| Wall Township Public Schools | Board Approval Date: August 20, 2024 |
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**Course Title: English 9 Honors**

**Course Description:**
This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. Students are challenged with numerous fictional literary readings from several genres as well as related non-fiction. In addition, students complete many writing assignments in different modes, including literary analysis, narrative, and research-based informative using MLA style. Students explore the modes of writing on a more sophisticated level; journal writing will address students' creative talents while other assignments will be analytical in nature. Vocabulary and grammar instruction are infused in the units of study.

## New Jersey Student Learning Standards

**Vision for English Language Arts Education in New Jersey**

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. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read 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.

- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground 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.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn 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.

**Practices of English Language Arts**

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

**Inclusion of Climate Change Opportunities**

**(**  **)** notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

| Course Sequence & Pacing | |
|---|---|
| **Unit Title** | **Estimated Number of Instructional Periods** |
| Unit 1: "Though at Next Door We May Meet" - Reading Poetry | 10 |

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| Unit 2: “Violent Delights Have Violent Ends” – Drama (William Shakespeare’s *The Tragedy of Romeo & Juliet)* | 25 |
| Unit 3: “Hunting for Meaning” – Literary Analysis | 20 |
| Unit 4: “What’s Your Story?” – Writing Compelling Narratives | 10 |
| Unit 5: “Never Again” – Literary Non-fiction about Genocide | 20 |
| Unit 6: “Explaining the Inexplicable” - The Research-Based Informative Essay | 20 |
| Unit 7: “Scouting Maycomb” – Harper Lee’s *To Kill a Mockingbird* | 25 |
| Unit 8: “A View From the Poet’s Corner” – Crafting Literary Non-Fiction | 10 |
| Unit 9: “Nobody Wants to be Here” – Dystopian Book Clubs | 15 |
| Unit 10: “The Pen is Mightier…” - Composing Critical Review (optional unit) | 5 |

## Unit 1

| Desired Results |
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| **Unit 1: “Though at Next Door We May Meet” - Reading Poetry** |
| **Unit Summary:** In Honors English 9, students will read multicultural poetry and encounter various perspectives through a year-long investigation into “Our View of the World and Ourselves.” The purpose of this unit is to apply the NJSLS Reading Literature and Writing Narrative skills while also considering how poetry opens new pathways for the individual to understand self, others and the world. Students will read a selection of poems as a whole-class and perform higher-order thinking to decipher and |

generate meaning, write in mimicry, and perform comparative analysis expressed through daily writing and speaking tasks. By the end of the unit, students will demonstrate application of the standards through such tasks as a teaching project, song lyric analysis, and mimicry project.

## Learning Standards

**NJSLS:**

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

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

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

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

## Learning Targets

**Unit Essential Questions:**

- Why should we read poetry?
- Why should we write poetry?
- To what extent does poetry enable individuals to understand the self, others, and the world more?
- What processes are used to comprehend and generate meaning from poetry?
- To what extent are the author's choices purposeful in poems?
- How can writing poetry, especially in the style of a professional poet, illuminate meaning?
- To what extent is the process of comparative analysis useful in drawing conclusions and illuminating meaning?

**Unit Enduring Understandings:**

- Poetic techniques -- form, language, and content -- work together to put emotions into words.
- Reading poetry like a writer enables the poetry explanation process.
- The purpose of comparative analysis is to notice similarities and differences to construct new meaning.

**Vocabulary:**

- *Academic terminology:* acrostic, didactic, sonnet, explication, speaker, addressee, audience, form, diction, patterns, rhyme, figurative devices, sound devices

- *Teacher-selected, text-based vocabulary study for comprehension.*

- *Required:* Sadlier's *Vocabulary Workshop*

**Students will be able to:**

- Read complex poetry with diminishing scaffolding.
- Engage in the poetry explication process to comprehend and generate meaning from poems.
- Read like a writer and write like a reader to encounter poems in new ways.
- Write poetry, mimicking the form, content and language of professional poets.

**Learning Activities:** *Potential Learning Activities can include*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change & LGBTQ and People with Disabilities
    - Students will study a poet of their choosing during the poetry mimicry project. Students may be presented with a list of poets who identify as Black, Asian American, Pacific Islanders, LGBTQ, Disabled, etc. or who write about topics related to these individuals or who write about topics such as Climate Change.
    - Analysis and discussion of poems by black poets, such as Countee Cullen, Langston Hughes, and Alice Walker (see list of poems below).
    - Discussion of gender and sexuality in the life and texts of such poets as W.H. Auden and Alice Walker (see list of poems below).

| **Assessment Evidence** |
| --- |
| **Formative Assessments:**<br>• Evidence of explicitly-taught skills through formal drafts and/or steps of the Writer's Process (gathering and evaluating mentor texts, individual conferences, independent and peer revision)<br>• Class assignments<br>• Poem performance<br>• Poetry teaching assignment<br>• Vocabulary and/or grammar quizzes |
| **Summative Assessments:**<br>• Song lyric analysis<br>• Poetry mimicry project |
| **Common Benchmark Assessments:** |

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

## Core Instructional & Supplemental Materials

**Teacher-selected poems for explication from the following:**

- Donne, John. “Song”
- Shelley, Percy Bysshe. “Ozymandias”
- Dickinson, Emily. “We Grow Accustomed to the Dark”
- Johnson, James Weldon. “Lift Every Voice and Sing”
- Cullen, Countee. “Yet Do I Marvel”
- Auden, Wystan Hugh. ”Musée des Beaux Arts”
- Walker, Alice. “Women”
- Baca, Jimmy Santiago. “I Am Offering This Poem to You”
- Poe, Edgar Allan. “The Raven”

**Supplemental Texts:**

- Additional poems selected by teacher and/or students.

