Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: English 9 College Prep

Course Description:
This English course exposes freshmen to various texts and writing modes while honing speaking and listening skills. Students garner and improve upon emerging critical thinking skills required at the secondary level by interacting with and producing a variety of texts around a "coming-of-age" theme. The units in this course alternate between reading-focused and writing-focused units. Reading units include literature, short stories, literary nonfiction, drama, and poetry. Writing units include process pieces in the argument (literary analysis), information (the research paper), and narrative (flash fiction) modes with attention to varying contexts and audiences. 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: “Like Being a Caterpillar in a Cocoon” - Reading Literature (*To Kill a Mockingbird* by Harper Lee)	25
Unit 2: “Finding Your Voice” - Writing Argument (The Argument - Literary Analysis - Essay)	15
Unit 3: “Facing Adversity, Part 1” - Reading Information (*Night* by Elie Wiesel)	15
Unit 4: “Facing Adversity, Part 2” - Writing Information (The Research-Based Informational Essay)	25
Unit 5: “The Journey to Self-Discovery” - Reading Literature (*The House on Mango Street* by Sandra Cisneros)	25
Unit 6: “The Role of Imagination in Growing Up” - Writing Narrative (Narrative Writing / Flash Fiction)	15
Unit 7: “Navigating Emotions” - Poetry	15
Unit 8: “Forging Your Own Identity” - Drama (*The Tragedy of Romeo & Juliet* by William Shakespeare)	25

Unit 1

Desired Results
Unit 1 Title: Unit 1: “Like Being a Caterpillar in a Cocoon” - Reading Literature (*To Kill a Mockingbird* by Harper Lee)
Unit Summary: In this unit, students will acquire and sharpen New Jersey State Learning Standards (NJSLS)-based skills, particularly in the Reading Literature Domain. This unit begins our year-long exploration of “coming-of-age” texts and themes by exploring Harper Lee's *To Kill a Mockingbird* as a bildungsroman, focusing on Scout Finch's journey from innocence to maturity. The novel's central metaphor of transformation, likened to "**being a caterpillar in a cocoon,**" is examined as characters, particularly

Scout and Jem, emerge changed by their experiences. Set against the backdrop of the Great Depression in the American South, the historical context of Jim Crow laws and racial segregation is crucial to understanding the story. Key themes include racial injustice, loss of innocence, moral education, social class dynamics, and the nature of courage and integrity. Students will research the historical background, read independently and as a whole-class, engage in discussions and group work, perform in-depth analysis of characters and themes, and demonstrate their skill acquisition through formative and summative assessments as they pursue an answer to a guiding essential question: **"What does it mean to 'come-of-age' or 'grow up'?"** By the end of the unit, students will complete one traditional unit exam with text-based multiple choice questions and short constructed responses as well as a project-based assessment. Concurrent to reading Lee's novel, 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).

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.



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

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Learning Targets	
Unit Essential Questions: • To what extent does historical context shape a text? • What relationship exists between personal growth and asking questions? • What does it mean to "come-of-age" or "grow up"? • How do people develop compassion and understanding? • In what ways does our understanding of personal responsibility evolve as we mature?	**Unit Enduring Understandings:** • "Coming-of-age" often involves a loss of innocence. • Individuals benefit from valuing others' perspectives and seeing things through the eyes of others. • It takes courage to face issues of conscience and moral dilemmas. • Authors often use biographical and historical events as inspiration for stories.
Vocabulary: • *Academic terminology:* bildungsroman, point of view, narrator, plot/subplot, theme, symbolism, characterization, historical context, and setting • *Teacher-selected, 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 themes in a text.
- Analyze characters.
- Analyze text structure.
- Determine an author's cultural lens and purpose for writing.
- Evaluate multiple interpretations of a text in different formats (print/film).
- 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.
- Acquire and apply language-based skills such as determining and clarifying unknown words and analyzing connotative meanings.

