul style="list-style-type: none"> <li>• Consistent with individual plans, when appropriate.</li> <li>• Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.</li> <li>• The use of manipulatives and hands on activities that incorporate multi-sensory learning.</li> <li>• Graphic Organizers to promote UDL learning for all students in the classroom.</li> <li>• Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.</li> <li>• Modifications and accommodations that align with each individual IEP.</li> <li>• The use of Visual aids for students who are visually impaired.</li> <li>• Technology devices that better enhance lessons and increase engagement.</li> </ul>					

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**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 8: Getting to Know Yourself

**Summary of the Unit:** This unit will focus on the students learning about themselves and their role in the community. The students will explore the need for self-determination and the need for effective communication skills. The goal is for them to be able to utilize these newly defined skills and understand how they will translate to the real world.

**Enduring Understanding:** By the end of this unit students will know:

- To gauge how and why people change over time.
- To identify the challenges and difficulties people are posed with daily
- To define their own personal relationships and how they define the person they are

**Essential Questions:**

- How does a person change, especially throughout their high school years?
- Why do people need to face the challenges and difficulties they are exposed to?
- How do our relationships define the people we are?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

The summative assessment should be a project they will create about themselves. They will explore the different novels they have read and currently are reading throughout the year to develop characteristics that describe themselves. They will develop an inventory of all their strengths and weaknesses that will help them define themselves. They will also keep a timeline of how they have changed over time to recognize the changes they have already faced. They will then discover different community opportunities that play to the strengths of each individual student. The purpose of this assignment is for students to discover who they are and examine their future roles in the community.

**Formative Assessment: To be administered at the close of each topic.**

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJ Student Learning Standards (NJSLS)</b>
Changes over time	2 weeks	Evaluate how and why they have changed throughout their lives	Themed novel, presentations, print and online sources, group reading, group activities, role playing, journal writing, and real-life situations	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.RL.IT.9-10.3</b></i> <i><b>ELA.W.NW.9-10.3.E</b></i>
Challenges and difficulties	2 weeks	Explore and define the challenges and difficulties they have faced	Themed Novels, peer sharing, group discussions, online activities, group projects identifying, graphic organizers, and role playing	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.RL.PP.9-10.5</b></i>
Discovering themselves	2 weeks	Define themselves through their strengths and weaknesses that help them become more self-aware	Themed Novel, print and online sources, the development of character, online activities, role playing, graphic organizers, and journal writing	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	<i><b>ELA.W.NW.9-10.3.E</b></i>
<p><b>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</b></p> <ul style="list-style-type: none"> <li>• Consistent with individual plans, when appropriate.</li> <li>• Create Real-Life situations for the students to resolve through problem solving skills. i.e. Prompt a scenario and the students need to use the skills obtained to resolve the conflict.</li> <li>• The use of manipulatives and hands on activities that incorporate multi-sensory learning.</li> <li>• Graphic Organizers to promote UDL learning for all students in the classroom.</li> <li>• Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.</li> <li>• Modifications and accommodations that align with each individual IEP.</li> <li>• The use of Visual aids for students who are visually impaired.</li> <li>• Technology devices that better enhance lessons and increase engagement.</li> </ul>					

**Suggested Technological Innovations/ Use:** Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 21<sup>st</sup> Century Life and Career Skills CAREER AWARENESS, EXPLORATION, AND PREPARATION: 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.4 21<sup>st</sup> Century Life and Career Skills: Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time.