**Vocabulary & Grammar Instruction:**

- Sadlier’s *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,

## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 2

### Desired Results

**Unit 2: "Violent Delights Have Violent Ends" – Drama (William Shakespeare's *The Tragedy of Romeo & Juliet)***

**Unit Summary:** In Honors English 9, students will read global literature and encounter multiple perspectives through a year-long endeavor in reading, writing, speaking and listening. The purpose of this unit is to apply the NJSLS Reading Literature skills while also considering the act of growing up in this world (and previous "worlds") and the interplay of fate and freewill in the maturation process. Students will read William Shakespeare's *The Tragedy of Romeo and Juliet* as a whole class and perform higher-order thinking expressed through daily writing and speaking tasks. By the end of the unit, students will demonstrate application of the standards through a project and a final on-demand unit assessment.

### Learning Standards

**NJSLS:**

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

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

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

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

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

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



SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

S.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

6.2.12.A.2.a Civics, Government, and Human Rights Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.A.2.b Civics, Government, and Human Rights Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

6.2.12.B.2.b Geography, People, and the Environment Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

## Learning Targets

**Unit Essential Questions:**

- What does it mean to "grow up"?
- Do you believe that things are fated no matter what, or do you believe your actions can change the course of your life?
- What turning points determine our individual pathways to adulthood?
- How can readers grapple with complex texts?
- How do literary elements work together to develop characters and the plot?
- To what extent do literary lenses reflect the human condition?

**Unit Enduring Understandings:**

- A work that is 400 years old has found currency throughout history because of its themes and artful use of language.
- Background knowledge and vocabulary acquisition is key to unlocking difficult texts.
- Literary elements work together to advance character development and the plot.
- Literary lenses enable readers to understand the human condition through literature.
- The teenage struggle for identity and independence is an age-old one.

**Vocabulary:**

- *Academic terminology:* sonnet, prologue, chorus, bard, iambic pentameter, blank verse, quatrain, rhyming couplet, tragedy, stage directions, foot/side notes, metaphor, irony (dramatic, situational, verbal, cosmic), foreshadowing, personification, allusion, aside, soliloquy, pun, oxymoron, foil, conflict, hyperbole, alliteration, theme, motif, setting

- Teacher-selected, text-based vocabulary study for comprehension.

- *Required*: Sadlier's Vocabulary Workshop

**Students will be able to:**

- Grapple with difficult texts with diminishing scaffolding.
- Read closely to determine what the text says explicitly and inferentially, and where the text leaves matters uncertain.
- Think critically about a text and express thoughts through annotations and extended writing, using textual evidence for support.
- Analyze complex characters.
- Determine and analyze diction and the impact of language.
- Analyze how an author draws on source material. Determine, analyze and track the development of central ideas and themes.
- Analyze the impact of an author's structural choices.
- Utilize literary lenses to perform higher-level analysis of text.

**Learning Activities:** *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.

- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change
    - "There's a Surprisingly Strong Link Between Climate Change and Violence" by Chris Mooney
        - The article summarizes research showing that climate change and extreme weather (heat waves, droughts, natural disasters) can lead to increased violence, conflict, and instability. It draws on multiple studies that connect environmental stressors to human behavior, from interpersonal violence to large-scale conflict.
- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *Romeo and Juliet* by William Shakespeare
        - Discuss gender expectations for women in history and today, including a reading of Gail Kern Paster's "A Modern Perspective: *Romeo and Juliet*" found in the Folger edition of the play.
        - Discuss Shakespeare's sexuality and related themes in his texts: Episode "Was Shakespeare Gay" of the podcast *Let's Talk Shakespeare*, "Was Shakespeare Gay and Does it Matter" by John Sutherland in *The Guardian*.

## Assessment Evidence

**Formative Assessments:**

- Vocabulary and/or grammar quizzes
- Class assignments:

- Close Reads
- CommonLit Text Sets

- Song as Poetry Analysis
- Romeo And Juliet Quizzes

**Summative Assessments:**

- Traditional unit-test with text-based multiple choice questions and short constructed response(s)
- Project-based test
  - Romeo Reimagined

**Common Benchmark Assessments:**

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

## Core Instructional & Supplemental Materials

**Required Text:**

- *The Tragedy of Romeo & Juliet* by William Shakespeare

**Supplemental Texts:**

- *West Side Story* by Jerome Robbins, Leonard Bernstein and Stephen Sondheim
- CommonLit: Any "Books Pairings" for *The Tragedy of Romeo & Juliet*
- Films: Selected scenes from *Romeo and Juliet* (1968) directed by Franco Zefferelli, *Romeo + Juliet* (1996) directed by Baz Luhrman, *Romeo & Juliet* (2013) directed by Carlo Carlei

- Selected performances by The Royal Shakespeare Company.
- Other suggested texts: “Pyramus and Thisbe”-Ovid, “New Directions”-Maya Angelou, “Fragile Self-Worth”- Tim Kasser, “My Possessions Myself”- Russell W. Belk, "The Myth of Phaethon” -Ovid, Saki's "The Interlopers," Shakespeare's "Seven Ages of Man" (Pearson Literature p. 398), Shakespeare's "Sonnet 30," (Pearson Literature p. 410)
- Additional teacher-selected texts related to the play.