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. ● Character Slide(s) ● Class assignments: ○ Guided reading questions
Summative Assessments: ● Traditional unit-test with text-based multiple choice questions and short constructed response(s). ● Project-based test(s). Examples include: ○ Blackout Poem ○ Scene selection rewrite
Common Benchmark Assessments: ● All 9CP Summative Assessments ● Midterm ● Final
Alternative Assessments: ● Choice Assignments ● Choice Essay Topics ● Modified Assignments

Core Instructional & Supplemental Materials
Required Text: • *To Kill a Mockingbird* by Harper Lee
Supplemental Texts: • CommonLit: Any "Book Pairings" for *To Kill a Mockingbird* • Texts from "Teaching Mockingbird" by *Facing History & Ourselves* • 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 • Poems/ Songs: "Strange Fruit" by Billie Holiday, "We Wear the Mask" by Paul Dunbar • 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 - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - 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 - 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

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone 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 Title: Unit 2: "Finding Your Voice" - Writing Argument (The Argument - Literary Analysis - Essay)

Unit Summary: The purpose of this unit is to apply the NJSLS skills in the Argument Writing Domain. Students will write a traditional literary analysis essay, the backbone of scholarly writing in English. Students will answer a guiding essential question - **"How can a writer explore an argument through writing?"** – by **finding their own voices** and developing original arguments about an aspect of a self-selected short story. Students will engage in the writing process by gathering ideas, reading mentor literary analysis, collecting and implementing craft moves from professional authors, drafting independently, and revising both independently and with others. Throughout the unit, students will demonstrate acquisition of the standards through drafting and individual conferences. By the end of the unit, students will demonstrate application of the standards through a final literary analysis essay. Concurrent to writing an argument 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).

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: • How does a critical reader develop and write about an original and complex argument based in literature? • How can a writer explore an argument through writing? • How is text evidence used to support theories about a story? • How can you find your voice by developing and supporting an original argument?	**Unit Enduring Understandings:** • Strong readers form opinions about and write about what they read. • Literary analysis conveys a critical reader's arguments about a piece of literature. • A strong argument must support one side with evidence as well as account for other sides of the argument. • Evidence must be used accurately and relevantly.
Vocabulary: • *Academic terminology:* Argument, analysis, claim, counterclaim, refutation, text evidence, direct quote, summary, paraphrase, MLA, thesis, topic sentence, warrant, clincher, audience, tone, style, voice • *Required:* Sadlier's *Vocabulary Workshop*	
Students will be able to:	

- Engage in the writing process from brainstorming to revision to produce an original argument (literary analysis) essay supported by relevant and sufficient text evidence and sound reasoning.
- 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:

- LGBTQ and People with Disabilities, Climate Change & Disabilities, 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: ○ Introduction Paragraph ○ Claim Paragraph(s) ○ Counterclaim Paragraph ● Vocabulary and/or grammar quizzes.
Summative Assessments: ● Completed argument (literary analysis) essay.
Common Benchmark Assessments: ● All 9CP Summative Assessments ● Midterm ● Final
Alternative Assessments: ● Choice Assignments ● Choice Essay Topics

- Modified Assignments

Core Instructional & Supplemental Materials
Required Texts: *Students will select one of the following short stories upon which to write the literary analysis (argument) essay:* • "The Interlopers" by Saki • "The Cask of Amontillado" by Edgar Allan Poe • "The Most Dangerous Game" by Richard Connell" • "The Scarlet Ibis" by James Hurst • "The Man to Send Rain Clouds" by Leslie Marmon Silko
Vocabulary & Grammar Instruction: Sadlier's *Vocabulary Workshop & Grammar Workshop* (Chapters 3, 6, 8, & 9.5)
Supplemental Resources: "Argumentative Essays" from Purdue OWL or other teacher-selected writing sources.

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 - Space for movement or breaks - Extra visual and verbal cues and prompts - 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 - 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 - Word walls

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

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 - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Unit 3: "Facing Adversity, Part 1" - Reading Information (*Night* by Elie Wiesel)

Unit Summary: In this unit, students will acquire and sharpen New Jersey State Learning Standards (NJSLS)-based skills, particularly in the Reading Information Domain. Students will continue their study of the coming-of-age theme as they pursue an answer to a guiding question **"How do we develop resilience and learn to overcome adversity?"** while reading 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. Through Wiesel's vivid and haunting prose, students will witness his journey of survival through the Nazi concentration camps, including Auschwitz and Buchenwald. The memoir serves as a poignant story of **coming-of-age by facing the most horrific example of adversity.** The unit will focus on themes such as the loss of innocence, the struggle to maintain humanity in inhuman conditions, and the power of bearing witness. In this unit, students acquire and sharpen New Jersey State Learning Standards (NJSLS)-based skills, particularly in the reading information domain. Students will research the historical background, read independently and as a whole-class, engage in discussions and group work, analyze Wiesel's writing and argument techniques, and integrate additional information texts to round out their study of this nonfiction text. By the end of the unit, students will complete one traditional unit exam with text-based multiple choice questions and short constructed responses as well as a project-based assessment. Concurrent to reading Wiesel's memoir, 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:

- How do we develop resilience and learn to overcome adversity?
- How does "bearing witness" help us to mature?
- In what ways does our understanding of personal responsibility evolve as we mature?
- How can silence and indifference perpetuate tragedy?
- To what extent is every text, even a memoir, an argument?

Unit Enduring Understandings:

- Reading about others' experiences can help us grow as people.
- Facing adversity is an expected part of life.
- Genocide is a consequence of prejudice and discrimination.
- "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).
- Writers make particular choices to persuade an audience.

Vocabulary:

- *Academic terminology:* literary nonfiction, 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 the Holocaust.

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 Reading questions
    - *Night* Literature Circle
    - Author's POV Questions
- Motif Analysis Project

- Op-Ed Article

Summative Assessments:

- Traditional unit-test with text-based multiple choice questions and short constructed response(s).
- Project-based test. Examples include:
    - Historical Context Timeline
    - Survivor Testimony & Research Project

Common Benchmark Assessments:

- All 9CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Required Text: • *Night* by Elie Wiesel • "The Perils of Indifference" by Elie Wiesel or "Acceptance Speech" by Elie Wiesel
Supplemental Texts: • The UN's "Declaration of Human Rights" • Texts and additional resources provided in The Holocaust Curriculum Guides 9th-12th Grade by New Jersey Commission on Holocaust Education • CommonLit: Any "Books Pairings" for *Night*
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.

- Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Rest breaks - Verbal and visual cues regarding directions and staying on task

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 - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - 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 - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - 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 Title: Unit 4: "Facing Adversity, Part 2" - Writing Information (The Research-Based Informational Essay)

Unit Summary: In Unit 4, students will continue their investigation of two key essential questions from Unit 3: **"How do we develop resilience and learn to overcome adversity?"** and **"How does 'bearing witness' help us to mature?"** In this unit, students will acquire and strengthen NJSLS-based skills in the Writing Information Domain by engaging in the writing process to produce a research-based informative essay. Students will generate original research questions on a topic of their choice - narration of historical events, scientific procedures/ experiments, or technical processes - related to the aforementioned essential questions on **facing adversity**. Working collaboratively with the WHS Library Media Center staff, students will engage in the writing process by brainstorming and prewriting, researching, 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.9-12.7 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: • How do we develop resilience and learn to overcome adversity? • 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?	**Unit Enduring Understandings:** • Informational writing conveys complex ideas through selection, organization, and analysis of content. • 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.
Vocabulary: • *Academic Terminology*: informative/explanatory, research question; 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*	
Students will be able to: • Engage in the writing and researching processes from brainstorming to generating an original research question to gathering sources to drafting to revision to produce an original research-based informative essay. • Write gripping introductions and powerful conclusions. • Organize nonfiction 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.	

- 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.
- 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: ● 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: ○ Research notes ○ Drafted outlines ○ Works Cited page ● Vocabulary and/or grammar quizzes.
Summative Assessments: ● Completed research-based informative essay. ● Final draft Works Cited page
Common Benchmark Assessments: ● All 9CP 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.

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 5

Desired Results

Unit 5 Title: Unit 5: "The Journey to Self-Discovery" - Reading Literature (*The House on Mango Street* by Sandra Cisneros)

Unit Summary: In this unit, students will acquire and strengthen NJSLS-based skills in the Reading Literature Domain by reading *The House on Mango Street* by Sandra Cisneros, a coming-of-age novel that follows Esperanza Cordero, a young Latina girl growing up in a poor Chicago neighborhood. Learners will study Cisneros' writing craft and the unique text structure of the novel as the story unfolds through a series of 44 vignettes. The author's craft is exemplified through vivid imagery, metaphors, repetition, and symbolism, making it an excellent model for students' narrative writing in the next unit. Throughout the novel, Esperanza grapples with issues of identity, cultural and socioeconomic challenges, family dynamics, and gender expectations. This rich tapestry of themes, combined with Cisneros' skillful writing, provides students with ample material to answer a guiding essential question - **"How do our personal experiences shape the way we view ourselves?"** – as they continue on their own **journeys to self-discovery**.. Students will research the historical background, read independently and as a whole-class, engage in discussions and group work, perform in-depth analysis of characters and themes, and demonstrate their skill acquisition through formative and summative assessments. By the end of the unit, students will complete one traditional unit exam with text-based multiple choice questions and short constructed responses as well as a project-based assessment. Concurrent to reading Cisneros' novel, 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).