**Vocabulary & Grammar Instruction:**

- Sadlier’s *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5**)**

**Accommodations and Modifications:**
**Students with Disabilities, English Language Learners,**
**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Side by Side Texts

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing

students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Side by Side Texts

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Side by Side Texts

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 3

| Desired Results |
| --- |
| **Unit 3: "Hunting for Meaning" – Literary Analysis** |
| **Unit Summary:** In Honors English 9, students will write a traditional literary analysis essay, the backbone of scholarly writing in English. The purpose of this unit is to apply the NJSLS Argument Writing skills while also considering the purpose of *analysis*, from |

the Greek for "a breaking up, a loosening, releasing." Students will break up, loosen and release meaning along the lines of symbolism, theme or character analysis in a self-selected short story. Students will engage in the writing process by gathering ideas from personal sources, reading mentor literary analysis, collecting and implementing craft moves from professional authors, writing independently, and revising both independently and with peers. Throughout the unit, students will demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final literary analysis essay.

## Learning Standards

**NJSLS:**

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

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

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

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

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

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

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

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • What is the purpose of a literary analysis essay and how does it function to convey a critical reader's original analysis of a text?<br>• How is text evidence used to support theories about a story?<br>• How does a critical reader develop and write about an original and complex argument based in literature? | • A critical reader makes original arguments about literature and its components.<br>• Literary analysis essays serve to concisely convey a critical reader's arguments about a piece of literature.<br>• A critical reader proves his/her arguments with textual evidence and models his/her writing after professional essays. |
| **Vocabulary:**<br>• *Academic terminology:* Argument, analysis, thesis, claim, counterclaim, direct text evidence, quote, paraphrase, summary, Modern Language Association (MLA), topic sentence, clincher or extension<br><br>• *Required:* Sadlier's *Vocabulary Workshop* | |
| **Students will be able to:**<br>• Write an original literary analysis essay supported by textual evidence, sound reasoning, and modeled after professional critical analysis essays.<br>• Devise an original thesis statement.<br>• Generate claims, counterclaims, provide and explain reasoning as well as evidence.<br>• Document and cite textual evidence.<br>• Use parallel structure and semicolons in writing.<br>• Adopt and maintain a formal academic tone in accordance with MLA Style and conventions. | |
| **Learning Activities:** *Potential Learning Activities can include:*<br>• Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to | |

students.

- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities, Climate Change and Diversity, Equity & Inclusion [DEI]:
    - Students self-selected argument topics may relate to any of the above.
        - For example, students may be encouraged to explore disability in "The Scarlet Ibis" or "The Cask of Amontillado," race in "The Most Dangerous Game" or "The Man to Send Rain Clouds," or nature's power in "The Interlopers" pursuant to Climate Change education.

## Assessment Evidence

**Formative Assessments:**

- Evidence of explicitly-taught skills through formal drafts and/or steps of the Writer's Process (gathering and evaluating mentor texts, individual conferences, independent and peer revision). Examples Include:
    - Analysis Topic
    - Thesis Statement
    - Body Paragraph
    - Closing Paragraph
    - Peer Edit
- Vocabulary and/or grammar quizzes.
- Body Paragraph Outline
- Literary Analysis Rough Draft

**Summative Assessments:**

- Completed argument (literary analysis) essay.

**Common Benchmark Assessments:**

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

| Core Instructional & Supplemental Materials |
| --- |
| **Required Texts:**<br>• *The Interlopers* by Saki |

- *The Most Dangerous Game* by Richard Connell
- *The Cask of Amontillado* by Edgar Allan Poe

**Supplemental Texts:**

- *The Man To Send Rain Clouds* by Silko
- *The Scarlet Ibis* by James Hurst
- Blues Ain't No Mockin Bird by Toni Cade Bambara

***Vocabulary & Grammar Instruction:***

Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

**Accommodations and Modifications:**
**Students with Disabilities, English Language Learners,**
**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule -- Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Extended Time - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Cooperative learning groups

**Students at Risk of Failure**

- Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 4

| Desired Results |
| --- |
| **Unit 4: "What's Your Story?" – Writing Compelling Narratives** |
| **Unit Summary:** In Honors English 9, students will write a personal narrative and transform the narrative into a performative story. The purpose of this unit is to apply the NJSLS Writing Narrative skills while also considering the purpose of a storyteller to, as Chinua Achebe the author of *Things Fall Apart* writes, "makes us what we are, who creates history." Students will engage in the writing process by gathering ideas from personal sources, reading mentor narratives, collecting and implementing craft techniques from professional authors, writing independently as well as revising both independently and with peers. Students will self-select |

topics. Throughout the unit, students will demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final personal narrative and performative storytelling project.

## Learning Standards

**NJSLS:**

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

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.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).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

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

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

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • How do narrative techniques aid in developing real or imagined experiences?<br>• How can a writer draw a conclusion or reflect upon an experience?<br>• Why is it necessary to write and share stories? | • Writers employ various craft and structural elements in order to develop a story, paying close attention to language choices, specific details and conciseness.<br>• Writing a story can help an author make sense of "fragments" of experiences, even seemingly insignificant ones.<br>• Writers explore moments to capture meaning. |

**Vocabulary:**

- Narrative, voice, exposition, inciting incident, conflict, rising action, climax, falling action, denouement, resolution, dialogue

- *Academic terminology:* narrative, Freytag's plot pyramid, voice, exposition, inciting incident, conflict, rising action, climax, falling action, denouement, resolution, dialogue

- *Required:* Sadlier's *Vocabulary Workshop*

**Students will be able to:**

- Evaluate and implement craft moves from mentor flash fiction.
- Engage in the writing process: gathering ideas, drafting, revising/editing.
- Employ the writing process to write a piece of flash fiction according to the norms and conventions of the mode.
- Employ narrative techniques.
- Outline, structure and tell an effective story with a clear beginning, middle and end.
- Understand the function of conflict via an inciting incident.
- Effectively write to a climax.
- Resolve conflict(s).