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.



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).

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.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.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.2.12.D.5.d History, Culture, and Perspectives Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries

Learning Targets	
Unit Essential Questions: • How do our personal experiences shape the way we view ourselves? • What effect does society have on the individual? • What roles do neighborhoods and communities play in shaping who we become? • How do literary and stylistic devices affect a writer's message? • How do writers give insight into the human experience through their writing?	**Unit Enduring Understandings:** • Students will understand that culture is a powerful lens through which individuals view, understand, and explain the world. • Students will understand that cultural misconceptions are part of our past and present. • Students will understand that cultural identity is determined by many factors. • Students will understand that language has structure. • Students will understand that writing helps people express themselves. • Students will understand that reading helps people understand the world around them.
Vocabulary:	

- Academic terminology: vignette, poetic voice, prose, imagery, theme, author's craft, point of view, tone, setting, plot, motif, symbol, foreshadowing, flashback, simile, metaphor, allusion, personification, hyperbole, repetition.

- Teacher-selected, 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 themes in a text.
- Analyze characters.
- Analyze an author's craft and text structure.
- Determine an author's cultural lens and purpose for 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.
- Acquire and apply language-based skills such as determining and clarifying unknown words and analyzing connotative meanings.

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:

- Diversity, Equity & Inclusion [DEI]:
    - The House on Mango Street by Sandra Cisneros
        - Discuss economic diversity as the characters are from a low socioeconomic status.
        - Discuss racial diversity as Esperanza is Mexican-American.
        - Discuss gender diversity and gender roles which feature heavily in the novel.
        - Consult such resources as "*The House on Mango Street*: Examining Race, Racism, and Power" by Carolyn L. Streets from Yale-New Haven Teachers Institute, "*The House on Mango Street* Discussion Questions" from the Chicago Public Library & Facing History & Ourselves, "Racial Identity and Racial Treatment of Mexican-Americans" by Vilma Ortiz and Edward Telles, etc.

Assessment Evidence

Formative Assessments:

- Vocabulary and/or grammar quizzes.
- Background Context Posters
- Class assignments:
    - Guided Reading questions
    - CommonLit questions sets

Summative Assessments:

- Traditional unit-test with text-based multiple choice questions and short constructed response(s).
- Project-based test. Examples include:
    - Neighborhood Map Project
    - Theme scrapbook
    - Community Connections Project

Common Benchmark Assessments:

- All 9CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Required Text:

- *The House on Mango Street* by Sandra Cisneros

Supplemental Texts:

- CommonLit: Any "Book Pairings" for *The House on Mango Street*
- Poems: "Home" by Edgar Albert Guest, "Vocabulary" by Safia Elhillo, "Second Language" by Jericho Brown, "The New Colossus" by Emma Lazarus

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

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

- Alternative Assessments - Homogenous Grouping - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone 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 Title: Unit 6: "The Role of Imagination in Growing Up" - Writing Narrative (Flash Fiction)
Unit Summary: In this unit, students will acquire and sharpen New Jersey State Learning Standards (NJSLS)-based skills, particularly in the Writing Narrative Domain. In Unit 6, students will conduct a narrative genre study of Flash Fiction -- or short short stories, micro-fiction, quick fiction, sudden fiction – ultimately, a story told in very few words. Although seemingly simple due to its brevity, flash fiction is actually a complex writing task that requires the author to tell a full story (beginning, middle, and end) in very few words. Learners will acquire and strengthen NJSLS Writing Narrative-skills such as "developing real or imagined

experiences or events using effective techniques, well-chosen details, and well-structured event sequences." Students will engage in the writing process from mentor text study and brainstorming to revision while conferring with teachers and peers to produce a final piece of flash fiction by the end of the unit. While writing creatively and figuratively, students will pursue an answer to the essential guiding question **"What is the role of imagination in growing up?"** as they continue their year-long study of "coming-of-age." Concurrent to studying poetry, 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).