**Learning Activities:** *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students' self-selected narrative writing topics may relate to any of the above. For example, students may be encouraged to explore figures or concepts that deal with any of the above topics.

| Assessment Evidence |
| --- |
| **Formative Assessments:** |

- Evidence of explicitly-taught skills through formal drafts and/or steps of the Writer's Process (gathering and evaluating mentor texts, individual conferences, independent and peer revision)
- Vocabulary and/or grammar quizzes.
- Short Story Quiz
- CommonLit Text Sets

**Summative Assessments:**

- Completed narrative (flash fiction) story.

**Common Benchmark Assessments:**

- Midterm, Final
- LinkIt Benchmarks

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

| Core Instructional & Supplemental Materials |
|---|
| **Required Texts:**<br>• *The Interlopers* by Saki<br>• *The Most Dangerous Game* by Richard Connell<br>• *The Cask of Amontillado* by Edgar Allan Poe |
| **Supplemental Texts:**<br>• *The Man To Send Rain Clouds* by Silko<br>• *The Scarlet Ibis* by James Hurst<br>• Blues Ain't No Mockin Bird by Toni Cade Bambara<br>• Other flash fiction chosen at the discretion of teacher |

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Preferential seating - Follow a routine/schedule - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Extended Time - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 5

### Desired Results

**Unit 5: "Never Again" – Literary Non-fiction about Genocide**

**Unit Summary:** In this unit, students will acquire and sharpen New Jersey State Learning Standards (NJSLS)-based skills, particularly in the Reading Information Domain at a rigorous, Honors level. Students will independently read Elie Wiesel's memoir *Night*, a powerful work of literary nonfiction that recounts the author's harrowing experiences as a Jewish teenager during the Holocaust, converging as a class at specific checkpoints to discuss and analyze the book. In class, students will read and explore excerpts from various literary nonfiction accounts of other genocides from history, including the Armenian, Cambodian, and Rwandan genocides. During the unit, students will gather background context on the topic of genocide in order to write an original, self-generated research question for the research-based informational essay in Unit 6. Additionally, students will practice synthesizing information, analyzing rhetoric, and evaluating informational texts in preparation for the next unit. By the end of Unit 6, students will complete one traditional unit exam with text-based multiple choice questions and/or a written response and/or a project-based assessment. Concurrent to reading literary nonfiction, students will participate in vocabulary and/or grammar study using Sadlier's *Vocabulary & Grammar Workshop* resources.

### Learning Standards

**NJSLS:**

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

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.\
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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



SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.2.12.A.4.c Civics, Government, and Human Rights Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.A.4.d Civics, Government, and Human Rights Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.D.4.i History, Culture, and PerspectivesCompare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.A.5.d . Civics, Government, and Human RightsAnalyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e . Civics, Government, and Human Rights Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

| Learning Targets | |
|---|---|
| **Unit Essential Questions:**<br>• How do we develop resilience and learn to overcome adversity?<br>• How does “bearing witness” help us to mature?<br>• In what ways does our understanding of personal responsibility evolve as we mature? | **Unit Enduring Understandings:**<br>• Reading about others’ experiences can help us grow as people.<br>• Facing adversity is an expected part of life.<br>• Genocide is a consequence of prejudice and discrimination. |

| | |
|---|---|
| • How can silence and indifference perpetuate tragedy?<br>• To what extent is every text, even a memoir, an argument? | • "It is the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens" (NJ Rev Stat § 18a:35-28 (2018).<br>• Writers make particular choices to persuade an audience. |

**Vocabulary:**

- *Academic terminology:* literary non-fiction, memoir, point of view, ethos, pathos, logos, past tense, objective summary, structure, claims, argument, author's purpose, rhetoric, various rhetorical terms, personification, metaphors, similes, allusion, foreshadowing, and irony

- Teacher-selected, text-based text-based vocabulary study for comprehension.

- *Required:* Sadlier's *Vocabulary Workshop*

**Students will be able to:**

- Read grade-level texts with purpose and understanding.
- Cite evidence to support analysis.
- Determine and track the development of central ideas in a text.
- Analyze text structure and how ideas are developed and refined.
- Determine an author's cultural lens and purpose for writing.
- Analyze how an author uses rhetorical devices to advance the purpose of writing.
- Analyze the historical, cultural, and background of a text.
- Collaborate with peers to discuss a text and complete higher-order thinking tasks.
- Routinely write in response to text-based questions and prompts.

- Analyze and reflect upon informational text of historical significance, including the United Nations' Declaration of Human Rights and primary documents from genocides throughout history.

**Learning Activities:** *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust:
    - *Night* by Elie Wiesel

- "The Perils of Indifference" by Elie Wiesel or "Acceptance Speech" by Elie Wiesel
  - *Night* is a foundational Holocaust text. It directly addresses Nazi persecution, the mass murder of Jews, ghettos, deportations, concentration camps, survival, and the moral obligation of remembrance.

## Assessment Evidence

**Formative Assessments:**

- Vocabulary and/or grammar quizzes.
- Class assignments:
  - Guided Rading Questions

**Summative Assessments:**

- Traditional unit-test with text-based multiple choice questions and/or written response(s).
- Project-based test. Examples Include:
  - Historical Context Timeline
  - Symbolism & Imagery Project

**Common Benchmark Assessments:**

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

## Core Instructional & Supplemental Materials

**Required:**

- *Night* by Elie Wiesel as independent reading
- Excerpt from *The One Hundred Year Walk* by Dawn Anahid MacKeen (suggested "Hell," pages 157-169)
- Excerpt from *First They Killed my Father* by Loung Ung (suggested "Ro Leap," pages 56-68)
- Excerpt from *We Wish to Inform You That Tomorrow We Will be Killed with our Families* by Philip Gourevitch (suggested to compare/contrast Paul Rusesabagina across mediums, pages 112-129).
- Excerpts from *Hotel Rwanda* by Terry George (2004) (suggested 0:00-5:55, 51:15-1:07)
- Excerpt from *How Dare the Sun Rise* by Sandra Uwiringiyimana (suggested "Author's Note," page 277)

**Suggested:**

- Excerpts on human nature courtesy of The New Jersey Commission on Holocaust Education: "The Prince" - Machiavelli, "Man is Evil and Warlike" - Thomas Hobbes, "Man is Rational" -John Locke, "Man is a Product of His Environment" - B.F. Skinner, "Man is Innately Aggressive" - Robert Ardrey, "The Milgram 'Shock' Experiment" -Stanley Milgram
- Wiesel's "The Perils of Indifference" and/or "Acceptance Speech"
- Excerpts from Victor Frankl's "Man's Search for Meaning"
- The UN's *Declaration of Human Rights*
- Resources from The Holocaust Memorial Museum

**Vocabulary & Grammar Instruction:**

- Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

**Accommodations and Modifications:**
**Students with Disabilities, English Language Learners,**
**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 6

### Desired Results

**Unit 6: "Explaining the Inexplicable" - The Research-Based Informative Essay**

**Unit Summary:** In this unit, students will acquire and strengthen NJSLS-based skills in the Writing Information Domain at a rigorous, Honors level by engaging in the writing and research processes to produce a research-based informative essay. In conjunction with the previous unit, students will generate original research questions on a topic of their choice related to genocide. Working collaboratively with the WHS Library Media Center staff, students will engage in writing and research processes by brainstorming and prewriting, writing a research question, finding and evaluating sources, synthesizing information, drafting, conferring, and revising to inform a particular audience about their topic. Students will employ best research practices and consult MLA style manuals. Throughout the unit, students will demonstrate acquisition of the standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final research-based informative essay. Concurrent to writing a research-based informative essay, students will participate in vocabulary and/or grammar study using Sadlier's *Vocabulary & Grammar Workshop* resources.

### Learning Standards

**NJSLS:**

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

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

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

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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



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

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**Computer Science & Design Thinking (*CS & DT*):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.7 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. (HS-PS1-3), (HS-PS1-6)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

| Learning Targets | |
|---|---|
| **Unit Essential Questions:**<br>• How do we develop resilience and learn to overcome adversity? | **Unit Enduring Understandings:**<br>• Informational writing conveys complex ideas through selection, organization, and analysis of content. |

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- How does ‘bearing witness’ help us to mature?
- How do I gather and interpret credible and relevant information to convey information to my audience?
- How can I use organizational techniques to present information logically and clearly?

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- Informational writers avoid personal bias.
- Informational writing contains unique norms and conventions to set it apart from other types of writing.
- Writing allows us to bear witness to and be a voice for others.

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**Vocabulary:**

- *Academic Terminology*: informative/explanatory, research question, evidence, inquire/investigate, source credibility: depth, objectivity, objective summary, currency, authority, purpose; ethos, pathos, logos; MLA style, headings, graphics, figures, tables, tone, style, synthesize, direct quote, summarize, paraphrase

- Required: Sadlier’s *Vocabulary Workshop*

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**Students will be able to:**

- Engage in the writing and researching processes – from brainstorming to generating an original research question to gathering, evaluating, and synthesizing sources to drafting to revision – to produce an original research-based informative essay.
- Write an original, self-generated research question.
- Synthesize information from multiple sources to propose an answer to a self-generated research question.
- Evaluate sources for the author’s argument, line of reasoning, and credibility.
- Select accurate, relevant, and sufficient evidence to support a line of reasoning.
- Write gripping introductions and powerful conclusions.
- Organize informational writing through text structure choices and clear correlations between claims.
- Aid the audience's comprehension through formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

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- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose.
- Create an Annotated Bibliography and a Works Cited page.
- Credit sources through MLA.
- Develop and strengthen writing by drafting, by conferring with the teacher and peers, and by using the MLA style manual.
- Write routinely for a specific task, purpose, and audience.
- Demonstrate and apply command of the English language, additionally applying that knowledge to make effective writing choices.

**Learning Activities:** *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.

- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students self-selected research-based informative essays may relate to any of the above. Students may be encouraged to write about figures or events in any of the above areas as each lends itself to the "facing adversity" theme of the research papers.

| Assessment Evidence |
| --- |
| **Formative Assessments:**<br>• Evidence of explicitly-taught skills through formal drafts and/or steps of the Writer's Process (gathering and evaluating mentor texts, individual conferences, independent and peer revision).<br>  ○ Research interest<br>  ○ Research topic<br>  ○ Research Checklist<br>• Vocabulary and/or grammar quizzes<br>• Research Draft<br>• Annotated Bibliography |
| **Summative Assessments:**<br>• Completed research-based informational essay (either in pairs or trios)<br>• Research-Based Informational Project |

**Common Benchmark Assessments:**

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

## Core Instructional & Supplemental Materials

**Required Texts:**

- Student-selected texts used as sources for the research paper available through WHS Media Center and the web