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

<table>
<tr>
<td>Unit Essential Questions:
What is the role of imagination in growing up?
Why is it necessary to write and share stories?
To what extent can I use my imagination and write descriptively?
How do narrative techniques aid in developing real or imagined experiences?</td>
<td>Unit Enduring Understandings:
There are many genres within the narrative writing mode.
Writers employ various craft and structural elements in order to develop a story, paying close attention to language choices, specific details, and conciseness.
Writing a story can help an author make sense of "fragments" of experiences, even seemingly insignificant ones.
Authors write for a variety of purposes.</td>
</tr>
<tr>
<td colspan="2">Vocabulary:
Academic terminology: narrative, flash fiction, Freytag’s plot structure, sensory language and telling details, mentor text, voice, exploding the moment, dialogue, pacing, revision, editing, concision, precision, diction, redundancy, wordiness, indirect characterization, direct characterization, in media res, irony
Required: Sadlier’s Vocabulary Workshop</td>
</tr>
<tr>
<td colspan="2">Students will be able to:
Evaluate and implement craft moves from mentor flash fiction.
Engage in the writing process: gathering ideas, drafting, revising/editing.
Write a piece of flash fiction according to the norms and conventions of the genre.
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Develop and strengthen writing as needed by conferring with the teacher and peers.
Write routinely over extended time frames.</td>
</tr>
</table>

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). Examples include:
    - Plot Diagram
    - Character Map
    - Flash draft of Flash Fiction
    - Peer Revision
- Vocabulary and/or grammar quizzes.

Summative Assessments:

- Completed narrative (flash fiction) essay.

Common Benchmark Assessments:

- All 9CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Required Texts: • "Girl" by Jamaica Kincaid • "Sticks" by George Saunders • "Curriculum" by Sejal Shah
Supplemental Texts: • Selections from "Brevity" by David Galef

- 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 - Space for movement or breaks - Extra visual and verbal cues and prompts - 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 - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share

Students at Risk of Failure

- Home/School Connection - 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

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 Title: Unit 7: "Navigating Emotions" - Poetry

Unit Summary: In this unit, students will acquire and strengthen NJSLS Reading Domain in Literature and Writing Domain in Narrative-based skills while also considering how, as Robert Frost said, "poetry is when an emotion has found its thought and the thought has found words." "Coming-of-age" means experiencing and learning to **navigate emotions** maturely, and poetry can be a tool for writers and readers in doing so. 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 original poetry as they pursue an answer to a guiding essential question: **"To what extent does poetry enable individuals to convey and understand emotions?"** By the end of the unit, students will demonstrate the application of the standards through original poetry. Concurrent to studying poetry, students will participate in vocabulary and/or grammar study using Sadlier's *Vocabulary & Grammar Workshop* resources.

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)

<table>
<tr><th colspan="2">Learning Targets</th></tr>
<tr><td>Unit Essential Questions:
To what extent does poetry enable individuals to convey and understand emotions?
How can reading and writing poetry help readers to navigate emotions?
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?
How does performing poetry aid in understanding it?</td><td>Unit Enduring Understandings:
Poetic techniques -- form, language, and content –work together to put emotions into words.
Poetry explication aids in comprehension and evaluation.
Writing poetry is a means of expressing emotions.
Performing poetry is critical for understanding.</td></tr>
<tr><td colspan="2">Vocabulary:
Academic Terminology: speaker, addressee, audience, form, diction, patterns, rhyme, figurative devices, sound devices
Required: Sadlier’s Vocabulary Workshop</td></tr>
<tr><td colspan="2">Students will be able to:
Read complex poetry with diminishing scaffolding.
Engage in the poetry explication process to comprehend, discuss, and generate meaning from poems.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Identify and analyze the key elements of poetry such as the speaker, addressee, audience, form, diction, patterns, rhyme, figurative devices, sound devices, etc.</td></tr>
</table>

- Notice a poet's craft moves in order to write poetry, mimicking the form, content, and language of professional poets.
- Perform original poems.
- Evaluate a poem's efficacy in transforming a moment or idea.