**Supplemental Texts:**

- CommonLit: Any texts in "Argument, Bias, and Persuasion" to practice assessing source credibility
- MLA resources
- The OWL at Purdue

**Vocabulary & Grammar Instruction:**

- Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 7

### Desired Results

**Unit 7: "Scouting Maycomb" – Harper Lee's *To Kill a Mockingbird***

**Unit Summary:** In Honors English 9, students will read a seminal work in American literature and encounter multiple perspectives through a year-long endeavor in reading, writing, speaking and listening. The purpose of this unit is to apply the NJSLS Reading Literature skills while also considering the individual's role in a community, the individual's reaction to adversity, and the power of language. Students will read Harper Lee's *To Kill a Mockingbird* as a whole class and perform higher-order thinking expressed through daily writing and speaking tasks. Students will engage in an in-depth analysis of the novel's characters, themes and social context. The unit will focus on developing critical reading and analytical writing skills, with an emphasis on understanding how the novel reflects and challenges societal values, particularly concerning race, class, and morality. Through a combination of close reading, group discussions, and writing assignments, students will explore the historical and cultural background of the novel, examine the moral dilemmas faced by the characters, and consider how the narrative voice and perspective shape the reader's understanding of justice and empathy. By the end of the unit, students will demonstrate application of the standards through various assessments.

### Learning Standards

**NJSLS:**

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a

theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

**Learning Targets**

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • How does Harper Lee use characterization to explore themes of justice, morality and prejudice?<br>• In what ways does the setting of Maycomb, Alabama, | • Justice and morality are complex concepts that often involve difficult choices and the consideration of multiple perspectives. |

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<td>influence the events and themes of the novel?<br>• How does the perspective of Scout, as both a child and narrator, affect the reader's understanding of the story?<br>• What is the role of empathy in confronting prejudice and promoting justice?<br>• How do the novel's themes and messages relate to contemporary issues of social justice?</td>
<td>• Empathy is a crucial tool in confronting prejudice and fostering justice.<br>• The social and historical context in which a story is set significantly influences the characters, events, and themes.<br>• The perspective from which a story is told shapes the reader's understanding of the events and characters.<br>• Prejudice, whether based on race, class, or other differences, is a pervasive and destructive force in society.</td>
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<td colspan="2">Vocabulary:<br>• Academic terminology: bildungsroman, empathy, Jim Crow laws, segregation, Great Depression, social hierarchy, civil rights, symbolism<br><br>• Teacher-selected, text-based vocabulary study for comprehension<br><br>• Required: Sadlier's Vocabulary Workshop</td>
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<td colspan="2">Students will be able to:<br>• Read texts at grade-level complexity or beyond.<br>• Read closely to determine what the text says explicitly and inferentially, and where the text leaves matters uncertain.<br>• Think critically about a text and express thoughts through annotations and extended writing, using textual evidence for support.<br>• Determine and analyze central ideas/themes in texts.<br>• Analyze complex characters.<br>• Determine and analyze diction and the impact of language.</td>
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- Analyze how an author draws upon source material.

**Learning Activities:** *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI] in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *To Kill a Mockingbird* by Harper Lee
        - The novel discusses conflicts due to gender, identity, and gender roles, and race throughout the course of the

novel and centers characters such as Tom Robinson, a physically disabled African American man, and Boo Radley, a quiet recluse with implied special needs, there are many opportunities for teachers to have organic discussions that lend themselves to People with Disabilities and DEI instruction. Teachers may also consider these resources and ideas:

- "Boo Radley and folks who are 'different': Do we treat them better today than in the 1930s?" by Anna Claire Vollers
- Discuss the economic diversity, played out in class hierarchies, in Maycomb, Alabama during The Great Depression.
- Discuss the impact of The Great Depression and other economic regressions on families.
- Discuss Maycomb's "usual disease" of racism. Explore the controversies of the "white savior" and teach the book today.
- Discuss gender expectations.
- Read supplemental materials by black authors, poets, singers, etc. that deal with their own experiences in the Jim Crow era.
- Various handouts from T*eaching Mockingbird* by Facing History & Ourselves including "Pre-Reading: The Individual & Society," "Social Types & Gender Expectations in the South," "Roles of Black Women in Southern Society," "Code-Switching," "First-Hand Accounts of the Segregated South", "The Scottsboro Affair," "The Redneck Stereotype," "The Role of Poor White Southern Women," "Restorative Justice and Other Approaches to Justice"

## Assessment Evidence

**Formative Assessments:**

- Vocabulary and/or grammar quizzes.
- Class assignments.
- Guided Reading Questions

**Summative Assessments:**

- Traditional unit-test with text-based multiple choice questions and short constructed response(s).
    - To Kill a Mocking Bird Assessment

**Common Benchmark Assessments:**

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments
- Cultural presentation
- Thematic art project

| Core Instructional & Supplemental Materials |
| --- |
| **Required Text:**<br>• *To Kill a Mockingbird* by Harper Lee |
| **Supplemental Texts:**<br>• *Go Set a Watchman* by Harper Lee<br>• CommonLit: Any "Book Pairings" for *To Kill a Mockingbird*<br>• Texts from "Teaching Mockingbird" by *Facing History & Ourselves*<br>• Films: Selected scenes from *To Kill a Mockingbird* (1962) directed by Robert Mulligan, *Till* (2022) directed by Chinonye Chukwu, *The Untold Story of Emmett Till* (2005) directed by Keith Beauchamp<br>• Poems/ Songs: "Strange Fruit" by Billie Holiday, "We Wear the Mask" by Paul Dunbar<br>• Primary Documents: from "To Kill a Mockingbird: An Historical Perspective" by the Library of Congress |

- Kohlberg's Stages of Moral Development
- Other texts chosen at discretion of teacher

**Vocabulary & Grammar Instruction:**

- Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

**Accommodations and Modifications:**
**Students with Disabilities, English Language Learners,**
**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 8

### Desired Results

**Unit 8: "A View From the Poet's Corner" – Literary Non-Fiction**

**Unit Summary:**

In Honors English 9, students will explore the genre of literary non-fiction, focusing on its unique characteristics, structure and purpose. Literary non-fiction combines factual information with the narrative techniques of fiction to tell compelling, true stories. Through the study of various texts, students will analyze how authors use literary devices, tone and perspective to convey real-life events and issues. The unit will culminate in students creating their own piece of literary non-fiction. This unit aims to deepen

students' understanding and appreciation of literary non-fiction, equipping them with the skills to both critically analyze and creatively write in this genre.

## Learning Standards

**NJSLS:**

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and

informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.



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

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

WHST.9-12.7 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. (HS-PS1-3), (HS-PS1-6)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

| Learning Targets | |
|---|---|
| **Unit Essential Questions:**<br>• What distinguishes literary nonfiction from other forms of writing?<br>• How do authors of literary nonfiction engage and inform their readers?<br>• In what ways can literary techniques enhance the telling of true stories? | **Unit Enduring Understandings:**<br>• Literary non-fiction blends fact with artistry.<br>• Authors have purpose and perspective.<br>• Literary devices enhance real-life narratives.<br>• Structure and organization matter.<br>• Narrative techniques can illuminate truth. |
| **Vocabulary:**<br>• *Academic Terminology*: memoir, autobiography, biography, imagery, chronology, credibility, allegory<br>• *Required*: Sadlier's *Vocabulary Workshop* | |
| **Students will be able to:**<br>• Identify and analyze the elements of literary non-fiction.<br>• Understand and discuss the author's purpose and perspective in literary non-fiction texts.<br>• Examine how literary devices and techniques are used to enhance real-life narratives.<br>• Evaluate the effectiveness of different literary non-fiction texts.<br>• Develop writing skills by creating an original piece of literary non-fiction. | |
| **Learning Activities:** *Potential Learning Activities can include:*<br>• Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to | |

students.

- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change
    - "How Global Warming is Disrupting Life on Earth" by Sarah Gibbens
        - The article explains how global warming and climate change are altering ecosystems, migration patterns, species survival, and human communities.

| Assessment Evidence |
| --- |
| **Formative Assessments:** |

- Evidence of explicitly-taught skills through formal drafts and/or steps of the Writer's Process (gathering and evaluating mentor texts, individual conferences, independent and peer revision)
    - Full short-constructed response
- Vocabulary and/or grammar quizzes
- CommonLit Text Sets
- Guided Reading Questions

**Summative Assessments:**

- Completed literary nonfiction article or essay
    - Portrait of Hometown

**Common Benchmark Assessments:**

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

| Core Instructional & Supplemental Materials |
| --- |
| **Required Texts:**<br>• Vick's Dogs: The Good News Out of the Bad Newz Kennels by Jim Gorant |
| **Supplemental Texts:**<br>• How Global Warming is Disrupting Life on Earth by Sarah Gibbens<br>• Selected essays from "The Best American Essays" series |

- Excerpts from memoirs and autobiographies
- Articles and personal narratives from reputable sources (e.g., The New Yorker, National Geographic)

**Vocabulary & Grammar Instruction:**

- Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

**Accommodations and Modifications:**
**Students with Disabilities, English Language Learners,**
**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule -Verbal and visual cues regarding directions and staying on task - Checklists

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 9

### Desired Results

**Unit 9: "Nobody Wants to be Here" – Dystopian Book Clubs**

**Unit Summary:** In Honors English 9, students will read multicultural literature and encounter various perspectives through a year-long investigation into "Our View of the World and Ourselves." The purpose of this unit is to apply the NJSLS Reading Literature skills while reading dystopian literature, considering how the genre functions, how to critically analyze a dystopian text, and how individuality could be affected by a world gone awry. Students will read Cormac McCarthy's *The Road* as a whole class and perform higher-order thinking expressed through daily writing and speaking tasks. Following the whole-class novel, the NJSLS Reading Literature skills will spiral through students' self-selected dystopian book club texts. By

the end of the unit, students will demonstrate application of the standards through a project and a final on- demand unit assessment.

## Learning Standards

**NJSLS:**

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

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

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

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

| |
|---|
| 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). |
| **Computer Science & Design Thinking (*CS & DT*):**<br>8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. |
| **Interdisciplinary Connections:**<br>6.2.12.A.2.a Civics, Government, and Human Rights Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.<br>6.2.12.A.2.b Civics, Government, and Human Rights Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.<br>6.2.12.B.2.b Geography, People, and the Environment Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. |

| **Learning Targets** | |
|---|---|
| **Unit Essential Questions:**<br>• Have the forces of good and evil changed over time? Is humankind inherently good or evil?<br>• In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?<br>• To what extent do the tenets of genre(s) enable readers to critically analyze a text(s)?<br>• How do authors critique societies through dystopian | **Unit Enduring Understandings:**<br>• Dystopian literature contains certain qualities that make it a genre. Readers consider these qualities to extract meaning.<br>• Authors critique reality through fiction.<br>• Satirical and allegorical works showcase ironies and injustices in humanity. |

| | |
|---|---|
| fiction? | |

**Vocabulary:**

- *Academic terminology:* Utopia, dystopia, apocalypse, satire, allegory, motif
- Teacher-selected, text-based vocabulary study for comprehension
- *Required*: Sadlier's Vocabulary Workshop

**Students will be able to:**

- Read texts at grade-level complexity or beyond.
- Read closely to determine what the text says explicitly and inferentially, and where the text leaves matters uncertain.
- Think critically about a text and express thoughts through annotations and extended writing, using textual evidence for support.
- Determine and analyze central ideas/themes in texts, specifically in dystopian literature.
- Analyze complex characters.
- Determine and analyze allusions and text-to-world connections.