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:

- Asian American & Pacific Islanders, LGBTQ and People with Disabilities & Climate Change:

- 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: ● 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) ● Class assignments. ● Poem performance. ● Vocabulary and/or grammar quizzes.
Summative Assessments: ● Poem Mimicry Project.
Common Benchmark Assessments: ● All 9CP Summative Assessments ● Midterm ● Final
Alternative Assessments: ● Choice Assignments ● Choice Essay Topics ● Modified Assignments

Core Instructional & Supplemental Materials
Teachers should select a minimum of three of the following poems for direct instruction: • "Sonnet 73" by William Shakespeare • "Ozymandias" by Percy Bysshe Shelley • "We Grow Accustomed to the Dark" by Emily Dickinson • "A Loveliest of Trees" by A.E. Houseman • "Yet Do I Marvel" by Countee Cullen • "Musée des Beaux Arts" by W. H. Auden • "Women" by Alice Walker • "I Am Offering This Poem to You" by Jimmy Santiago Baca • "The Raven" by Edgar Allan Poe • "An Obstacle" by Charlotte Perkins Gilman • "I, Too" by Langston Hughes • "Nothing Gold Can Stay" by Robert Frost
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 - 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 - New poem selection

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 - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - 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 Title: Unit 8: "Forging Your Own Identity" - Drama (*The Tragedy of Romeo & Juliet* by William Shakespeare)

Unit Summary: Unit 8 concludes our year-long investigation into "coming-of-age" questions and themes. This unit focuses on NJSLS Reading Domain in Literature-based skills and William Shakespeare's timeless *The Tragedy of Romeo and Juliet*, a tale of two young lovers from feuding families in Verona, Italy. As learners grapple with Shakespeare's challenging text and the ageless story of Romeo and Juliet's ill-fated romance, students will reflect on the process of coming-of-age and **forging one's own identity** in the face of societal and familial expectations. To contextualize the play, students will perform historical background research on Elizabethan England and Renaissance Italy, enhancing their understanding of the cultural forces that shaped Shakespeare's work. The unit will also involve hands-on engagement through performance, with students rehearsing and presenting key scenes to deepen their understanding of character and language. Additionally, learners will compare film and dramatic interpretations of the play, analyzing how different directors and actors approach the material across various media. By the end of this unit, students will pursue an answer to a guiding essential question **"What does it mean to forge an identity for yourself?"** and will have developed a deeper appreciation for Shakespeare's enduring relevance and improved their skills in literary analysis, historical research, textual interpretation, performance, and critical comparison of adaptations. Students will demonstrate knowledge of skills through one traditional unit exam with text-based multiple choice questions and short constructed responses as well as a project-based assessment. Concurrent to reading Shakepeare's play, 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).

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.

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).

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 RightsDetermine 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 RightsExplain 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 forge an identity for yourself? • 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 do we learn to balance personal desires with societal expectations? • How can readers grapple with complex texts?	**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. • The teenage struggle for identity and independence is an age-old struggle.
Vocabulary: • *Academic terminology:* sonnet, prologue, iambic pentameter, blank verse, stage directions, foot/side notes, metaphor, irony	

(dramatic, situational, verbal, cosmic), foreshadowing, personification, pun, allusion, oxymoron, aside, soliloquy, monologue, foil, conflict, hyperbole, alliteration, rhyme, couplet, symbolism, theme, tragedy, motif, setting

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

- *Required*: Sadlier's Vocabulary Workshop

Students will be able to:

- Read grade-level texts with purpose and understanding.
- Grapple with difficult texts and diminishing scaffolding.
- Cite evidence to support analysis.
- Determine and track the development of themes in a text.
- Analyze characters.
- Analyze text structure.
- Determine an author's cultural lens and purpose for writing, especially in a text from outside of the United States.
- Evaluate multiple interpretations of a text in different formats (print/play/film).
- Analyze the historical, cultural, and background of a text.
- Analyze how an author draws on source material, such as Shakespeare's allusions to Greek Mythology/
- Collaborate with peers to discuss a text and complete higher-order thinking tasks.
- Routinely write in response to text-based questions and prompts.
- Acquire and apply language-based skills such as determining and clarifying unknown words and analyzing connotative meanings.

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. Examples include:
  ○ Audience notes
  ○ Act guided reading questions
• Motif Project
• Background Context Project Notes

Summative Assessments:
• Traditional unit-test with text-based multiple choice questions and short constructed response(s).
• Project-based test.
  ○ Background Context Project Outine
  ○ Background Context Final Project

Common Benchmark Assessments: • All 9CP 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: • 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 Text

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 Text

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