**Learning Activities:** *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.

- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change
    - "Considering History: Finding Critical Optimism about Climate Change Through Cormac McCarthy's The Road" by Ben Railton
        - Railton uses Cormac McCarthy's novel *The Road* (a post-apocalyptic story of a father and son struggling to survive after a global catastrophe) to reflect on climate change and human resilience. The essay frames the novel as a way to cultivate "critical optimism": recognizing the severity of climate threats while also emphasizing human love, care, and hope as pathways forward.

## Assessment Evidence

**Formative Assessments:**

- Vocabulary and/or grammar quizzes
- Class assignments
- Guided Reading

- CommonLit Text Sets

**Summative Assessments:**

- Carrying Fire Assignment

**Common Benchmark Assessments:**

- All 9H Summative Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

## Core Instructional & Supplemental Materials

**Required Text:**

- *The Road* by Cormac McCarthy

**Supplemental Book Club Texts:**

- *1984* by George Orwell
- *Anthem* by Ayn Rand
- *V for Vendetta* by Alan Moore & David Lloyd
- *Ready Player One* by Ernest Cline
- *All These Things I've Done* by Gabrielle Zevin

**Vocabulary & Grammar Instruction:**

- Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

## Accommodations and Modifications:

## Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

## Unit 10

### Desired Results

**Unit 10: "The Pen is Mightier..." - Composing Critical Review (optional unit)**

**Unit Summary:** "There *is a place for analysis of literature in our classrooms... But we think there is more."* - Allison Marchetti & Rebekah O'Dell, *Beyond Literary Analysis*

In Honors English 9, students will write critical review essays -- analytical arguments evaluating a topic of their choice through ranking, strengths/weakness, or "to the extent that____." Inspired by Machetti & O'Dell's *Beyond Literary Analysis*, the purpose of this unit is to apply the NJSLS Writing Argument skills while also considering the purpose of critical reviews to write with authority, passion and with an audience in mind. Students will engage in the writing process by gathering ideas from personal sources, reading mentor critical reviews, collecting and implementing craft moves from professional authors, writing independently, and revising both independently and with peers. Students will self-select topics. Throughout the unit, students will

demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final critical review.

## Learning Standards

**NJSLS:**

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

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed

and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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



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

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

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

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

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**Computer Science & Design Thinking (*CS & DT*):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Interdisciplinary Connections:**

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

WHST.9-12.7 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. (HS-PS1-3), (HS-PS1-6)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

<table>
<tr><th colspan="2">Learning Targets</th></tr>
<tr><td>Unit Essential Questions:<ul><li>To what extent is/are a writer's personal passion(s) useful in conveying an argument?</li><li>To what extent should an intended audience be considered when writing about a topic of passion?</li><li>What style, structure and tone does an authentic argument writer employ?</li><li>How can writers analyze other topics in addition to literature?</li><li>How does a writer establish and convey credibility?</li></ul></td><td>Unit Enduring Understandings:<ul><li>How to write a critical review.</li><li>How to evaluate a professional author's craft for inspiration.</li><li>How to consider purpose and audience when writing, with considerations to credibility, style and tone.</li><li>How to generate original ideas and parameters for an argument.</li><li>How to give credit to sources through hyperlinking.</li></ul></td></tr>
<tr><td colspan="2">Vocabulary:<ul><li>Academic Terminology: norms and conventions, syntax, jargon, substantive</li><li>Required: Sadlier’s Vocabulary Workshop</li></ul></td></tr>
<tr><td colspan="2">Students will be able to:<ul><li>Write a critical review according to the norms of the convention in the argument mode.</li><li>Establish and maintain a style and tone appropriate to the audience and purpose.</li><li>Support claims and counterclaims with strong and thorough reasoning and evidence from text and informational sources, giving proper credit to those sources.</li><li>Employ expert use of grammar, mechanics, spelling and usage.</li></ul></td></tr>
<tr><td colspan="2">Learning Activities: Potential Learning Activities can include:<ul><li>Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to</li></ul></td></tr>
</table>

- students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and
- through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

| Assessment Evidence |
| --- |
| **Formative Assessments:**<br>• Evidence of explicitly-taught skills through formal drafts and/or steps of the Writer's Process (gathering and evaluating mentor texts, individual conferences, independent and peer revision)<br>  ○ Critical Review Outline<br>  ○ Critical Review Peer Editing<br>  ○ Critical Review Rough Draft |
| **Summative Assessments:**<br>• Completed critical review essay |

**Common Benchmark Assessments:**

- All 9H Summatve Assessments
- Midterm
- Final

**Alternative Assessments:**

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

## Core Instructional & Supplemental Materials

**Required Texts:**

- *Beyond Literary Analysis* by Allison Marchetti and Rebekah O'Dell

**Supplemental Texts:**

- Various critical review mentor texts selected by both teachers and students from online magazines

**Vocabulary & Grammar Instruction:**

- Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning